

**Kansas
FFY 2007
Part B State Performance Plan**



**Submitted by:
Special Education Services Team
Learning and Innovative Services Division**

February 2, 2009

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
IST	Integrated Support Team
ITV	Interactive Television
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
KIAS	Kansas Integrated Accountability System
KICC	Kansas Interagency Coordinating Council
KIDMSS	Kansas Integrated Data Management and Support System (KSDE Project)
KIDS	Kansas Individual Data on Students (KSDE Project)
KIRC	Kansas Instructional Resource Center (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
MPRRC	Mountain Plains Regional Resource Center
MTSS	Multi-Tiered System of Support
NCCREST	National Center for Culturally Responsive Educational Systems (OSEP Project)
NCLB	No Child Left Behind
NCSEAM	National Center for Special Education Accountability Monitoring
NCSET	National Center on Secondary Education and Transition
NECTAC	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
TA	Technical Assistance
TAESE	Technical Assistance Center for Excellence in Special Education Center
TBI	Traumatic Brain Injury
TIP	Targeted Improvement Plan

Overview of the Kansas State Performance Plan Development

The Individuals with Disabilities Education Improvement Act (IDEA, 2004) Part B requires states to develop a State Performance Plan (SPP) every six years. The FFY 2005 - FFY 2010 SPP, is the Kansas State Department of Education's (KSDE's) primary blueprint to improve teaching and learning by supporting rigorous academic standards to improve results for students with disabilities. The SPP identifies 20 indicators and utilizes numerous data sources which include the KSDE process for general supervision, accountability, monitoring, and technical assistance. The SPP Overview provides an archival accounting of the processes and activities implemented to effectively complete the Kansas SPP and Annual Performance Report (APR). The four sections are: (1) Stakeholder Input; (2) Public Reporting and Dissemination; (3) Kansas System for Capacity Building and Accountability; and (4) Overview Summary. Each section contains a chronological description of the activities, stakeholders, and results used to develop, revise, and improve IDEA State Performance Plan implementation that impact schools, students, and families in the Kansas educational system.

Stakeholder Input

This section details the activities of the various stakeholder groups that were instrumental in establishing Kansas targets for each of the SPP Indicators. It is divided into subsections and describes pertinent information regarding stakeholder involvement, objectives, activities data, and annual evaluation of results. The following subsections are: (1) Stakeholder Input on SPP Indicators; (2) FFY 2005-2006 SPP Stakeholder Involvement; and (3) Special Education Advisory Council (SEAC) Stakeholder and KSDE Input for SPP/APR.

Stakeholder Input on SPP Indicators

Three groups (e.g., contributing councils or agencies) assisted in the development of the SPP Indicators. These entities along with KSDE consultants met numerous times to develop, provide continuous feedback based on data collection systems, review progress and identify root causes of slippage. These groups include: (1) The Special Education Advisory Council (SEAC); (2) The Kansas Department of Health and Environment (KDHE); and (3) The State Interagency Coordinating Council (SICC). Information on group activities to establish targets for new indicators, to identify appropriate data collection systems, and discuss indicator progress or slippage is provided.

The Kansas Department of Health and Environment (KDHE). The KDHE, Lead Agency for Part C, in collaboration with KSDE consultants convened a group of stakeholders to assist in developing a data collection and reporting system for Indicator 7 Early Childhood Outcomes in FFY2005. A survey was also sent to Kansas LEAs and Infant/Toddler Networks to determine which early childhood curriculum-based assessments were most frequently utilized in Kansas. Based on the results of the survey and stakeholder input, it was determined that Kansas would use *The Child Outcome Summary Form (COSF)* to summarize and report child outcome data.

In addition, a Memorandum of Understanding (MOU) was developed between the KDHE and the KSDE for merging student data to facilitate child transition from Part C to Part B and provide early childhood teams an effective method to make data-based instructional decisions. In addition, this activity resulted in a collaborative effort among The Kansas In-Service Training System (KITS), the Kansas Part B 619 Coordinator, and the Kansas Part C Coordinator to provide training and technical assistance for administrators and service providers to accurately collect and report early childhood data which is a requirement for Indicator 7. The MOU was implemented and brought to scale during FFY2006 and 2007 resulting in data system collection refinements and targeted technical assistance directed at the local level.

Part C State Interagency Coordinating Council (SICC). The KSDE consultants and the SICC met twelve times with stakeholders during the FFY2006 reporting period to solicit input on Indicators 6, 7, 8, and 12. Information discussed with the SICC and stakeholders included methods for data collection, parent involvement, baseline, targets, progress, and improvement activities. Stakeholder input derived through these meetings was used to revise activities for the above listed indicators. These SPP/APR discussions, facilitated by both Part B and Part C staff, continued throughout FFY2007 during five meetings and one retreat.

SPP Stakeholder Involvement

KSDE consultants integrate the information obtained from the SEAC stakeholder group, councils, and other advisory boards to guide the direction of the SPP/APR.

Statewide Stakeholder Meetings. The KSDE and the SEAC took the lead in assisting with the initial development of the SPP Indicators in FFY2005. Each of these groups met numerous times with various stakeholders throughout the year to conduct activities that focused on the design, implementation, and monitoring of the SPP Indicators.

A second stakeholder meeting was held in September, 2005. Eighty participants from a variety of statewide organizations were invited to provide input about the SPP. This group included representatives from consumers and agencies, such as, (a) individuals with disabilities, (b) parent advocacy organizations and associations, (c) local school boards, (d) general education administrators and teachers, (e) special education administrators and educators, (f) Title I and school accreditation, (g) Juvenile Justice Authority (JJA), (h) independent living centers (ILCs), (i) private and charter schools, (j) early childhood agencies, (k) Kansas Council for Developmental Disabilities (KCDD), (l) Kansas Disability Resource Center (Advocacy & Protection), and (m) Institutes of Higher Education (IHEs).

The objectives of this meeting were to:

1. establish targets for indicators;
2. ensure stakeholder understanding of the new indicators and provide feedback about the proposed data collection procedures; and
3. brainstorm strategies for improvements in Kansas by indicator.

The objectives of the meeting were met. Ideas for work groups were generated to design and improve activities and targets of the SPP Indicators. The following SPP work groups convened following the meeting to continue the development of the SPP. Brief descriptions of their activities and accomplishments are listed by each work group.

1. Postschool Outcome (PSO) Work Group Activities. The PSO workgroup attended the National Transition Summit. Work group members developed the plan for collecting postschool outcome data.
2. Early Childhood Work Group Activities. The early childhood work group developed a plan to collect data related to early childhood outcomes and to provide appropriate training for early childhood providers.
3. Parent Work Group Activities. The parent work group reviewed results of the parent survey to ensure alignment with the KSBE approved *Parent Teacher Association's Parent Involvement Standards* and included members of statewide parent advocacy organizations.

SPP Stakeholder Follow-Up Meeting. The SEAC met again on November 9, 2005 to study the SPP work completed by stakeholders, related issues, as well as the OSEP response letter to the Annual Performance Report (APR) that was submitted in March, 2005 and the Focused Assistance Monitoring System (FAM).

The objectives for the SPP follow-up meeting were to:

1. ensure the document included stakeholder input provided on September 13, 2005; and
2. provide feedback to the following questions;
 - Will the proposed activities result in improvement?
 - Are the data collection plans for the new indicators reasonable?
 - Will the new data collection provide useful information to the state and to LEAs for improvement planning?
 - Is the document written so the information can be understood by the general public?

The objectives of the follow-up meeting were met. A major result of the follow-up meeting was a decision by SEAC members to intensify the council's focus on the SPP/APR Indicators by reformulating their action plan to include objectives specific to the SPP/APR for the next reporting period of FFY2006. Since this time, progress made towards the SPP/APR Indicator updates are a regular standing agenda item at each advisory council meeting. The SPP/APR Indicator updates are combined with updates from KSDE consultants including, but not limited to, the following; (a)

changes in data collection requirements, (b) recommendations for setting baseline targets, and (c) suggestions for new or revised improvement activities.

State Special Education Advisory Council (SEAC) Involvement

The SEAC members received updates from the KSDE consultants and Mountain Plains Regional Resource Center (MPRRC) providers on the work that was completed by the SPP/APR stakeholder workgroups who developed targets for each indicator, reviewed progress and slippage on each indicator, and reviewed the final draft of the FFY 2005 APR and SPP. The KSDE and SEAC continued to conduct stakeholder meetings that specifically focused on the SPP/APR during FFY2006. Members used data, progress, and results from previous meetings to revise or expand activities for the SPP Indicators and update progress on indicators for the APR. In FFY2006 stakeholder input was obtained during SEAC meetings held on July 26, 2006, October 10, 2006, January 9, 2006, and February 13, 2007. Yearly new SEAC members receive a SPP/APR tutorial. New and current SEAC members attend Leadership Conference SPP/APR sessions yearly as well.

In FFY 2007 stakeholder input was obtained during SEAC meetings held on July 25, 2007, Sept. 11, 2007, Oct. 31, 2007, Jan. 8 and 9, 2008, Feb. 13, 2008, and April 18, 2008. During the January 8-9, 2008 and November 12, 2008 meetings SEAC reviewed baseline data, gave input on data collection and improvement activities, and made recommendations for whether or not targets for Indicators 14, 1 and 2 should be changed. These stakeholder activities resulted in building the foundation for the Kansas Postschool Outcomes (PSO) data system. Additionally, the SEAC was instrumental in providing input for the development of the Levels of Determination including the rewards and sanctions associated with each level.

KSDE Meeting with IHEs. The KSDE consultants obtained feedback on new statewide data collection systems for the SPP/APR with Kansas faculty from IHEs at a meeting during October, 2006. The faculty members represented IDEA Part D State Improvement Grant (SIG) sub-grantees. As a result of the meeting IHE faculty had a better understanding of the implications that the State's overall progress and/or slippage on the SPP Indicators may have on special education policy, and general and special education teacher preparation.

KSDE Meeting with Parent Groups. The KSDE consultants met with parent group representatives on November 6, 2006, January 18, 2007 and July 15, 2008. The purpose of these meetings was to review baseline data, and receive input on targets and improvement activities for Indicator 8, Parent Involvement and develop plans of action. Staff members from these organizations also agreed to serve as contractual partners (parent consultants) to the KSDE State Personnel Development Grant (SPDG) and take a leadership role in activity implementation. As a result of these meetings, the Statewide Personnel Development Grant (SPDG) parent involvement objectives and consultants are a key resource for implementation of SPP Indicator improvement activities.

KSDE Revision of Education Program Consultants' (EPCs) Job Responsibilities. Student Support Services was renamed Special Education Services (SES) and EPCs' job responsibilities were realigned and assigned to the SPP/APR Indicators. Examples of the new job responsibilities include; (a) incorporating technical assistance into the data collection system and improvement activities as a result of stakeholder feedback, and (b) piloting, evaluating, implementing, and refining multiple SPP/APR processes in an effort to improve the fidelity of implementation and maintain system validity/reliability and c) facilitating implementation of improvement activities. During FFY2007 job descriptions were revised and approved to reflect the above SPP/APR responsibilities.

The KSDE consultants perform many of the above tasks in conjunction with the Kansas Statewide Technical Assistance Resource System (KSTARS) Projects. KSTARS Projects are SES sponsored technical assistance and training providers to LEA personnel across the state in areas such as Autism, IEP development, field based consultant network for significant cognitive disabilities (FBCs), Multi-Tier System of Supports (MTSS), and Positive Behavior Support (PBS). In February 2008, a joint meeting was held between KSTARS and SES staff to discuss realignment of work to support the SPP/APR efforts and how work could be coordinated to support improvement activities. (Refer to the Public Dissemination and Reporting section for more information about KSDE KSTARS Projects.)

LEA Administrators, MPRRC and KSDE. During FFY2006 KSDE consultants and MPRRC staff sponsored a statewide meeting on May 4-5, 2007 at which over 200 local education agency (LEA) administrators, KSDE and MPRRC staff members reviewed the SPP and APR data, indicator targets and improvement activities. Additionally, the connection with the SPP/APR Indicators and the LEA's accountability regarding IDEA general supervision were reviewed. The meeting provided an opportunity for KSDE staff to identify specific technical assistance needs and resources necessary to meet the SPP/APR targets.

The dialogue established in FFY2006 continued into the next reporting period when the vast majority of Kansas local directors of special education and their assistants (350) attended the July 2007 Leadership Conference. Structured

opportunities for knowledge building, providing feedback and availability of resources on the 20 indicators occurred at presentations and roundtable discussions throughout the conference.

A new stakeholder group of local administrators, KSDE and KSTARs staff was formed in FFY2007 to develop recommendations for the design and implementation of the Kansas Integrated Accountability System (KIAS). The result of two KIAS stakeholder meetings produced a draft KIAS framework, identified needed resources, and established a communication system whereby members report progress to and solicit feedback from their peers in their representative state regions. During the FFY2007 SPP and APR report preparation process, MPRRC staff provided consultation by facilitating monthly SPP/APR planning meetings with KSDE staff and facilitating a comprehensive evaluation and analysis of all Kansas SPP improvement activities. The twenty (20) FFY2007 SPP/APR improvement activities were individually analyzed to determine effectiveness, assess impact on indicator, discuss data collected, implications for technical assistance needs of local districts and needed activity revisions or changes. MPRRC staff facilitated the improvement activity review process by providing a "SPP/APR Improvement Activity Review" tool, guiding group discussions, fielding individual questions, and identifying existing resources. As a result, SPP improvement activities were added, revised, made measurable and/or discontinued. Changes are described within each indicator in the following FFY2007 State Performance Plan.

Office of Special Education Programs Assistance (OSEP) and KSDE. A verification visit was conducted by OSEP project officers to provide feedback and suggestions for improvement on the 2005 APR and SPP. A letter from OSEP to KSDE followed the on-site visit that documented feedback and refinement of improvement activities for the SPP/APR Indicator process. This letter was posted on [http:// www.kansped.org](http://www.kansped.org) website for stakeholder review. During FFY2004-2006 OSEP project officer(s) provided resources for the implementation of the Kansas' General Supervision Enhancement Grant (GESG) by addressing critical data issues including the need to: (a) collect preschool indicators, (b) develop a PSO data system, and (c) integrate data across databases. As a result, KSDE established the capacity to maintain and support a data infrastructure necessary for improved educational results and functional outcomes according to the SPP/APR targets. The GSEG efforts were sustained and enhanced during the FFY2007 reporting period.

OSEP has provided critical support for improvement activity implementation and evaluation through the State Personnel Development Grant (SPDG) program since the SPP and APR began. Multiple SPP indicators are supported by SPDG professional development resources and the SIGnetwork, The SWPBS professional development and regional behavior teams (Indicators 1,2,4,14) and parental involvement consultants (Indicator 8) and INKS Field-based Consultants (indicator 3 and 5) are all SPDG supported. Additionally, SPDG staff's knowledge in evaluation and methods for database management have been utilized and adopted for SPP/APR progress monitoring purposes.

Annually the OSEP staff and their national TA providers have sponsored series of conference calls, webinars, and national conferences in which KSDE staff actively participate. As a result of the monthly interactions, OSEP guidance and assessment tools were able to be integrated into Kansas SPP/APR processes and procedures in an efficient and timely manner. This has allowed KSDE staff to clarify guidance and effectively provide technical assistance to LEAs with limited resources.

Public Reporting and Dissemination

This section provides information on how Kansas met the intent of Congress for annual public reporting and dissemination regarding the results of the SPP Indicators and in the APR. Reporting activities highlight the following: (1) the progress and/or slippage in meeting the 'measurable and rigorous targets' found in the SPP; and (2) the performance of each LEA on the targets specified in the SPP. The following subsections contain chronological descriptions of activities used for reporting and dissemination purposes. These subsections are: (1) Reports and dissemination using electronic media and agency documents; and (2) Other types of formats used for reporting and dissemination on the SPP/APR.

Reports and Dissemination using Electronic Media and Agency Documents

Since FFY 2005, SPP information has been disseminated using forms of electronic media, such as website postings and listservs. The SPP, the APR and other related documents are available for public viewing in PDF and Word formats on the KSDE website, <http://www.ksde.org>. Additionally, the public reports on the performance of each LEA on the State targets for FFY 2005 and FFY 2006 are posted on the above website. State Performance Plan Public reports for FFY 2007 will be posted after the submission of the FFY 2007 APR.

Listservs have been used throughout all reporting periods as one way to ensure public awareness of SPP/APR public document availability. Listservs are accessible to parent and advocacy organizations, community agencies, all principals, superintendents, and *Spedexpress*. (*Spedexpress* is an electronic bulletin for the special education

community, such as advocates, educators, and administrators.)

KSDE distributed an external quarterly electronic newsletter, *Education Matters* until FFY2006 . This electronic newsletter included specific information on SPP Indicators and the APR and was disseminated to all Kansas ' LEAs' offices, individual school buildings, and IHE faculty. Additionally, SPP/APR documents and public data are provided to administrators, the public and LEA staff upon individual request.

Other Types of Formats used for Reporting and Dissemination on the SPP/APR

KSDE uses a variety of formats to ensure the reporting and dissemination of data related to the SPP/APR. The below listed formats are used to provide stakeholders, educators, administrators, parents, and other interested parties with descriptions of the SPP/APR Indicator activities. These formats include the following:

(1) Presentations and handouts regarding the SPP/APR process were provided at the KSDE's Annual Leadership Conference during July of 2005, 2006 and 2007. KSDE conducted a statewide meeting on May 4-5, 2007 for LEA administrators. Specific data information on the SPP/APR was disseminated. Information was provided on the refinements and use of data collection systems related to the SPP Indicators.

(2) During the FFY 2006 SPP/APR reporting period, FAM surveyed implementation of Indicator 8 for all Kansas LEAs. The parental involvement survey was again disseminated in FFY2007 to a representative sample of LEAs

(3) Dissemination of individual LEA performance on indicators occurred. The FAM District Status Reports were disseminated to all district superintendents and directors of special education during the spring of 2007. District Performance and Compliance Reports with Levels of Determinations were disseminated to all district superintendents and directors of special education on April 15, 2008 and will be disseminated in a similar manner on April 15, 2009.

(4) KSDE and MPRRC staff members reviewed the 2005, 2006 and 2007 APR and SPP. The connections with the LEAs to IDEA general supervision responsibilities were discussed along with progress and slippage on specified targets of the indicators.

(5) One hundred percent (100%) of Kansas public LEAs participate in the KSDE Targeted Improvement Plan (TIP) professional development program funded with IDEA Title VI-B set aside dollars. To receive yearly approval, LEA's must submit a grant application containing evidence of progress , a budget and an intervention plan based upon their performance on the targets in the SPP.

(6) Reports and resources on the SPP/APR are delivered quarterly by KSDE consultants, the State Director and Assistant Directors of Special Education to district administrators at quarterly membership meetings of the Kansas Association of Special Education Administrators' Meetings (KASEA) and at monthly regional meetings held in 8 locations across Kansas .

(7) *The SPP/APR Fact Sheet* was distributed to KSDE consultants within the Division of Learning and Innovative Services (DLIS). *The SPP/APR Fact Sheet* explains the connections to KSDE information systems and committees.

(8) The Kansas Commissioner of Education is regularly apprised of SPP/APR Indicator progress and slippages. This information is relayed to members of the Kansas State Board of Education (KSBE) who review and provide input on various SPP/APR Indicators.

Kansas System for Capacity Building and Accountability

KSDE has built a system for state and local capacity building, and accountability. This system has been in process for a number of years. Over time, KSDE has continued to improve methods used for building state and local capacity (e.g., training, TIP applications, etc.), accountability (e.g., general supervision, data collection systems, etc.), support for instruction to educators and building administrators, and public reporting and dissemination activities. This section of the overview provides pertinent information about the Kansas education system and is divided into four subsections that describe: 1) state demographics; 2) KSDE frameworks; 3) monitoring activities; and 4) technical assistance which led to the development of state and local capacity building, and accountability for the development

and implementation of the SPP Indicators.

Kansas Demographics

Kansas is a geographically diverse state with just over two and one-half million people. The state is comprised of 105 counties. A majority of the population resides in 10 cities. Kansas covers 82,282 square miles, making it the 15th largest of the 50 states in terms of square miles. Most Kansans reside in the northeast quadrant of the state (e.g., Shawnee, Wyandotte, and Johnson Counties), and in the south central region (e.g., Sedgwick County area). As of FFY 2007, KSDE is responsible for 295 rural, suburban, and urban LEAs that oversee the education of nearly 470,957 students without disabilities and 65,716 students with disabilities (including Part B 3-5 and Part B 6-21). The number of districts in Kansas continues to decline, as in FFY 2004, there were 301 school districts.

Not surprisingly, urban and rural LEAs frequently face different challenges. Urban schools must address learning problems related to poverty, gang violence, and intense competition for community resources. Rural LEAs struggle with poverty, recruiting and retaining top-quality personnel, scarce resources, and limited access to professional development. The majority of Kansas districts are at least four to five hours travel distance from Topeka, where KSDE is located.

KSDE Framework

KSDE developed a framework for providing technical assistance to districts and schools in FFY 2005 as a requirement of the Elementary and Secondary Education (ESEA)/No Child Left Behind (NCLB) Act. This framework relied on a cross team approach with focused efforts on the creation of a unified system for educational accountability. All four of the DLIS teams participated in the integrated work activities. Teams included special education, school accreditation, state and federal programs, and teacher education and licensure. These integrated teams were called District Support Teams (DSTs).

This integrated approach was used to work with LEAs identified as "On Improvement" for AYP. The framework for supporting districts and schools utilized a three-tiered framework, which identified technical assistance at the universal, targeted and intense levels. This framework guided the allocation of KSDE human resources for technical assistance to LEAs, and was based on data collected through accreditation, NCLB, special education and teaching and licensure. LEAs identified for the most intensive intervention were supported within Level 3, or the most intensive part of the framework, regardless of the areas of concern, such as accreditation, on Improvement for AYP, or special education. This framework was implemented at KSDE during the 2004 to 2006 school years.

The cross team approach was discontinued and replaced with the Kansas System of School and District Support which began in the FFY2007 reporting period. The Kansas System of School and District Support is intended to serve school and districts identified as on improvement and/or corrective action. The system provides focused data, observations, feedback and assistance on the status of schools/districts educational program using a District Effectiveness Appraisal. The four part appraisal includes trained appraisal teams, KSDE Innovation and Improvement staff and a local school/district implementation coach. The four part process includes root cause analysis, studying of findings, ongoing coaching and process evaluation.

Monitoring Activities

KSDE utilizes multiple methods for reviewing compliance including: (a) LEA applications, (b) stakeholder involvement, (c) dispute resolution processes, (d) state and federal funds audit reviews, (e) 618 data verifications, and (f) a five-year monitoring process, replaced by the Kansas Integrated Accountability System (KIAS). KSDE continues to have a solid dispute resolution process. KSDE maintains a toll-free telephone line so parents can discuss concerns and compliance issues. The following subsections detail the history of monitoring improvement processes and activities that were conducted as general supervision evolved based on KSDE data analyses, feedback from the field, and changes in OSEP requirements.

Monitoring of General Supervision Requirements. During FFY 2004 changes occurred with the compliance monitoring process as a result of the changes within KSDE to integrate accountability systems. The monitoring system at that time was titled Continuous Improvement Monitoring (CIM) and was initiated FFY 2000. KSDE conducted an onsite file review for each LEA in Kansas during the five year CIM cycle. Based on the data collected as part of the CIM process, LEAs responded to 66 compliance and performance indicators by completing a CIM Self Assessment. LEAs were required to review data annually to determine if compliance had been met and performance improved. LEAs also used the CIM Self Assessment data to apply for VI-B discretionary grants awarded by KSDE to supplement local improvement efforts in meeting compliance and performance targets.

In March 2005, as part of the transition to a new monitoring cycle, every LEA submitted data and assurances to the

KSDE that all identified noncompliance had been corrected. During the FFY 2005 school year, KSDE completed a verification of all LEAs to ensure compliance had been met.

Focused Assistance and Monitoring (FAM). IDEA 2004 requires that in FFY 2005 KSDE modified its monitoring system to the Focused Assistance and Monitoring (FAM) in response to IDEA 2004 requirement that each state's monitoring system ensure improved educational results and functional outcomes for all children with disabilities. FAM was designed to be a six year process in which district level data and progress were reviewed annually in the targeted areas: Assessment (Math and Reading), Graduation, LRE, and Early Childhood LRE, due process and the formal complaint process, desk audits and file reviews, and the 618 collection. Data collected through the FAM process was used to establish baseline and targets for the initial State Performance Plan.

After the initial submission of the SPP in December 2005, KSDE began aligning the FAM process to the newly implemented SPP Indicators and activities. Additional guidance concerning the compliance and performance indicators was provided by OSEP and the FAM process continued to evolve. KSDE required LEAs to submit corrective action plans for identified areas of noncompliance. LEAs were also required to provide assurances that all noncompliance was corrected within the timeline specified. KSDE verified correction of noncompliance as part of the file review process. Assistance, enforcements, and sanctions were utilized as necessary. At least once within the six year cycle, the KSDE FAM consultants were to conduct an in-depth review of each LEA's special education practices in meeting IDEA requirements through a desk audit process. In addition, KSDE utilized data from the FAM process in completing the LEA desk audit prior to on-site monitoring visits.

In FFY2005, the LEAs selected for review were those that had completed the FAM self-assessment during the first year. For the remaining five years, LEA selection was to be based on a data driven process which selected LEAs with the greatest number of unmet targets for each of the seven indicators.

Kansas Integrated Accountability System (KIAS). During FFY 2007 KSDE transitioned from using FAM to the Kansas Integrated Accountability System. This transition identified the State Performance Plan as the primary framework for unifying general supervision processes and aligning IDEA requirements. The Kansas Integrated Accountability System was designed with LEA and SEA stakeholder input. This integrated system of accountability brings all areas of results and compliance together rather than through individual identification processes.

Development of the Kansas Integrated Accountability System (KIAS) began with the formation of a stakeholder group. KIAS stakeholders, the majority of who are regional special education administrator association representatives and SEAC members, provided recommendations for the revision of the IDEA Part B General Supervision system and implementation of the State Performance Plan on two occasions during this reporting period: January 10th and April 24th, 2008. As a result of these discussions the KIAS framework was formed. The work of the group continues on into the next reporting period.

Stakeholder feedback, including KIAS, validated the need for increased coordination and clearer articulation of SPP indicators and the intended impact on classrooms, communities, and instruction. As a result, KSDE staff clustered SPP improvement activities to impact multilevel systems by integrating components of the SPP/APR process into KSDE practices such as the system of general supervision and the Targeted Improvement Plan (TIP) application. KSDE organized SPP improvement activities into three categories: state infrastructure, technical assistance and targeted assistance for the purpose of increasing the potential for improvement.

Enforcement and Sanctions. KSDE described how enforcement actions and sanctions have been in place for noncompliance in the FFY2005 APR. KSDE identified incentives and sanctions on performance indicator data as well as areas of noncompliance. Rewards and sanctions were based on federal court cases and formal complaints, empirically based research, and OSEP guidance. Whenever KSDE required corrective actions, LEAs were monitored for 100% compliance within the one year timeline.

When there is a finding of noncompliance, KSDE notifies the LEAs of the findings to be corrected and provides timelines in which to submit documentation that correction(s) have occurred. Once documentation is received, the state verifies the correction of noncompliance. After the KSDE has determined that the LEAs have met compliance requirements, written notification is sent to the LEAs. Kansas LEAs corrected all findings of noncompliance in FFY2005 and FFY 2006 within KSDE established timeline. In addition, all findings of noncompliance in FFY2005 and FFY2006 were corrected within the one year timeline established by OSEP.

KSDE publically reports district data through the *District Performance and Compliance Report* which is issued after the submission of the APR. The district reports are sent to local school boards, superintendents, and directors of special education. Reports specifying the Levels of Determination for each LEA are sent to district superintendents and directors of special education. These reports include additional district data to assist in identifying areas of improvement for students with disabilities.

Prior to FFY2006, the KSDE viewed Indicator 15 as a report of findings from file reviews and dispute resolutions. After receiving the FFY2005 OSEP Response Table, KSDE clarified Indicator 15 as a report on the corrections for all findings within the SPP/APR compliance indicators. In addition, KSDE reported corrections of noncompliance within one year for Indicators 4a, 9, 10, 11, 12, 13 and 15 and began using a data system to track all areas of General Supervision with 100% correction of all findings of noncompliance within one year.

Technical Assistance

KSDE utilizes different methods for providing technical assistance to LEAs that ultimately lead to systemic improvements and enhanced student outcomes including; (a) guidance documents, (b) technical assistance and training formats, (c) enforcement and sanctions, (d) data sources, (e) State Education Agency (SEA) sources, and (f) SPP/APR format changes. Technical assistance was determined by KSDE consultants and the LEAs based on their data submission and FAM reports to target areas of concern. Technical assistance could be provided in multiple forms: guidance documents, training formats, and data sources, depending on the LEAs level of need. The following subsections provide details on the types of technical assistance that were available to LEAs.

Guidance Documents. KSDE continues to develop and disseminate guidance documents to assist LEAs in implementing IDEA and state special education statutes. The following are samples of KSDE guidance documents (a) *The Focused Assistance and Monitoring: Capacity Building and Accountability Targeting Improvement Handbook* , (b) *The Special Education Process Handbook (3 rd edition)* , and (c) *The Guide to Special Education for Parents* . In addition, the following documents were developed and/or disseminated during the FY2007 reporting period: 1) Summary of SPP/APR Process booklet (7/28/07) 2) Performance and Compliance Clarification for Indicators (3/10/2008), 3) Documentation of District Practices: Child Find/General Education Interventions and Evaluation/Eligibility (7/02/2008). Guidance documents are developed, field tested by stakeholders, and published based on needs or changes in OSEP or KSDE's requirements. They are available in hard copy or on the website www.ksde.org . Dissemination of these documents are described in this overview under the section titled, Public Reporting and Dissemination.

Technical Assistance and Training Formats. KSDE has implemented a statewide special education technical assistance network of projects known as the KSTARS Projects. There are eight projects in the system that address critical personnel development needs in Kansas linking to specific or multiple SPP Indicators. The following are the eight projects of the KSDE's technical assistance network.

1. The Kansas Inservice and Training System (KITS). KITS is focused on early childhood issues with particular attention to LRE, transition from Part C to Part B, and child outcomes. The project's website is <http://www.kskits.org>
2. The Kansas Recruitment & Retention Project . The Kansas Recruitment and Retention Project [(also referred to as the Kansas Educator Employment Board (KEEB))] is focused on special education recruitment and retention activities. The project's website is [http:// www.kansasteachingjobs.com](http://www.kansasteachingjobs.com)
3. The Kansas Instructional Resource Center for the Blind and Visually Impaired (KIRC). KIRC provides accessible format, and specialized instructional materials, such as braille, tactile graphics, large-print books, and professional development. The KIRC is a one-stop-shop , families, teachers, volunteer braillists to meet the learning needs of this population. KIRC also houses the Kansas Deaf-Blind Loan Library. The project's website is <http://www.kirc.org> .
4. The Kansas Instructional Support Network (KISN). KISN provides specialized technical assistance and training in the areas of Autism and Traumatic Brain Injury (TBI). The project's website is <http://www.ksndsp.org>
5. The Supporting Teachers and Youth Project (Project STAY). Project STAY is focused on supporting administrators in effectively dealing with challenging student behavior, providing ongoing support for behavioral analysis, and case-specific consultation. The project's website is <http://www.projectstay.com>
6. The Inclusive Network of Kansas Project (INKS). INKS builds district capacity by assisting educators and parents in understanding the Kansas Alternate Assessment system, supporting the learning needs of students who have significant cognitive disabilities, including those children with deaf-blindness. A group of highly qualified practitioners provide on-site technical assistance, training, and resources upon request. The project's website is [http://www.ku.edu /~inks](http://www.ku.edu/~inks)
7. The Integrated Data Management and Support System Project (MIS). MIS is involved with the development and maintenance of the technological infrastructure to support SPP data collection, analysis and use. Staff also help support secondary transition, paraeducators, and guidance materials. . The project's website is <http://www.misdata.org>

8. Supporting Program Outcomes and Teachers Project (Project SPOT). Project SPOT provides statewide regional trainings in the areas of MTSS, Individualized Education Program (IEPs), MTSS, modified and alternate assessments, and research-based reading and math strategies. The project's website is <http://www.projectspot.org>

In addition, KSDE funds projects that provide critical support to Kansas districts. These projects are:

- The Kansas Infnitec Consortium continues to develop a self-supporting consortium of districts that provides assistive technology for students and training on assistive technology for teachers.
- KSDE supports three sign language interpreter projects. They are; (a) TASK 12 An Education Interpreter Performance Assessment consortium of 14 states; b) support for geographically isolated sign language interpreters in Western Kansas ; and (c) sign language interpreter mentor training.
- KSDE co-funds the State Interagency Coordinating Council (SICC) in cooperation with the Kansas Department of Health and Environment (KDHE), Part C Lead Agency.
- Every LEA is eligible for KSDE TIP grant funds that support achievement and improvement of results for students as measured by the SPP Indicators.
- KSDE provides multiple small funding awards to organizations for work that is aligned with KSDE goals.

Enforcement and Sanctions. A description of enforcement and sanctions and the accompanying TA provided by KSDE was detailed previously in the overview in the Monitoring subsection.

Data Sources. Data for the 20 SPP indicators are based on collections from 618 data, the general supervision system including formal monitoring and file reviews, the Dispute Resolution Databases, parent surveys, student surveys, and data collected from individual LEAs. Great care is taken to ensure the data in the APR are reliable and valid. Written specifications and procedures were developed for each indicator. All source data is entered at the district level and imported into the KSDE master database. KSDE verifies the reliability and accuracy of the data through automated verification checks. In addition ongoing training and technical assistance provides LEAs with the information necessary to enter the data accurately.

Additionally, KSDE contracts for data management and technical assistance with an Education Service Center and the Technical Assistance for Excellence in Special Education (TAESE) for their data management service. Each of the data collection systems are described in further detail within each of the SPP indicators.

SEA Resources. KSDE utilizes information from a variety of resources. These sources include, but not limited to, the following; (a) MPRRC, (b) McRel™, and (c) OSEP funded centers, such as The Access Center, National Dropout Prevention Center for Students with Disabilities, The Early Childhood Outcomes Center (ECO), The National Center for Culturally Responsive Educational Systems (NCCRES), The National Early Childhood Technical Assistance Center (NECTAC), and The National Postschool Outcomes Center (NPSO). KSDE also uses tools and information provided by The National Center for Special Education Accountability Monitoring (NCSEAM), The National Center on Educational Outcomes (NCEO), The Consortium for Appropriate Dispute Resolution in Special Education (CADRE), and The National Association of State Directors of Special Education (NASDSE), and the Technical Assistance for Excellence in Special Education Center (TAESE). The collaboration with staff from these organizations have assisted Kansas in developing tools and resources to provide guidance, development, and implementation of invaluable technical assistance and training on frameworks, improvements, and accountability activities in relationship to the SPP Indicators in order to support LEAs to improve results for students

SPP and APR Format Changes. Changes in the organization and format have occurred from the original FFY2005 Kansas SPP/APR submission. The format was reorganized in FFY2006 to more accurately represent how KSDE and the SES team operationalizes the Kansas SPP/APR on a daily basis. It is important to note that while some improvement activities may have been accomplished or deleted, others were consolidated with closely related existing activities to avoid a duplication of effort. The end result is the submission of an improvement plan targeted for results with strategic improvement activities and leveraged resources.

Improvement activities have been established to impact multilevel systems by integrating the components of the SPP/APR into practices in Kansas. Activities supporting the enhancement of state infrastructure, local administration, service provider practice, personnel development and family involvement increase the potential for change. Improvement activities for each indicator are listed as one of three categories. These include; (a) state infrastructure, (b) technical assistance, and (c) targeted assistance. The format was reorganized in FFY2007 to facilitate deployment of the Kansas SPP/APR into a database for the SES team online SPP/APR management tool. Major components remain the same as FFY2007.

Overview Summary

The overview of the Kansas State Performance Plan and Annual Performance Report is intended to provide not only knowledge of how the KSDE's process for accountability and monitoring ensures compliance with IDEA, but how the FFY2005-2010 IDEA Part B SPP is KSDE's primary blueprint for improving teaching, learning, and supporting rigorous academic standards and functional outcomes for students with disabilities. The process KSDE used to develop the SPP meets the intent of Congress by including broad stakeholder involvement, public reporting of measurable and rigorous targets, and the performance of each LEA on the targets in the SPP as required.

The Kansas plan for improving state performance on the 20 SPP indicators are described in the remainder of this report. This plan has been written to provide: (a) an update on KSDE's data for SPP Indicators, (b) baseline data for SPP Indicators, and (c) an update to the APR. Most importantly, the plan also addresses issues stipulated in the current OSEP SPP/APR response letter received June 07, 2008.

Part B State Performance Plan (SPP) for FFY 2007

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

Monitoring Priority: FAPE in the LRE

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

Measurement: Measurement for students with IEPs is based on a single year calculation and comes directly from 618 data. The calculation is as follows: $(\text{Graduates}/(\text{Graduates} + \text{GED} + \text{Dropped Out} + \text{Aged Out} + \text{Deceased})) * 100$

Data Source: 618 data.

Terms Used:

Dropped out - Total who were enrolled at the start of the reporting period, but were not enrolled at the end of the reporting period, and did not exit through any of the other basis described. This row includes dropouts, runaways, GED recipients, expulsions, status unknown, students who moved and are not known to be continuing in another educational program, and other exiters.

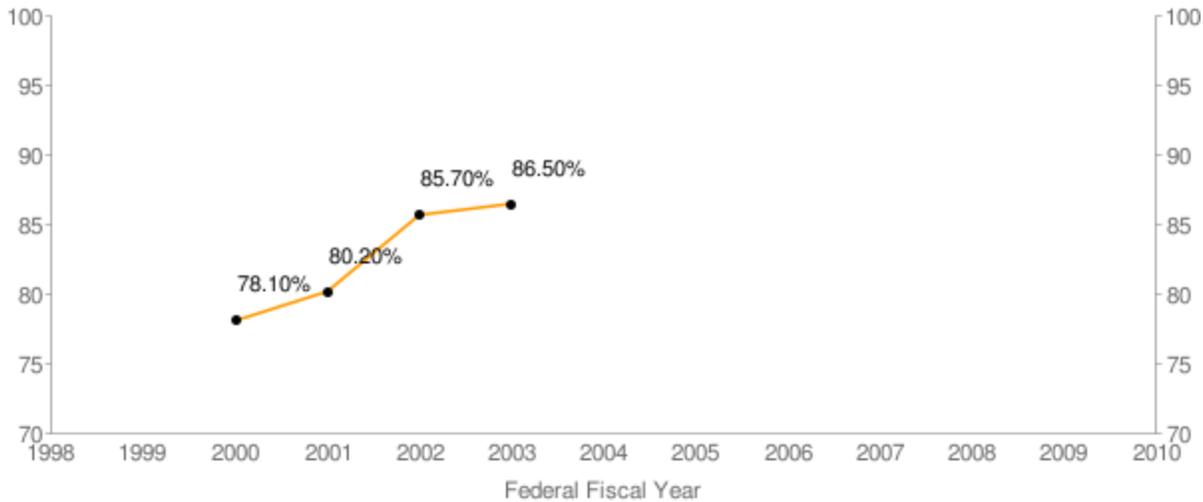
Moved, Not Known to Be Continuing - The Kansas Special Education MIS Data Dictionary contains an Exiter code for dropout and a exiter code for 'Moved, Not Known to Be Continuing' and is defined as "*Students who moved out of their catchment area and LEA has no evidence the student is continuing in another educational program. Use of this category requires the LEA can verify the child or family is no longer at their last known residence. Include students who left the country. Change exit status to 'T' if there is evidence student has enrolled elsewhere. Reported to OSEP as a Drop Out.*" KSDE cross walks the 'Moved, Not Known to Be Continuing' students into the Drop-Out category before submitting the data to OSEP.

Graduates - Total who exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible.

Overview of Issue/Description of System or Process:

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

Figure 1.1 Graduation Rates
Students with Disabilities Graduating with Regular Diploma



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

Table 1.1 Graduation Requirements

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

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

Baseline Data for FFY: 2004 (2004 - 2005)

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

Table 1.2 Graduation Data

Graduates	Graduates - (retentions + non-regular diplomas)	Dropouts (Years 1-4)	Graduates + Dropouts	Graduation Rate
-----------	---	----------------------	----------------------	-----------------

Youth with IEPs	3,277	3,241	444	3,721	87.1%
------------------------	-------	-------	-----	-------	-------

Discussion of Baseline Data:

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

In November 2008, stakeholders reviewed the recalculated graduation data and discussed whether Kansas needed to adjust the targets. The stakeholders also considered that Kansas will soon be adopting a new methodology for calculating graduation rate in accordance with NCLB. As a result it was the recommendation of the stakeholders that KSDE maintain the targets as previously established in the SPP for FFY 2008.

FFY	Measurable and Rigorous Target
(2005) (2005-2006)	By 2005 the percent of youth with IEPs graduating from high school with a regular diploma will increase to 86.7%
(2006) (2006-2007)	By 2006 the percent of youth with IEPs graduating from high school with a regular diploma will increase to 86.9%
(2007) (2007-2008)	By 2007 the percent of youth with IEPs graduating from high school with a regular diploma will increase to 87.1%
(2008) (2008-2009)	By 2008 the percent of youth with IEPs graduating from high school with a regular diploma will increase to 87.1%
(2009) (2009-2010)	By 2009 the percent of youth with IEPs graduating from high school with a regular diploma will increase to 87.3%
(2010) (2010-2011)	By 2010 the percent of youth with IEPs graduating from high school with a regular diploma will increase to 87.5%

Improvement Activities/Timelines/Resources:

Activity Type: Technical Assistance

<p>1. Provide professional development and on-going technical assistance to districts to support coordination of improvement planning across Cluster 1 Indicators and Indicator 4a.</p> <p>TIMELINE (Activity will occur in the following years): 2007; 2008; 2009; 2010;</p> <p>RESOURCES: 1. KSDE 2. NDPC-SD 3. NPSO 4. MPRRC 5. PBIS Center 6. IRIS Center 7. National Center for RTI 8. SPDG 9. SIG</p>
<p>2. Develop and implement technical assistance protocol to provide multi-tiered support to districts on Cluster 1 Indicators, with a particular focus on Indicators 1 and 2.</p> <p>TIMELINE (Activity will occur in the following years): 2008; 2009; 2010;</p> <p>RESOURCES: 1. KSDE staff 2. KSTARS 3. PBIS Center 4. SPDG 5. KPIRC 6. MPRRC</p>
<p>3. Utilize a system of ongoing data analysis to determine root causes for lowered graduation rates and identify corresponding district-level interventions.</p> <p>TIMELINE (Activity will occur in the following years): 2008; 2009; 2010;</p> <p>RESOURCES: 1. KSDE staff</p>

Activity Type:State Infrastructure**1. Collaborate with other teams at KSDE to develop a coordinated plan for sharing data, resources and strategies targeting improvement across Cluster 1 Indicators.**

TIMELINE (Activity will occur in the following years): 2007; 2008; 2009; 2010;

RESOURCES: 1. KSDE 2. Project STAY 3. Project SPOT 4. KISN 5. Reading First 6. NPSO 7. NDPC-SD 8. MPRRC 9. PBIS Center 10. IRIS Center 11. National Center for RTI 12. SPDG

2. Collaborate with family advocacy agencies to include family issues and involvement in resource development for Cluster 1 Indicators.

TIMELINE (Activity will occur in the following years): 2007; 2008; 2009; 2010;

RESOURCES:

3. Improve the data systems for collecting, analyzing and reporting graduation data to align agency-wide.

TIMELINE (Activity will occur in the following years):

RESOURCES: 1. KSDE staff

Part B State Performance Plan (SPP) for FFY 2007

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

Monitoring Priority: FAPE in the LRE

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

Measurement: Measurement for students with IEPs is based on a single year calculation and comes directly from 618 data.
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 used in FFY 2006 and FFY 2007

Terms Used:

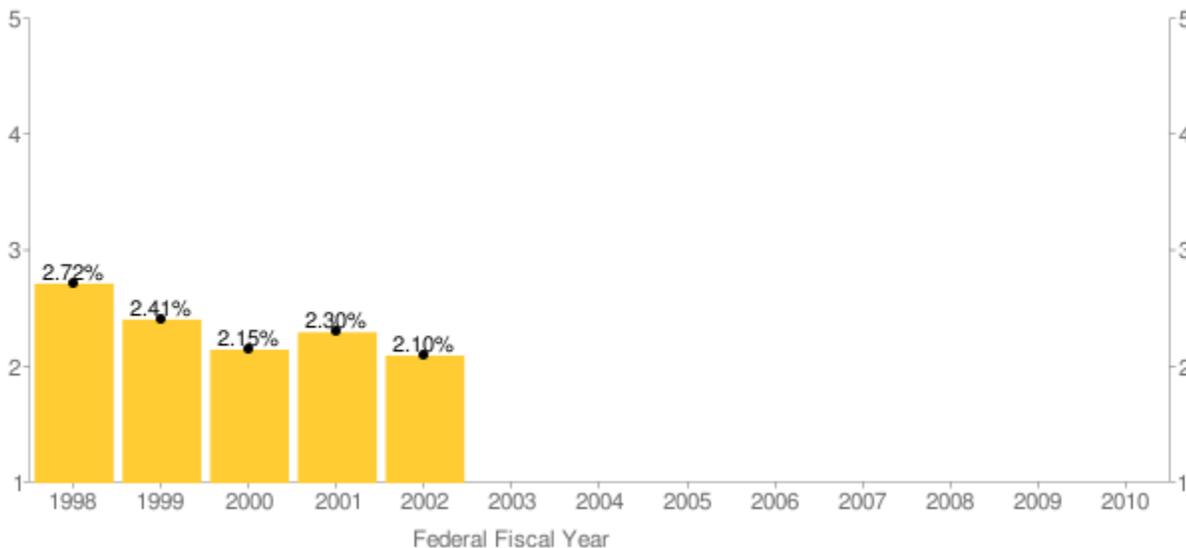
Dropped out - Total who were enrolled at the start of the reporting period, but were not enrolled at the end of the reporting period, and did not exit through any of the other basis described. This row includes dropouts, runaways, GED recipients, expulsions, status unknown, students who moved and are not known to be continuing in another educational program, and other exiters.

Moved, Not Known to Be Continuing - The Kansas Special Education MIS Data Dictionary contains an Exiter code for dropout and a exiter code for "Moved, Not Known to Be Continuing" and is defined as "Students who moved out of their catchment area and LEA has no evidence the student is continuing in another educational program. Use of this category requires the LEA can verify the child or family is no longer at their last know residence. Include students who left the country. Change exit status to 'T' if there is evidence student has enrolled elsewhere. Reported to OSEP as a Drop Out." KSDE cross walks the "Moved, Not Known to Be Continuing" students into the Drop-Out category before submitting the data to OSEP.

Overview of Issue/Description of System or Process:

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

Figure 2.1 Dropout Percentages



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

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

Table 2.1 Overview of Kansas Dropout Definitions

***Kansas calculates dropout rates by using an event calculation that measures the proportion of students who dropout in a single year.*

Kansas Dropout Definition Overview	Calculation for dropout rates
A dropout in general education is any individual who satisfies any one of the following criteria: --was enrolled in school at some time during the previous school year and was not enrolled on October 1, or the current school year; or --was not enrolled on October 1, or the previous school year although expected to be in membership (i.e. was not reported as a dropout the year before); and --has not graduated from high school or completed a state- or district-approved education program, and Does not meet any of the following exclusionary conditions: -- transfer to another public school district, private school, or state or district-approved education program, and temporary school-recognized absence due to suspension or illness, or death. (http://www.ksde.org/leaf/reports_and_publications/dropouts/dropouts.htm)	General education = (# of dropouts in grades 7-12 divided by the total enrollment 7-12) multiplied by 100.
A drop out for special education as defined in KSDE - IDEA Part B and Gifted Special Education Data Dictionary is any student who withdrew from school without completing the educational program, and there is no evidence the student re-enrolled in any school prior to the end of the school year.	Special education = (# of students with disabilities that dropped out in grades 7-12 divided by number of students with disabilities enrolled grades 7-12)

Baseline Data for FFY: 2004 (2004 - 2005)

Table 2.2 Dropout Data

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

Discussion of Baseline Data:

Analysis of the data has indicated that students with disabilities continue to have a higher rate of dropping out than their non-disabled peers, however, the difference is relatively small. After further analysis of the state-level trend data for all students since 1997-98, there has been a steady decrease in dropouts for all students. With slight fluctuations in the overall percent of dropouts over the years, the dropout rate for students with and without disabilities continues to be very low in the state of Kansas.

In November 2008, stakeholders reviewed the recalculated dropout data and discussed whether Kansas needed to adjust the targets. The stakeholders also considered that Kansas will soon be adopting a new methodology for calculating dropout rate in accordance with NCLB. As a result it was the recommendation of the stakeholders that KSDE maintain the targets as previously established in the SPP for FFY 2008.

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

(2005) (2005-2006)	By 2005 the percent of youth with IEPs dropping out of high school in the state will be 1.5%
(2006) (2006-2007)	By 2006 the percent of youth with IEPs dropping out of high school in the state will be 1.5%
(2007) (2007-2008)	By 2007 the percent of youth with IEPs dropping out of high school in the state will be 1.46%
(2008) (2008-2009)	By 2008 the percent of youth with IEPs dropping out of high school in the state will be 1.42%
(2009) (2009-2010)	By 2009 the percent of youth with IEPs dropping out of high school in the state will be 1.38%
(2010) (2010-2011)	By 2010 the percent of youth with IEPs dropping out of high school in the state will be 1.34%

Improvement Activities/Timelines/Resources:

Activity Type: Technical Assistance

<p>1. Provide professional development and ongoing technical assistance to districts to support coordination of improvement planning across Cluster 1 Indicators and Indicator 4a.</p> <p>TIMELINE (Activity will occur in the following years): 2007; 2008; 2009;</p> <p>RESOURCES: 1. KSDE staff 2. MPRRC 3. NPSO 4. NDPC-SD 5. NSTACC 6. SPDG 7. KSTARS</p>
<p>2. Collaborate with family advocacy agencies to include family issues and involvement in resource development for Cluster 1 Indicators.</p> <p>TIMELINE (Activity will occur in the following years): 2007; 2008; 2009; 2010;</p> <p>RESOURCES: 1. KSDE staff 2. MPRRC 3. NPSO 4. NDPC-SD 5. NSTACC 6. KSTARS 7. PTI 8. KPIRC 9. SPDG</p>
<p>3. Develop and implement technical assistance protocol to provide multi-tiered support to districts on Cluster 1 Indicators, with a particular focus on Indicators 1 and 2.</p> <p>TIMELINE (Activity will occur in the following years): 2008; 2009; 2010;</p> <p>RESOURCES: 1. KSDE staff 2. KSTARS 3. PBIS Center 4. SPDG 5. KPIRC 6. MPRRC</p>
<p>4. Conduct further data analysis to determine the root cause for the lowered graduation rates that are shown in the trend data and use the data to support districts in improving dropout rates.</p> <p>TIMELINE (Activity will occur in the following years): 2008; 2009; 2010;</p> <p>RESOURCES: 1. KSDE staff</p>
<p>5. Cluster improvement activities for indicators 1, 2, 4a, 13 and 14.</p> <p>TIMELINE (Activity will occur in the following years): 2007; 2008; 2009; 2010;</p> <p>RESOURCES:</p>

Activity Type: State Infrastructure

<p>1. Collaborate with other teams at KSDE to develop a coordinated plan for sharing data, resources and strategies targeting improvement across Cluster 1 Indicators and Indicator 4.</p> <p>TIMELINE (Activity will occur in the following years): 2007; 2008; 2009; 2010;</p> <p>RESOURCES: 1. NDPC-SD 2. MPRRC 3. PBIS Center 4. NPSO 5. NDPC-SD 6. NSTACC 7. SPDG 8. SIG 9. IRIS Center 10. National Center for RTI</p>

Part B State Performance Plan (SPP) for FFY 2007

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

Monitoring Priority: FAPE in the LRE

Indicator 3:

Participation and performance of children with disabilities on statewide assessments:

- A. Percent of districts meeting the State's AYP objectives for progress for disability subgroup.
- B. Participation rate for children with IEPs in regular assessment with no accommodations; regular assessment with accommodations, alternate assessment against grade level standards; and alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

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

2. Participation rate =

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

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

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

3. Proficiency rate =

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

Data Source: 618 data, and Table 6 reporting KSDE Assessment Results generated by the Center for Educational

Overview of Issue/Description of System or Process:

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

Figure 3.1 Percent of Students With Disabilities Scoring Proficient on State Math Assessments

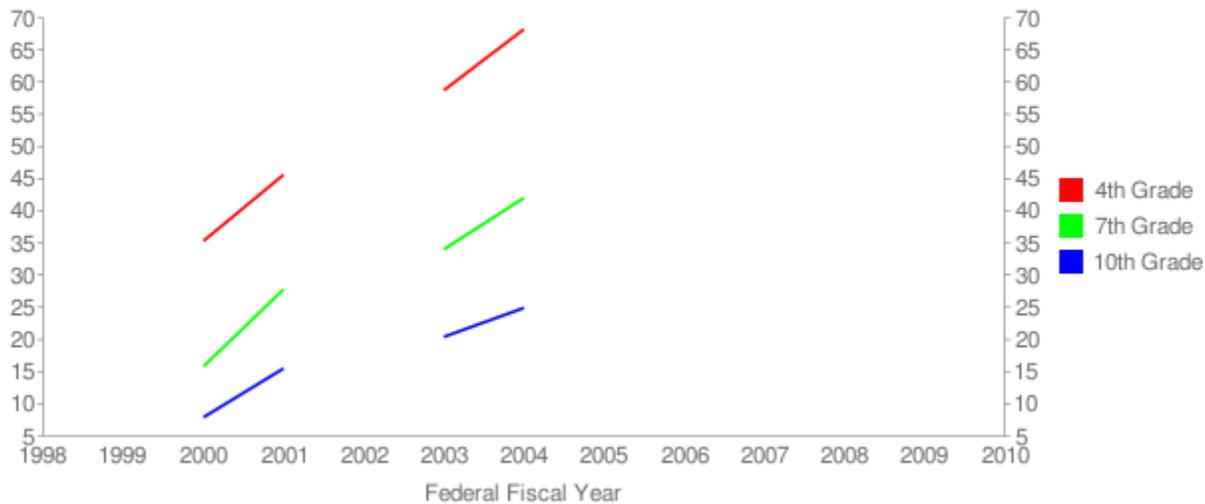
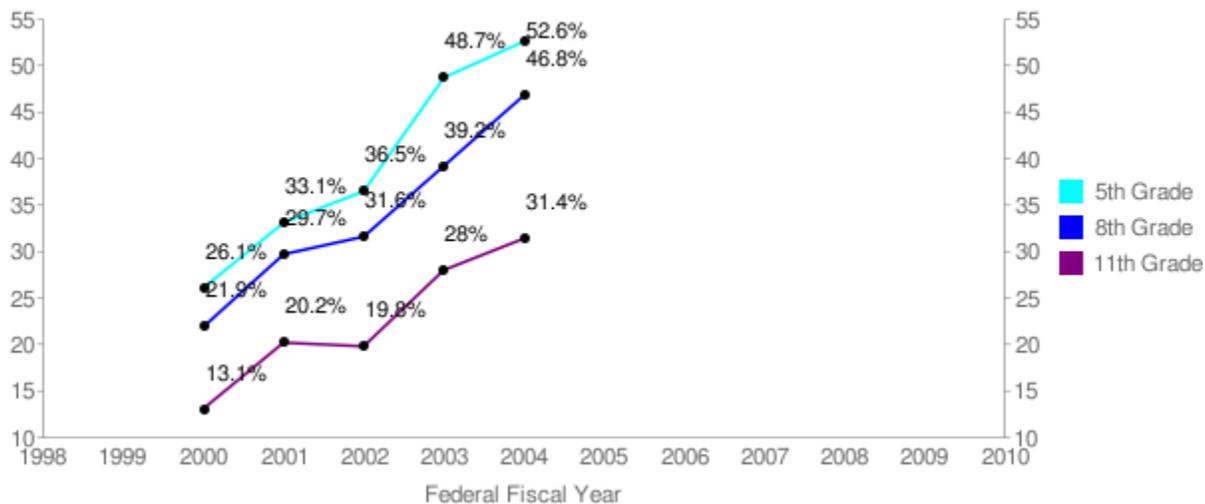


Figure 3.2 Percent of Students With Disabilities Scoring Proficient on State Math Assessments



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

Kansas continues to believe that any student can learn. Students with disabilities in Kansas have participated in state assessments since the early 1990's. Student participation data in FFY 2003 revealed that 99.4% of students with disabilities across three grades assessed participated in the Kansas assessments. Data for FFY 2003 revealed that less than one half of one percent of the Kansas students taking state assessments took an alternate assessment

scored against alternate achievement standards. For FFY 2004, reading assessments occurred at grades 5, 8 and 11, and math assessments were administered to grades 4, 7, and 10. Students with disabilities could be eligible for four assessment forms as determined by their IEP team based on the individual needs of the student. These were general assessment with or without accommodations, modified assessment, or alternate assessment (against extended standards). The alternate assessment was designed to be an integrated assessment given at ages 10, 13, and 16 rather than by subject at the above discussed grade levels. Kansas uses five performance categories to classify student scores on all assessments – Unsatisfactory, Basic, Proficient, Advanced, and Exemplary. Scores in the categories of Proficient, Advanced and Exemplary are combined in figuring the overall proficiency rate.

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

Baseline Data for FFY: 2004 (2004 - 2005)

A. The percent of districts meeting the Stat's AYP objectives for progress for the disability subgroup in reading and/or math was 83.3%

B. The participation rate for children with IEPs for all assessment types combined was 99.2%

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

C. The proficiency rate for students with IEPs was 47.9% for reading and 48.9% for math. Table 3.2 illustrates proficiency rates of students with IEPs for specific assessment types.

Table 3.1 Participation Rates for Students with IEPs

a. Number of children with IEP in grades assessed= 24,643¹

Assessment Type	Total #	Percent of SWD
b. Regular Assessment with no accommodations Regular Assessment with no accommodations	7,103	28.8%
c. Regular Assessment with Accommodations Regular with Accommodations	12,089	49.0%
d. Alternate scored Against Grade Level	5,054	20.5%
e. Alternate Assessment against alternate achievement standards. Alternate Assessment against alternate achievement standards	223 ²	0.9%

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

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

Table 3.2 Proficiency Rates for Students with IEPs

a. # of children with IEPs in grades assessed # of children with IEPs in grades assessed: Reading 11,896, Math 12,747¹

Assessment Type	Reading Total #	Reading Percent	Math Total #	Math Percent
-----------------	-----------------	-----------------	--------------	--------------

b. Regular Assessment with no accommodations Regular Assessment with no accommodations	1,246	10.5%	999	7.8%
c. Regular with Accommodations Regular with Accommodations	2,211	18.6%	3,452	27.1%
d. Alternate Scored Against Grade Level (Modified) Alternate Scored Against Grade Level (Modified)	2,093	17.6%	1,792	14.0%
e. Alternate Assessment against alternate achievement standards	159	1.3%	na ²	na ²

1. The proficiency rate for students with IEPs was 47.9% for reading and 48.9% for math. Table 3.2 illustrates proficiency rates of students with IEPs for specific assessment types.
2. The Alternate Assessment was designed as an integrated assessment rather than by subject area, therefore, the scores are tabulated in only one subject area.

Discussion of Baseline Data:

A. For AYP purposes, Kansas defined the group size (n) as 40 for students with disabilities for FFY 2003 and FFY 2004. A combined, duplicative total of 120 districts had subgroups in either reading and/or math meeting these criteria and 52 districts meeting minimum subgroup size for both reading and math. Disaggregation of the above data by content area reveal 77.59% of 58 districts met AYP targets for reading assessments and 88.70% of 62 districts met AYP targets for math assessments. Two important changes may impact future results. First, in response to NCLB requirements concerning the 2% cap for students scoring proficient on an alternate assessment against grade level standards, Kansas intends to reduce the subgroup size to 30 for students with disabilities from the current number of 40. Secondly, since a larger population of students will be assessed due to the inclusion of additional grade levels, the number of districts meeting the subgroup size requirement will increase. These changes may have a significant effect on the percent of districts meeting the State’s AYP objectives for the disability subgroup on state assessments before improvements are made. In all likelihood, targets and improvement activities will need to be adjusted to reflect the impact of the changes in future years.

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

C. The proficiency rate for children with IEPs has continued to improve. In FFY 2004, the State of Kansas met the AYP target in math for students with disabilities, but scored below the AYP target for reading. In setting criteria for improvement, the SPP targets for math are the same as Kansas AYP targets for the FFYs 2005-2010. For reading, Kansas has aligned targets with meeting AYP safe harbor. The assessment changes noted above may impact data for FFY 2005 and beyond. These changes are especially important when analyzing performance data in the coming years for students with disabilities given the revised format of the KAMM and alternate assessment. Measurable targets for the FFY 2006-FFY 2010 were revised for proficiency rates to reflect the changes in the number of students being assessed.

FFY	Measurable and Rigorous Target
(2005) (2005-2006)	<p>A: By 2005 the percent of districts meeting the State’s AYP objectives for progress for the disability subgroup will increase to 83.7% for state assessments.</p> <p>B: By 2005 the participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment scored against modified achievement standards; alternate assessment against alternate achievement standards will increase to 100%</p> <p>C. Math: By 2005 the proficiency rate for children with IEPs against grade level standards and alternate achievement standards will increase to 46.8% for Math Assessments.</p> <p>C. Reading: By 2005 the proficiency rate for children with IEPs against grade level standards and alternate achievement standards will increase to 52.5% for Reading assessments.</p>
(2006)	<p>A: By 2006 the percent of districts meeting the State’s AYP objectives for progress for the disability</p>

(2006-2007)	<p>subgroup will increase to 84.2% for state assessments.</p> <p>B: By 2006 the participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment scored against modified achievement standards; alternate assessment against alternate achievement standards will increase to 96.5%</p> <p>C. Math: By 2006 the proficiency rate for children with IEPs against grade level standards and alternate achievement standards will increase to 55.7% for Math Assessments.</p> <p>C. Reading: By 2006 the proficiency rate for children with IEPs against grade level standards and alternate achievement standards will increase to 57.1% for Reading assessments.</p>
(2007) (2007-2008)	<p>A: By 2007 the percent of districts meeting the State's AYP objectives for progress for the disability subgroup will increase to 84.6% for state assessments.</p> <p>B: By 2007 the participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment scored against modified achievement standards; alternate assessment against alternate achievement standards will increase to 97.2%</p> <p>C. Math: By 2007 the proficiency rate for children with IEPs against grade level standards and alternate achievement standards will increase to 64.6% for Math Assessments.</p> <p>C. Reading: By 2007 the proficiency rate for children with IEPs against grade level standards and alternate achievement standards will increase to 64.2% for Reading assessments.</p>
(2008) (2008-2009)	<p>A: By 2008 the percent of districts meeting the State's AYP objectives for progress for the disability subgroup will increase to 85.1% for state assessments.</p> <p>B: By 2008 the participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment scored against modified achievement standards; alternate assessment against alternate achievement standards will increase to 97.5%</p> <p>C. Math: By 2008 the proficiency rate for children with IEPs against grade level standards and alternate achievement standards will increase to 70.5% for Math Assessments.</p> <p>C. Reading: By 2008 the proficiency rate for children with IEPs against grade level standards and alternate achievement standards will increase to 70.8% for Reading assessments.</p>
(2009) (2009-2010)	<p>A: By 2009 the percent of districts meeting the State's AYP objectives for progress for the disability subgroup will increase to 85.5% for state assessments.</p> <p>B: By 2009 the participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment scored against modified achievement standards; alternate assessment against alternate achievement standards will increase to 97.8%</p> <p>C. Math: By 2009 the proficiency rate for children with IEPs against grade level standards and alternate achievement standards will increase to 76.4% for Math Assessments.</p> <p>C. Reading: By 2009 the proficiency rate for children with IEPs against grade level standards and alternate achievement standards will increase to 77.2% for Reading assessments.</p>
(2010) (2010-2011)	<p>A: By 2010 the percent of districts meeting the State's AYP objectives for progress for the disability subgroup will increase to 86.0% for state assessments.</p> <p>B: By 2010 the participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment scored against modified achievement standards; alternate assessment against alternate achievement standards will increase to 98.0%</p> <p>C. Math: By 2010 the proficiency rate for children with IEPs against grade level standards and alternate achievement standards will increase to 82.3% for Math Assessments.</p>

C. Reading: By 2010 the proficiency rate for children with IEPs against grade level standards and alternate achievement standards will increase to **82.5%** for Reading assessments.

Improvement Activities/Timelines/Resources:

Activity Type: Technical Assistance

1. Provide state, regional, and / or district training follow-up activities and dissemination of materials on evidenced based reading and math interventions, especially to those districts with struggling learners using the multi-tiered system of support within the regular classroom and school.

TIMELINE (Activity will occur in the following years): 2005; 2006; 2007; 2008; 2009; 2010;

RESOURCES: 1. KSTARS 2. Reading First 3. KSDE

2. Refine TIP Grant Process to support district efforts in improving results for students with disabilities.

TIMELINE (Activity will occur in the following years): 2005; 2006; 2007; 2008; 2009; 2010;

RESOURCES: 1. KSDE

3. Provide regional workshops and technical assistance on Extended Curriculum Standards, Alternate Assessment, and Kansas Assessment of Modified Measures.

TIMELINE (Activity will occur in the following years): 2005; 2006; 2007; 2008; 2009; 2010;

RESOURCES: 1. KSTARS 2. KSDE

4. Maintain and expand websites providing lessons tied to state math and reading standards.

TIMELINE (Activity will occur in the following years): 2005; 2006; 2007; 2008; 2009; 2010;

RESOURCES: 1. KSDE

Activity Type: State Infrastructure

1. Provide district level assessment data for students with disabilities to district administrators.

TIMELINE (Activity will occur in the following years): 2005; 2006; 2007; 2008; 2009; 2010;

RESOURCES: 1. CETE 2. KSDE

2. Work with other SEAs in learning communities to study effective SEA strategies for improving academic outcomes for students with disabilities.

TIMELINE (Activity will occur in the following years): 2005; 2006; 2007; 2008; 2009; 2010;

RESOURCES: 1. KSDE 2. MPRRC 3. ASES

Part B State Performance Plan (SPP) for FFY 2007

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

Monitoring Priority: FAPE in the LRE

Indicator 4:

Rates of suspension and expulsion:

A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.

(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.

Data Source: 618 data

Terms Used:

Significant Discrepancy: 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.

Overview of Issue/Description of System or Process:

In the FFY 2003 Annual Performance Report, Kansas reported state performance data for the 2003-2004 school year on suspensions and expulsions in response to indicator BF. III. Suspension and expulsion rates for children with disabilities are comparable to the rates for children without disabilities. As a state, Kansas reported the following information in regard to suspension/expulsion for FFY 2003:

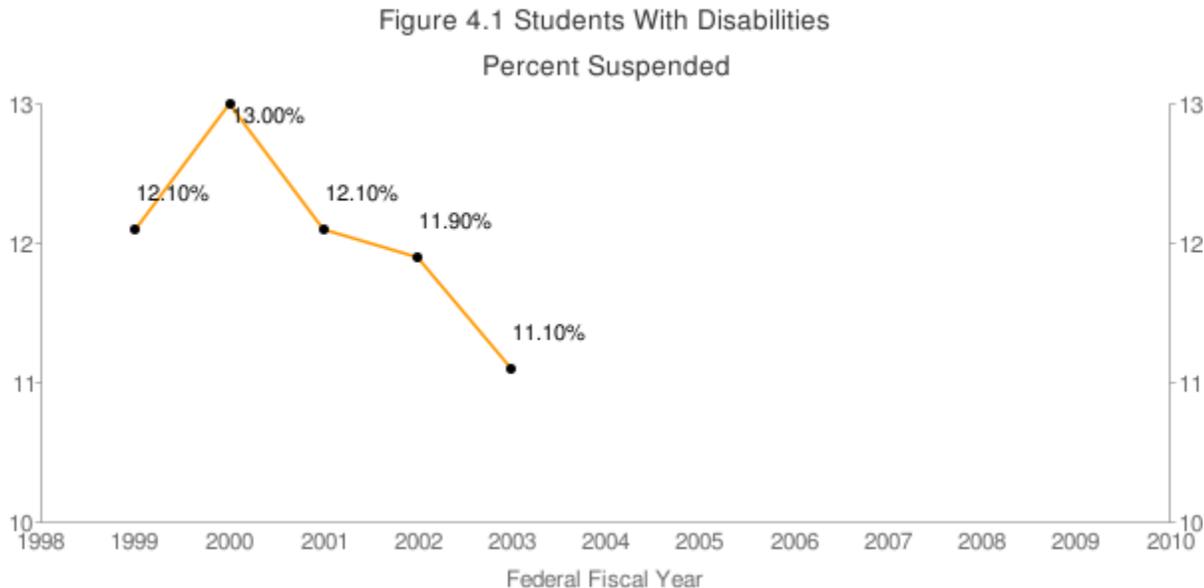


Figure 4.1 and all data contained in the FFY 2003 APR represented all suspensions of students with disabilities and does not reflect the 10 day timeline requirement reflected in the current SPP indicator. In response to OSEP's APR letter, Kansas has gathered additional information from the CIM self assessment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

education entities who identified suspension and expulsion as an area needing improvement, have since implemented strategies that have proven effective in addressing this issue. The 30 remaining LEAs or 42%, addressed all suspension/expulsion concerns in the previous CIA.

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

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

Baseline Data for FFY: 2004 (2004 - 2005)

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

Table 4.1 Suspension/Expulsion (S/E)

Baseline Year	Number of Districts in Kansas	% of Districts identified as Significantly Discrepant
FFY 2004	301	1.99%

Discussion of Baseline Data:

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

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

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

Improvement Activities/Timelines/Resources:

Activity Type: Technical Assistance

1. Provide professional development and ongoing technical assistance to districts in supporting and working effectively with students with challenging behavior.

TIMELINE (Activity will occur in the following years): 2007; 2008; 2009; 2010;

RESOURCES: 1. KSDE staff 2. KSTARS 3. KSDE PBS Consultant 4. NDPC-SD 5. NPSO 6. MPRRC 7. PBIS Center 8. SPDG 9. IRIS Center 10. National Center for RTI

2. Collaborate with family advocacy agencies to develop and implement guidance materials and trainings that reflect family issues and involvement for Cluster 1 Indicators and Indicator 4.

TIMELINE (Activity will occur in the following years): 2007; 2008; 2009; 2010;

RESOURCES: 1. KSDE staff 2. KSTARS 3. MPRRC 4. PBIS Center 5. SPDG 6. KPIRC

Part B State Performance Plan (SPP) for FFY 2007

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

Monitoring Priority: FAPE in the LRE

Indicator 5: Percent of children with IEPs aged 6 through 21 served: A. Inside the regular class 80% or more of the day; B. Inside regular class less than 40% of the day; and C. In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

Measurement: A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

Data Source: 618 Data

Overview of Issue/Description of System or Process:

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

**Figure 5.1 Removal From Regular Class
Less Than 21Percent**

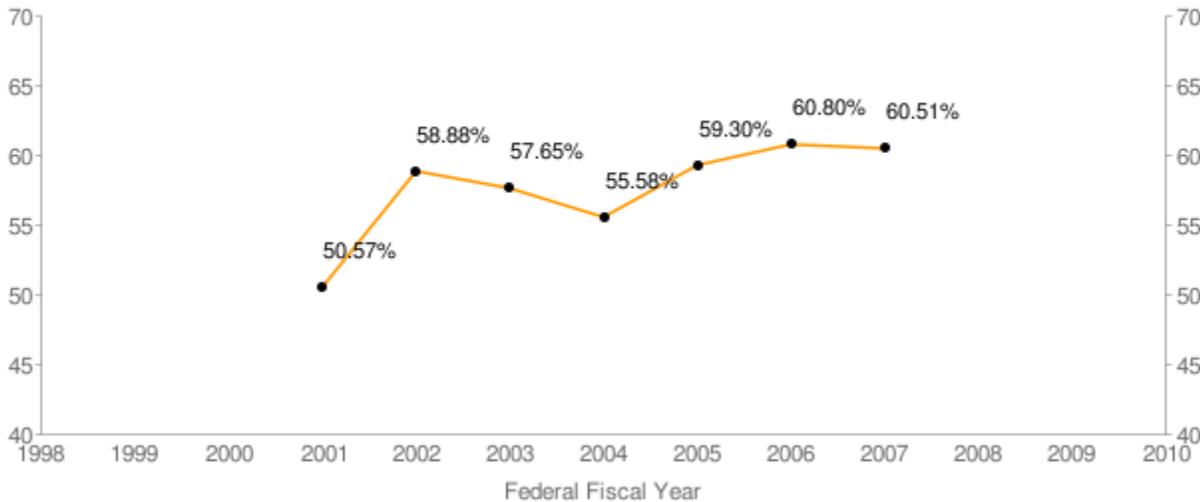


Figure 5.2 Removal From Regular Class
Greater Than 60 Percent

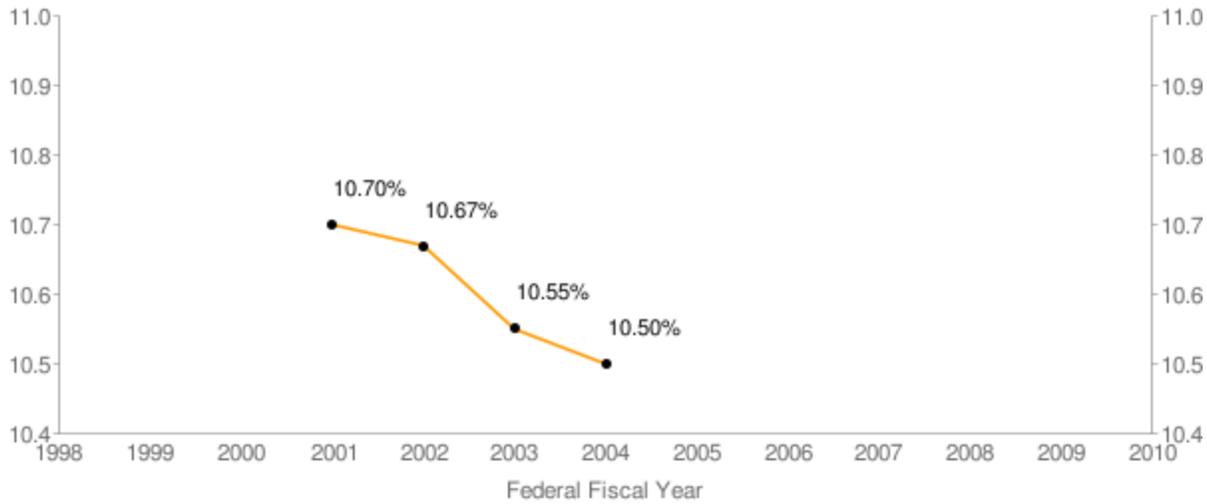
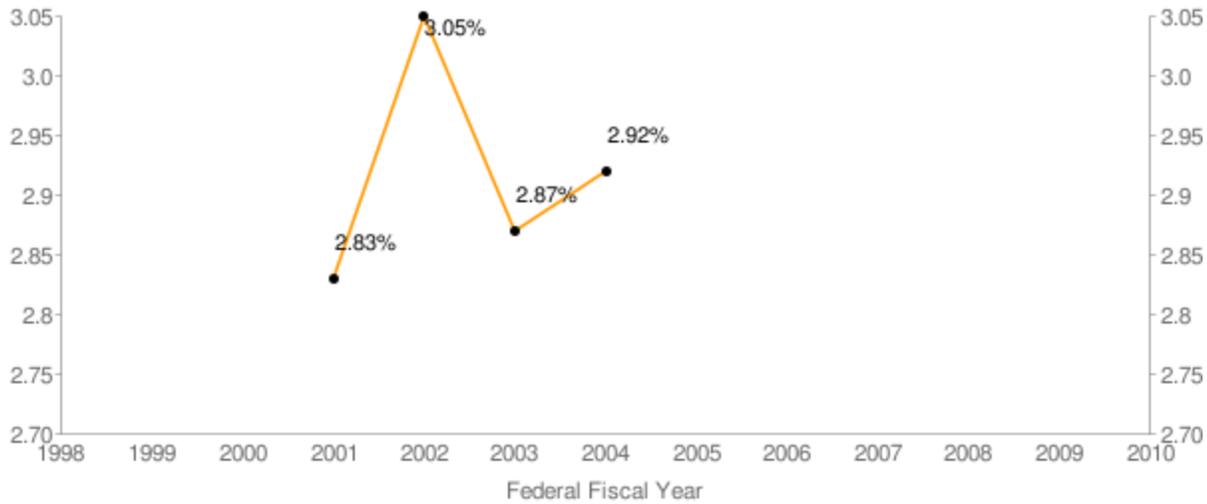


Figure 5.3 Special Education Students
In Separate Settings



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

Baseline Data for FFY: 2004 (2004 - 2005)

- A. For FFY 2004, **55.58%** of students with disabilities, 6 - 21 years of age, were inside the regular class 80% or more of the day.
- B. For FFY 2004, **10.50%** of students with disabilities, 6 - 21 years of age, inside the regular class less than 40% of the day.
- C. For FFY 2004, **2.92%** of students with disabilities, 6 – 21 years of age, were served in separate schools, residential facilities or homebound/hospital placements. See Table 5.1 below.

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

	State Total	Inside the regular class 80% or more of the day	Inside regular class less than 40% of the day	Separate schools, residential facilities, or homebound/hospital placements

# of SWD	56,111	31,188	5,894	1,641
% in Setting		55.58%	10.50%	2.92%

Discussion of Baseline Data:

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

It is noted, however, that improvements can be made. District level data varies widely and therefore, LRE was selected as an area of focus in designing the FAM system that is explained in the overview of the SPP. Two placement settings, less than 21% and separate settings are performance indicators that districts will review annually. By targeting assistance to districts with poor data in these areas, the expectation is that overall LRE data in all placement settings will improve. The FFY 2005 target is to maintain current levels while improvement activities are implemented. These activities are expected to positively impact data beginning in FFY 2006 and continue gradual improvements in years ahead. It is important to note that the full continuum of placement options is respected. KSDE will provide support to district IEP teams in improving effective use of strategies and accommodations for students so that more can be educated in less restrictive environments. KSDE respects the IEP teams make LRE decisions. As district capacity increases to support students in less restrictive environments, IEP teams may reconsider decisions. The desired improvement levels are reflected in the targets below.

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

(2009-2010)	more of the day will increase to 59.5%
	B: By 2009 the percent of children with IEPs aged 6 through 21 served inside the regular class less than 40% of the day will decrease to 8.2%
	C: By 2009 the percent of children with IEPs aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements will decrease to 2.14%
(2010) (2010-2011)	A: By 2010 the percent of children with IEPs aged 6 through 21 served inside the regular class 80% or more of the day will increase to 60.0%
	B: By 2010 the percent of children with IEPs aged 6 through 21 served inside the regular class less than 40% of the day will decrease to 8.0%
	C: By 2010 the percent of children with IEPs aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements will decrease to 1.98%

Improvement Activities/Timelines/Resources:

Activity Type: Technical Assistance

<p>1. Provide training and data verification to ensure accuracy of district LRE data</p> <p>TIMELINE (Activity will occur in the following years): 2005; 2006; 2007; 2008; 2009; 2010;</p> <p>RESOURCES: 1. MIS data 2. FAM 3. KSDE staff 4. KIDMSS 5. Kansas Data Dictionary</p>
<p>2. Provide districts a method to identify areas for improvement and allocation of resources by utilizing the TIP application</p> <p>TIMELINE (Activity will occur in the following years): 2005; 2006; 2007; 2008; 2009; 2010;</p> <p>RESOURCES: 1. KSDE staff</p>
<p>3. Provide technical assistance and training that supports improved LRE decisions by districts and supports students in LRE placements.</p> <p>TIMELINE (Activity will occur in the following years): 2005; 2006; 2007; 2008; 2009; 2010;</p> <p>RESOURCES: 1. KSDE staff 2. Project STAY 3. Project SPOT 4. INKS</p>

Part B State Performance Plan (SPP) for FFY 2007

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

<p>Monitoring Priority: FAPE in the LRE</p>
<p>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))</p>
<p>Measurement: Percent = # of preschool children with IEPs who received special education services in settings with typically developing peers divided by the total # of preschool children with IEPs times 100.</p>
<p>Data Source: MIS</p>

Overview of Issue/Description of System or Process:

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

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

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

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

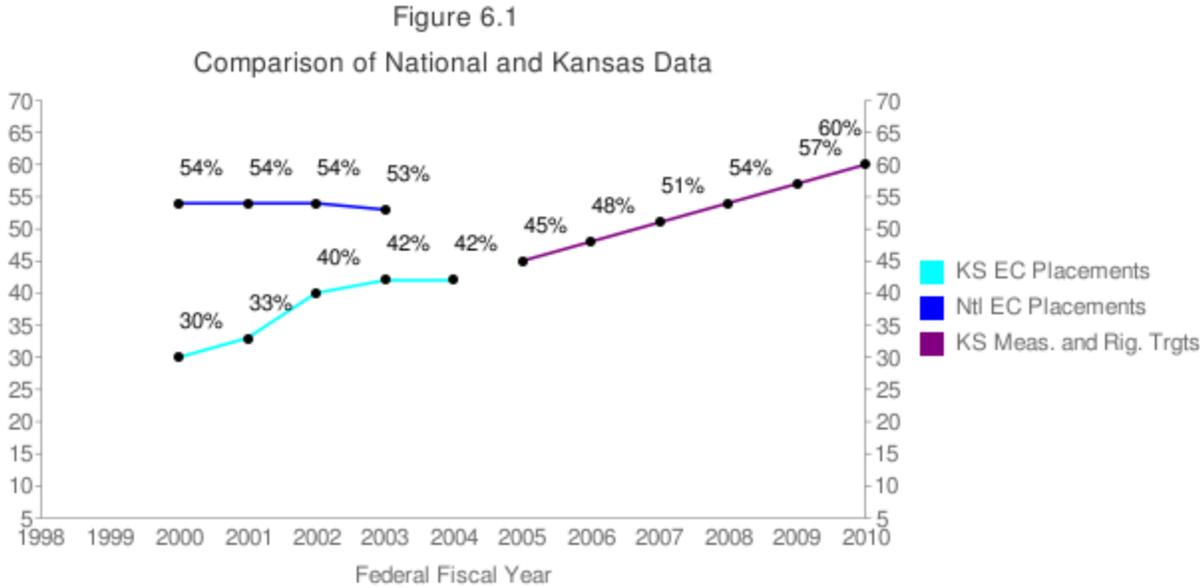
In the FFY 2003 APR, KSDE reported on plans to provide technical assistance to LEAs to improve their performance on this indicator. Currently KSDE and the Kansas Inservice Training System (KITS) have developed a process using a series of questions to guide LEAs through an examination of their policies,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

Baseline Data for FFY: 2004 (2004 - 2005)

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

Discussion of Baseline Data:

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



FFY	Measurable and Rigorous Target
(2005) (2005-2006)	By 2005 45% of preschool children with IEPs in Kansas will receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).
(2006) (2006-2007)	By 2006 48% of preschool children with IEPs in Kansas will receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).
(2007) (2007-2008)	By 2007 51% of preschool children with IEPs in Kansas will receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).
(2008) (2008-2009)	By 2008 54% of preschool children with IEPs in Kansas will receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).
(2009) (2009-2010)	By 2009 57% of preschool children with IEPs in Kansas will receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).
(2010) (2010-2011)	By 2010 60% of preschool children with IEPs in Kansas will receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

	early childhood/part-time early childhood special education settings).
--	--

Improvement Activities/Timelines/Resources:

Activity Type: Technical Assistance

1. Provide Summer Institute, an intensive 4-day seminar focusing on State identified priorities while facilitating practitioners' ability to provide services in LRE

TIMELINE (Activity will occur in the following years): 2005; 2006; 2007; 2008; 2009; 2010;

RESOURCES: 1. KITS 2. KSDE 3. Nationally recognized presenters 4. Hand-outs and resource materials

Activity Type: Targeted Assistance

1. Target assistance and facilitate development of improvement plans for districts not meeting FAM and/or SPP early childhood LRE targets

TIMELINE (Activity will occur in the following years): 2005; 2006; 2007; 2008; 2009; 2010;

RESOURCES: 1. KSDE staff 2. KITS

2. Use results of NECTAC evaluation of work with pilot districts to improve the process to guide LEAs through an examination of their policies, procedures and practices described in overview above

TIMELINE (Activity will occur in the following years): 2005;

RESOURCES: 1. NECTAC 2. KITS 3. SES

3. Provide MIS data training and MIS data verification to ensure valid district data entry

TIMELINE (Activity will occur in the following years): 2005; 2006; 2007; 2008; 2009; 2010;

RESOURCES: 1. SES 2. Kansas Data Dictionary 3. KIDMSS 4. Technical Support

Part B State Performance Plan (SPP) for FFY 2007

Overview of the State Performance Plan (SPP) Development: See overview of the Kansas State Performance Plan (SPP).

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children with IEPs who demonstrate improved: A. Positive social-emotional skills (including social relationships); B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and C. Use of appropriate behaviors to meet their needs. (20 U.S.C. 1416 (a)(3)(A))

Measurement:

A. Positive social-emotional skills (including social relationships):

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

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

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):

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

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

C. Use of appropriate behaviors to meet their needs:

a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.

b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

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

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

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

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

Data Source:

Child Outcomes Summary Form (COSF)

FFY	Measurable and Rigorous Target
2005 (2005-2006)	
2006 (2006-2007)	
2007 (2007-2008)	Baseline and targets will be based on FFY 2008 data and reported in the FFY 2008 APR that will be submitted Feb. 1, 2010
2008 (2008-2009)	
2009 (2009-2010)	
2010 (2010-2011)	

Overview of Issue/Description of System or Process:

The processes used and data collection described in the FFY 2006 SPP remain the same for the FFY 2007 reporting period. The SPP is online at: <http://www.ksde.org>

Baseline/Progress Data for FFY 2007 (2007-2008)

Table 7.1 Progress Data for Preschool Children Exiting 2007-2008 (Part A)

A. Positive social-emotional skills (including social relationships):	Number	Percent of Children
a. Percent of preschool children who did not improve functioning	18	0.76%

b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	214	9.08%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach	573	24.32%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	779	33.06%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	772	32.77%
Total	N = 2356	100%

Table 7.2 Progress Data for Preschool Children Exiting 2007-2008 (Part B)

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	Number	Percent of Children
a. Percent of preschool children who did not improve functioning	14	0.59%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	207	8.79%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach	640	27.16%
d. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	781	33.15%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	714	30.31%
Total	N=2356	100%

Table 7.3 Progress Data for Preschool Children Exiting 2007-2008 (Part C)

C. Use of appropriate behaviors to meet their needs:	Percent	Percent of Children
a. Percent of preschool children who did not improve functioning	14	0.59%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	168	7.13%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach	318	13.5%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	807	34.25%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	1049	44.52%
Total	N=2356	100%

Valid and Reliable Data for FFY 2007

Reliability and validity of the COSF ratings are ensured by the standardized training that is provided to all LEAs. This training is based on recommendations generated from an analysis of state-wide data, a survey questionnaire, and pilot site video tapes of teams making COSF ratings. Furthermore, the Outcomes Web System allows LEAs 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 LEA or infant/toddler network. Thus, LEAs are able to examine and troubleshoot any data inconsistencies.

Discussion of Progress Data

Progress data reported in 2010 will be considered baseline data. Although progress data was available in FFY 2007 on 2,356 children, the maximum length of time children in this report could have participated in ECSE service is 26 months since data collection began in April 2006. Some of the children who have entry data and entered the ECSE program near age 3 are still participating in the program. Exit data will be available for this group of children next year. The data has proven to be good quality and reflects the urban and rural demographic regions within the state.

Discussion of Improvement Activities Completed for FFY 2007 Including Progress and Impact of Activities

KSDE established 3 (total) improvement activities for this indicator through FFY 2010. Below is a list of the improvement activities that took place in FFY 2007 with the progress and update information for each of these activities.

Each improvement activity was reviewed in terms of its impact on the indicator. During the Fall of 2008, improvement activities for this indicator were individually analyzed to determine the following: effectiveness of activity, impact on indicator, data collection, implications for TA needs of local districts and needed activity revisions or changes, if any. MPRRC staff facilitated the improvement activity review process by providing resources for consideration, facilitating group discussions and fielding individual questions.

Activity Type: State Infrastructure

1. Training and Technical Assistance to Districts on Improving Data Entry

PROGRESS OF ACTIVITY:

Regional workshop sessions were held across the state on making ratings for the Child Outcome Summary Form and entering data into the Outcomes Web System. Workshops were attended by administrators, teachers and data entry clerks. Additional workshops were provided for districts upon request to develop local plans for making COSF ratings and entering data into the OWS. Workshops were held across the state on administration of the most frequently used curriculum-based assessments to make COSF ratings. All training material and other resources were posted on the Kansas Inservice Training System website at www.kskits.org for easy access by personnel responsible for data entry. There was an increase in attendance numbers at state regional training and requests for TA by districts on data entry and administration of curriculum-based assessments.

IMPACT STATEMENT:

Training and technical assistance to LEAs on improving data entry based on analysis of data has impacted the validity and reliability of the data collected.

STATUS:

Completed and Ongoing

2. Analyze data to determine ongoing training needs and improve validity and reliability of the data collection system.

PROGRESS OF ACTIVITY:

Kansas completed a pilot study in collaboration with the Juniper Gardens Children's Project to ensure the quality and accuracy of Child Outcome Summary Form (COSF) ratings. Twelve sites (six Part B and six Part C) in Kansas representing urban and rural settings were selected for the pilot study. Teams videotaped COSF rating meetings and responded to an on-line survey about the web-based data collection system. Drs. Dale Walker and Charles Greenwood designed the research study and provided the data analysis. Results of this pilot study informed Kansas on the efficacy of prior training in Kansas and guided the content development for current state regional trainings on Early Childhood Outcomes and revisions to the Outcome Web System. Positive findings in this pilot study included: • Teams are following the same procedural steps to determine ratings. • There is a close agreement between Part C exit ratings and Part B entry ratings indicating that different teams are rating the same child in the same way. Information from the pilot studies incorporated into state training included: • Encouraging teams to include and document parent input • Encouraging teams to use assessment tools in the rating process in addition to record review, interview, observation, and screening information.

IMPACT STATEMENT:

The data indicates that the training has impacted the rating process currently being used in Kansas and following the process has impacted the validity and reliability of the data reported in FFY 2007.

STATUS:

Completed and Ongoing

3. Develop a district level report function on all child entries and exits in the database for districts.

PROGRESS OF ACTIVITY:

A district level report function was added to the Outcomes Web System. This report function enabled districts to run reports on entry and exit COSF data that had been entered in the system and submitted to KSDE. District level users can now enter date ranges and run reports on children entered in the system during the selected timeframe. The report function was used in conjunction with local 618 data to verify that all children who entered or exited Part B 619 programs between July 1, 2007 and June 30, 2008 were entered and submitted to KSDE.

IMPACT STATEMENT:

This verification process impacted the reliability and validity of data by making LEAs responsible for entering all children who exited the program between July 1, 2007 and June 30, 2008.

STATUS:

Completed and Discontinued

Activity Type: State Infrastructure

<p>1. Training and Technical Assistance to Districts on Improving Data Entry</p> <p>TIMELINE (Activity will occur in the following years): 2006; 2007; 2008; 2009; 2010;</p> <p>RESOURCES: 1. KSTARS 2. KSDE staff</p>
<p>2. Analyze data to determine ongoing training needs and improve validity and reliability of the data collection system.</p> <p>TIMELINE (Activity will occur in the following years): 2006; 2007; 2008; 2009; 2010;</p> <p>RESOURCES: 1. KSTARS 2. ECO Center 3. JGCP 4. KSDE staff</p>
<p>3. Develop a district level report function on all child entries and exits in the database for districts.</p> <p>TIMELINE (Activity will occur in the following years): 2007;</p> <p>RESOURCES: 1. KSDE staff</p>

Part B State Performance Plan (SPP) for FFY 2007

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

<p>Monitoring Priority: FAPE in the LRE</p>
<p>Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. (20 U.S.C. 1416(a)(3)(A))</p>
<p>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.</p> <p>Data Source: NCSEAM Parent Survey.</p>

Overview of Issue/Description of System or Process:

Kansas used the 25 statements in the Schools' Effort to Partner with Parents section of the parent survey developed by the National Center for Special Education Accountability Monitoring (NCSEAM) to distribute to parents of a sample of students with disabilities 3-21 to establish baseline for this indicator. Kansas' sampling plan was approved by

OSEP without the need for revision. In FFY 2005, Kansas had 300 school districts. There were no districts in Kansas with an enrollment greater than 50,000. The following table reflects population data by size of districts in FFY 2004 (Kansas had 301 districts at this time).

Table 8.1: School Districts by Size

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

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

For a total population of 64,911 children receiving special education services, a sample size of 1,798 was needed for a confidence interval of 3 and a confidence level of 99%. Past parent surveys in Kansas have yielded a 50% response rate. In calculation of sample size, the 50% response rate was used and the sample size increased to 3,596. Of the total sample, 2,427 students with disabilities were selected from large districts, 1,054 from medium districts and 115 from small districts through a simple random sample of all students with disabilities in those districts using student identification numbers from 618 data. Districts were given a choice of distributing surveys to the parents of students selected or of sending the parents' names to KSDE for direct survey mailing. For districts that chose to distribute the surveys, KSDE sent parent surveys, cover letters explaining the purpose and importance of the survey and postage paid return envelopes addressed to KSDE. For districts that preferred KSDE to mail parent surveys, the districts sent KSDE parent names and mailing addresses. Parent surveys were available in English and Spanish. Districts were asked to provide local support to help parents complete the survey if translation was necessary.

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

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

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

Reliability and Validity

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

Baseline Data for FFY: 2005 (2005 - 2006)

In FFY 2005, 65.8% of parents with a child receiving special education services reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities. A total of 692 surveys were returned. The survey results were taken from a sample of parents from a sample of districts during FFY 2005. In FFY 2005 baseline data were calculated using a Rasch analysis. In FFY 2006 the method for calculating the data changed to reflect a percent of maximum scoring procedure, thus the measurable and rigorous targets have been revised and are presented in the measurable and rigorous target section below.

Table 8.2 Percent of Parents Who Report that the School Facilitated Their Involvement¹

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

1. Baseline taken in FFY 2005

Discussion of Baseline Data:

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

Table 8.3 Percent of Parents Who Report that School Facilitated Their Involvement Using Maximum Scoring Procedures

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

Table 8.3 indicates that results decreased from FFY 2005 to FFY 2006. The decrease possibly is due to a difference in the sampling methodology. In FFY 2006, parents from all districts were sampled whereas in FFY 2005 parents from only certain districts were sampled. KSDE has greater confidence in the FFY 2006 year's results given the new survey methodology and the fact that parents from all districts in the state received the survey. However, KSDE is still concerned about the decrease, and the improvement activities are aimed at increasing parental involvement. Data were disaggregated by gender, primary disability category, age and race/ethnicity.

FFY	Measurable and Rigorous Target
(2005)	By 2005 37% of parents with a child receiving special education services will report that schools

(2005-2006)	facilitated parent involvement as a means of improving services and results for children with disabilities.
(2006) (2006-2007)	By 2006 39% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(2007) (2007-2008)	By 2007 58.9% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(2008) (2008-2009)	By 2008 59.2% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(2009) (2009-2010)	By 2009 59.8% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(2010) (2010-2011)	By 2010 60.5% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Improvement Activities/Timelines/Resources:

Activity Type: Technical Assistance

1. Maintain/expand websites and market/promote materials in order to continue connections and collaboration with parent involvement agencies.

TIMELINE (Activity will occur in the following years): 2007; 2008; 2009; 2010;

RESOURCES: 1. KITS 2. PTI 3. KSDE 4. KPIRC 5. PTA

2. Provide district level data and technical assistance in order for district staff to improve parent involvement.

TIMELINE (Activity will occur in the following years): 2007; 2008; 2009; 2010;

RESOURCES: 1. KITS 2. PTI 3. KPIRC 4. PTA 5. KSDE

3. Present research and evidence-based practices and TA for improvement to local special education directors

TIMELINE (Activity will occur in the following years): 2008; 2009; 2010;

RESOURCES:

4. Provide individual and focused TA for strategies to improve parental involvement as requested

TIMELINE (Activity will occur in the following years): 2008; 2009; 2010;

RESOURCES:

Part B State Performance Plan (SPP) for FFY 2007

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

Monitoring Priority: Disproportionality

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

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

Indicator 9: Disproportionate Over-representation a final risk ratio of greater than 3.00.

Disproportionate Under-representation a final risk ratio of less than 0.33.

Calculations are based on official Child Count data. KSDE provides each district with a final risk ratio for both over-representation and under-representation. The first year a district is flagged, a Self-Assessment Tool is completed. The second year that the same district is flagged, a Data Verification Table is completed. A copy of the Self-Assessment Tool is attached.

Year 1 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 over-representation and/or under-representation based on race and ethnicity with respect to eligibility and/or placement must complete the Self-Assessment Tool by reviewing district policies, 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.

Year 2 For districts flagged as having disproportionate representation with weighted risk ratios greater than 3.00 and/or less than 0.33, Kansas has established a process requiring districts to review, drill down and assure accuracy of specific student level data for the flagged race/ethnicity and disability category.

Step 1: Each district flagged with disproportionate over-representation and/or under-representation based on race and ethnicity with respect to eligibility and/or placement must complete a Data Verification Table.

Step 2: Each flagged district must submit to KSDE an electronic copy of the completed Data Verification Table.

Data Source: 618 Data and 9/20 Enrollment data FFY 2006

Overview of Issue/Description of System or Process:

Westat's technical guidance notes: "When risk ratios are based on small numbers, minor variations in the number of students in either the racial/ethnic group or the comparison group can produce dramatic changes in the size of the risk ratio. Furthermore, it is impossible to calculate risk ratios if there are no students in the comparison group (i.e. the risk for the comparison group cannot be calculated) or if none of the students in the comparison group receives special education and related services." While Kansas has two large urban centers with large minority populations, it also has a large number of very small districts (the district median size is only 560 students). This results in fairly frequent cases where the non-white groups are very small or missing entirely. It also means there are districts where there are just two sizable ethnic groups. These are the very conditions that Westat's technical guidance warns will produce unreliable or distorted weighted risk ratios. Due to these issues, Kansas uses the following process to calculate a "final" risk ratio which is either a weighted risk ratio or risk ratio. In order to calculate a final risk ratio, a 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;
- a minimum of 10 special education students in the comparison group

If the comparison group has no special education students in a “prominent” racial/ethnic group (Hispanics, Blacks, or Whites), the risk ratio is used. (When a weighted risk ratio is used in these conditions, the weighted risk ratio often has a very extreme value which is purely a function of the “large” weighting of the small numbers of students in the prominent racial/ethnic groups. If the comparison group has at least 1 special education students in each of the prominent racial/ethnic groups, then a weighted risk ratio is used.

See above measurement box for methodology for identifying districts as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Baseline Data for FFY: 2005 (2005 - 2006)

Baseline Data Over Representation

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

Baseline Data Under Representation

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

Table 9.1 State Weighted Risk Ratios FFY 2005

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

Table 9.2 Districts with Disproportionate Representation FFY 2005 Over Representation

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

Table 9.3 Districts with Disproportionate Representation FFY 2006 Underrepresentation

	American Indian /Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Total # of Districts Flagged	0	1	0	0	2

Total of 296 Districts In Kansas	Districts Flagged as Potentially Disproportionate	Districts Identified as Noncompliant
	3	0
	1.01%	0%

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

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

Discussion of Baseline Data:

FFY 2005 Over representation

Data continues to support that disproportionate representation in special education and related services at the state level does not meet the state definition for any racial and ethnic groups. At the district level, four districts' initial data had a weighted risk ratio of over 2.00 for the racial category of Black. After completing Phase I, none of the four districts had verified data over 2.00. Therefore, Phase II and Phase III were unnecessary for this indicator and 0% of districts were identified as having disproportionate representation that is the result of inappropriate identification.

FFY 2006 Under Representation

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

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

Improvement Activities/Timelines/Resources:

Activity Type: Technical Assistance

1. Provide technical assistance to districts to clarify the KSDE Self Assessment tool and process that will determine if flagged district disproportionate representation data is potentially due to inappropriate identification.

TIMELINE (Activity will occur in the following years): 2007; 2008; 2009; 2010;

RESOURCES: 1. KSDE staff

Activity Type: State Infrastructure

1. Provide MIS data training and MIS data verification to ensure valid district data entry

TIMELINE (Activity will occur in the following years): 2007; 2008; 2009; 2010;

RESOURCES: 1. KSDE staff 2. Kansas Data Dictionary 3. Technical Support

Part B State Performance Plan (SPP) for FFY 2007

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

Monitoring Priority: Disproportionality

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

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

Disproportionate "Overrepresentation" The district must have:

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

Disproportionate "Underrepresentation" The district must have:

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

Calculations are based on official Child Count data.

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

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

Step 2: Each flagged district must submit to KSDE an **electronic copy** of the completed Self Assessment tool for final verification and notification by KSDE of the district compliance status. A copy of the KSDE Self Assessment tool is in attachment 4 and online at www.ksde.org.

Data Source: 618 Data and 9/20 Enrollment data FFY 2006

Overview of Issue/Description of System or Process:

Westat’s technical guidance notes: “When risk ratios are based on small numbers, minor variations in the number of students in either the racial/ethnic group or the comparison group can produce dramatic changes in the size of the risk ratio. Furthermore, it is impossible to calculate risk ratios if there are no students in the comparison group (i.e. the risk for the comparison group cannot be calculated) or if none of the students in the comparison group receives special education and related services.” While Kansas has two large urban centers with large minority populations, it also has a large number of very small districts (the district median size is only 560 students). This results in fairly frequent cases where the non-White groups are very small or missing entirely. It also means there are districts where there are just two sizable ethnic groups. These are the very conditions that Westat’s technical guidance warns will produce unreliable or distorted weighted risk ratios. Due to these issues, Kansas uses the following process to calculate a “final” risk ratio which is either a weighted risk ratio or risk ratio. In order to calculate a final risk ratio, a 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;
- a minimum of 10 special education students in the comparison group

If the comparison group does not have students with disabilities students in a “prominent” racial/ethnic group (Hispanics, Blacks, or Whites), the risk ratio is used. (When a weighted risk ratio is used in these conditions, the weighted risk ratio often has a very extreme value which is purely a function of the “large” weighting of the small numbers of students in the prominent racial/ethnic groups. If the comparison group has at least 1 special education students in each of the prominent racial/ethnic groups, then a weighted risk ratio is used.

See above measurement box for methodology for identifying districts as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Baseline Data for FFY: 2006 (2006 - 2007)

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

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

Table 10.1 State Weighted Risk Ratios FFY 2005 Over Representation

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

Table 10.2 District with Disproportionate Representation FFY 2005 Over Representation

	# of Districts Identified After Completion	% of Districts
Initial Data >2.00 Weighted Risk Ratio	26	8.7%

Phase I Verified data > 2.00 weighted risk ratio	10	3.3%
Phase II Completed Rubric rated Unacceptable	8	2.7%
Phase III Final committee review rated as Unacceptable	2	0.7%

Table 10.3 Districts with Disproportionate Representation FFY 2006 – Under representation

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

Baseline data in Table 10.3 above is for under representation. FFY 2006 was the first year for baseline for under representation.

**Discussion of Baseline Data:
FFY 2005 Over Representation**

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

FFY 2006 Under Representation

In FFY 2006, based on clarification from OSEP and alignment with agency policy, Kansas changed the methodology for identifying districts as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Kansas did show underrepresentation of Asian/Pacific Islanders in Emotionally Disturbed and Specific Learning Disability.

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

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

Improvement Activities/Timelines/Resources:

Activity Type: Technical Assistance

1. Provide technical assistance to districts to clarify the KSDE Self Assessment tool and process that will determine if flagged district disproportionate representation data is potentially due to inappropriate identification.

TIMELINE (Activity will occur in the following years): 2007; 2008; 2009; 2010;

RESOURCES: 1. KSDE staff

Activity Type: State Infrastructure

1. Provide MIS data training and MIS data verification to ensure valid district data entry

TIMELINE (Activity will occur in the following years): 2007; 2008; 2009; 2010;

RESOURCES: 1. KIDMSS 2. KSDE staff 3. Kansas Data Dictionary 4. KIDMSS 5. Technical Support

Part B State Performance Plan (SPP) for FFY 2007

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

Monitoring Priority: Effective General Supervision / Child Find

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

Measurement: a.# of children for whom parental consent to evaluate was received

determined not eligible whose evaluations and eligibility determinations were completed within 60 days (or State established timeline)

determined eligible whose evaluations and eligibility determinations were completed within 60 days (or State established timeline)

Account for children included in but not included in b or c. Indicate the range of days beyond the timeline when eligibility was determined and any reasons for the delays
Percent = [(b + c) divided by (a)] times 100

Data Source: Kansas Accountability System

Overview of Issue/Description of System or Process:

Baseline data for this procedural requirement was collected during FFY 2005 through the FAM file review process. LEAs that had not had an onsite file review visit in five years were selected for review. Selection of student files is based on a representative random sample. The review includes files for students determined not eligible for services. As required in KAR 91-40-8(h) the initial evaluation is to be completed and IEP implemented within the 60-school-day timeline required: Unless an agency can justify the need for a longer period of time or has obtained written parental consent to an extension of time, the agency shall complete the following activities within 60 school days of the date the agency receives written parental consent for evaluation of a child:

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

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

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

During FFY 2007, Kansas transitioned from a Focused Assistance and Monitoring System (FAM) to the development of the Kansas Integrated Accountability System (KIAS). The information collected for Indicator 11: Child Find was a part of the KIAS online Electronic File Review that was piloted with twenty districts across the state. The students were selected based upon a representative random sample of small, medium and large districts throughout Kansas. Beginning FFY 2008, data will be collected on every district, annually through the online electronic file review.

Baseline Data for FFY: 2005 (2005 - 2006)

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

Table 11.1 Timely Evaluation File Review Data ^{1 2}

	FY 2005
#of children for whom parental consent to evaluate was received	193
# determined not eligible whose evaluations and eligibility determinations were completed within 60 days	124
# determined eligible whose evaluations and eligibility determinations were completed within 60 days	66
Range of days beyond the timeframe	2-11
% of children with parental consent to evaluate, who were evaluated and eligibility determined w/in 60 days	100%

1. Baseline collected in 2005
2. Data from nine LEAs (23 districts) for which file review was collected.

Discussion of Baseline Data:

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

FY	Measurable and Rigorous Target
(2005) (2005-2006)	By 2005 the percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days will be 100%
(2006) (2006-2007)	By 2006 the percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days will be 100%
(2007) (2007-2008)	By 2007 the percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days will be 100%
(2008) (2008-2009)	By 2008 the percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days will be 100%
(2009) (2009-2010)	By 2009 the percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days will be 100%
(2010) (2010-2011)	By 2010 the percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days will be 100%

Improvement Activities/Timelines/Resources:**Activity Type: Technical Assistance****1. Provide targeted assistance to districts in order to meet timelines**

TIMELINE (Activity will occur in the following years): 2006; 2007; 2008; 2009; 2010;

RESOURCES: 1. KSDE staff 2. KSTARS

Activity Type: State Infrastructure

1. Develop and implement Initial Evaluation file review system to collect data from all districts in Kansas.

TIMELINE (Activity will occur in the following years): 2008; 2009; 2010;

RESOURCES: 1. KSTARS 2. KSDE 3. KSDE Special Education Data Control Manager

Part B State Performance Plan (SPP) for FFY 2007

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

<p>Monitoring Priority: Effective General Supervision / Effective Transition</p>
<p>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))</p>
<p>Measurement:</p> <p>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.</p> <p>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.</p> <p>Percent = [(c) divided by (a – b – d)] times 100.</p> <p>Data Source: Part C Database, 618 Data, and student records</p>

Overview of Issue/Description of System or Process:

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

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

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

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

Baseline Data for FFY: 2004 (2004 - 2005)

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

a. There were 1,390 children served in Part C and referred to Part B for eligibility determination. The referral number was calculated by summing the number of children in the Part C database with the following exit reasons:

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

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

b. There were 21 of those referred determined to be NOT eligible. The NOT eligible number was calculated by summing the number of children in the Part C database with the following exit reasons:

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

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

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

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

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

Table 12.1 Delays in Services or Unaccounted for in Part B

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

Discussion of Baseline Data:

Since FFY 2004 was the first year to use the combined Part C and Part B database for reporting on this revised indicator there were several next steps needed to improve data accuracy. The reported percentage of children referred by Part C prior to age 3, who were found eligible for Part B with services initiated by their third birthday, was lower than expected primarily due to the lack of individual child matches in items 3 and 4 above. In FFY 2005, unique individual identifiers were used to import all children referred from Part C to Part B into the Part B data system in an effort to increase the number of child matches. However, the mult-step data matching and verification process used for FFY 2004 and FFY 2005 resulted in hand entry of data, reporting data in the APR before completing all data verification activities (which resulted in a lower state percentage) and a delay in identifying and notifying districts of compliance status. For FFY 2006, KSDE used a streamlined one step on-line Part C and Part B data matching and verification process to resolve these issues.

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

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

Improvement Activities/Timelines/Resources:

Activity Type:Technical Assistance

<p>1. 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.</p> <p>TIMELINE (Activity will occur in the following years): 2005; 2006; 2007; 2008; 2009; 2010;</p> <p>RESOURCES: 1. KITS</p>
<p>2. Revise Transition from Part C to Part B technical assistance packet to reflect changes in IDEA and State regulations for early childhood transition.</p> <p>TIMELINE (Activity will occur in the following years): 2008;</p> <p>RESOURCES: 1. KSDE staff 2. KITS 3. NECTAC</p>
<p>3. Develop and distribute guidance to Part C networks and Part B districts on transition for children with summer birthdays using specific scenarios obtained from local programs and organized in FAQ format</p> <p>TIMELINE (Activity will occur in the following years): 2008;</p> <p>RESOURCES: 1. KSDE 2. KDHE 3. KITS</p>
<p>4. Develop and distribute guidance to Part C networks and Part B districts on children potentially eligible for Part B who are referred to Part C networks less than 90 days before their third birthdays using specific scenarios organized in FAQ format.</p> <p>TIMELINE (Activity will occur in the following years): 2009;</p> <p>RESOURCES: 1. KSDE staff 2. KITS 3. KDHE 4. KSDE 5. KDHE 6. KITS</p>

Activity Type:State Infrastructure

<p>1. IHEs (universities) will continue to work together to develop common syllabi for courses that will ensure understanding of early childhood research based and evidence based practices in relation to early childhood transition.</p> <p>TIMELINE (Activity will occur in the following years): 2005; 2006; 2007;</p> <p>RESOURCES: 1. SIG 2. KITS 3. IHE 4. Syllabi</p>

Activity Type: Targeted Assistance

1. Target assistance and facilitate development of improvement plans for districts not meeting SPP early childhood transition targets.

TIMELINE (Activity will occur in the following years): 2005; 2006; 2007; 2008; 2009; 2010;

RESOURCES: 1. KSDE staff 2. KSTARS

Part B State Performance Plan (SPP) for FFY 2007

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

Monitoring Priority: Effective General Supervision / Effective Transition

Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals. (20 U.S.C. 1416(a)(3)(B))

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

Data Source: State monitoring data

Overview of Issue/Description of System or Process:

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

Baseline Data for FFY: 2006 (2006 - 2007)

KSDE interpretation of what the indicator is asking for has changed based on guidance and information disseminated since the SPP was originally submitted in December 2005 and the original FFY 2004 baseline data was established. As such new baseline has been established for FFY 2006. In FFY 2006, new baseline data was established using the NSTTAC Indicator 13 Checklist. Kansas achieved 71% compliance measuring the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual goals and transition services that will reasonably enable the student to meet postsecondary goals.

Table 13.1

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

Discussion of Baseline Data:

Baseline data were collected by using state monitoring data. Monitors checked for two items on IEPs for students age 16 and over using the file review worksheet: appropriate measurable postsecondary goal(s) and the transition services, including courses of study needed to assist the student in reaching the stated postsecondary goals. Indicator 13 data is collected by randomly reviewing files for students age 16 and over using the NSTTAC Checklist. The following six questions were asked to determine compliance:

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

- Do the transition services include courses of study that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?

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

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

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

Improvement Activities/Timelines/Resources:

Activity Type:State Infrastructure

<p>1. Cluster improvement activities for indicators 1, 2, 4a, 13, and 14</p> <p>TIMELINE (Activity will occur in the following years): 2007; 2008; 2009; 2010;</p> <p>RESOURCES: 1. KSDE staff 2. MPRRC 3. NPSO 4. NDPC-SD 5. NSTACC</p>
<p>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</p> <p>TIMELINE (Activity will occur in the following years): 2007; 2008; 2009; 2010;</p> <p>RESOURCES: 1. KSDE staff 2. MPRRC 3. NPSO 4. NDPC-SD 5. NSTACC 6. SPDG</p>
<p>3. Provide professional development and ongoing technical assistance to districts to support coordination of improvement planning for indicators 1, 2, 4a, 13, and 14</p>

TIMELINE (Activity will occur in the following years): 2007; 2008; 2009; 2010;

RESOURCES: 1. KSDE staff 2. MPRRC 3. NPSO 4. NDPC-SD 5. NSTACC 6. KSTARS 7. SPDG

4. Collaborate with family advocacy agencies to include family issues and involvement in resource development for indicators 1, 2, 4a, 13, and 14

TIMELINE (Activity will occur in the following years): 2007; 2008; 2009; 2010;

RESOURCES: 1. KSDE staff 2. MPRRC 3. NPSO 4. NDPC-SD 5. NSTACC 6. KSTARS 7. SPDG 8. KPIRC 9. PTI

Part B State Performance Plan (SPP) for FFY 2007

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

<p>Monitoring Priority: Effective General Supervision / Effective Transition</p>
<p>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))</p>
<p>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</p>
<p>Data Source: Post-School Data Collection Protocol</p>

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

To set the sample size, the following formula was used: $n = Z^2(p)(1-p)/(\text{error}^2)$

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 complement 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: $n \text{ corrected} = n / 1 + (n / N)$

Where:

N = the finite population.

Therefore:

$$n \text{ corrected} = 1,690 / 1 + (1,690 / 4,168)$$

$$n \text{ corrected} = 1,203$$

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 for FFY: 2005 (2005 - 2006)

Baseline data was derived from FFY 2005 exiters.

Table 14.1 Population, Sample, and Respondents Comparison

	Population	%	Sample	%	Respondents	%
	3,593		1,276		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)¹	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%

1. 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

Engagement¹	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%

1. 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
(2005) (2005-2006)	By 2005 Plan Submitted % 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.
(2006) (2006-2007)	By 2006 Baseline (on 2005-2006 school leavers): 89.8% % of youth who had IEPs and are no longer in secondary school, will have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.
(2007) (2007-2008)	By 2007 89.8% of youth who had IEPs and are no longer in secondary school, will have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.
(2008) (2008-2009)	By 2008 89.8% of youth who had IEPs and are no longer in secondary school, will have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.
(2009) (2009-2010)	By 2009 89.9% of youth who had IEPs and are no longer in secondary school, will have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.
(2010) (2010-2011)	By 2010 89.9% of youth who had IEPs and are no longer in secondary school, will have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

Improvement Activities/Timelines/Resources:

Activity Type:Technical Assistance**1. Provide professional development and ongoing technical assistance to districts to support coordination of improvement planning for indicators 1, 2, 4a, 13, and 14**

TIMELINE (Activity will occur in the following years): 2007; 2008; 2009; 2010;

RESOURCES: 1. KSDE staff 2. MPRRC 3. NPSO 4. NDPC-SD 5. NSTACC 6. KSTARS 7. SPDG

2. Collaborate with family advocacy agencies to include family issues and involvement in resource development for indicators 1, 2, 4a, 13, and 14

TIMELINE (Activity will occur in the following years): 2007; 2008; 2009; 2010;

RESOURCES: 1. KSDE staff 2. MPRRC 3. NPSO 4. NDPC-SD 5. NSTACC 6. KSTARS 7. SPDG 8. KPIRC 9. PTI

Activity Type:State Infrastructure**1. Cluster improvement activities for indicators 1, 2, 4a, 13, and 14**

TIMELINE (Activity will occur in the following years): 2007; 2008; 2009; 2010;

RESOURCES: 1. KSDE staff 2. MPRRC 3. NPSO 4. NDPC-SD 5. NSTACC

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

TIMELINE (Activity will occur in the following years): 2007; 2008; 2009; 2010;

RESOURCES: 1. KSDE staff 2. MPRRC 3. NPSO 4. NDPC-SD 5. NSTACC 6. SPDG

Part B State Performance Plan (SPP) for FFY 2007

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

<p>Monitoring Priority: Effective General Supervision / General Supervision</p>
<p>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))</p>
<p>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.</p> <p>Data Source:</p> <p>Data collected through desk audits and 618 Child Count</p>

Overview of Issue/Description of System or Process:

The General Supervision System (including monitoring, complaints, hearings, etc.) identifies and corrects all noncompliance as soon as possible but in no case later than one year from identification. Prior to FFY 2006, the State viewed Indicator 15 as a report of findings from file review and dispute resolutions. After receiving the OSEP FFY 2005 Response Table, Kansas clarified Indicator 15 as a report of the correction of all findings including those clustered by APR indicator. In addition, Kansas reported corrections of noncompliance within one year for Indicators 4a, 9, 10, 11, 12, 13 and 15. Kansas districts corrected all findings of noncompliance from FFY 2005. For FFY 2006 APR, the State of Kansas used the worksheet recommended by OSEP to group and reports the FFY 2005 Findings and the Correction of Noncompliance. By using this worksheet, findings were clustered into priority areas and all areas of correction of noncompliance were reported within Indicator 15. This is consistent with the changes that Kansas made toward an integrated system of accountability. The State implemented the Kansas Integrated Accountability System (KIAS) which is a comprehensive process to identify and correct findings in all Kansas districts. The system includes three phases in which data is collected, analyzed, and verified with all 20 indicators in the SPP.

KIAS is an integrated system that tracks all findings of noncompliance from notification through 100% correction within one year for all districts. When noncompliance is identified, the district is notified of the finding in writing and required to complete a Corrective Action Plan (CAP). 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 to the district indicating the compliance criterion of 100% was met. The State reports the correction of noncompliance in the APR.

In the event a district does not correct 100% noncompliance within one year, the KIAS contains procedures for ensuring the district will subsequently correct the noncompliance. District updated data is analyzed annually in order to determine if each district is correctly implementing the special regulatory requirements. Any district found to be out of compliance implementing a statute or regulation will undergo a root cause analysis by KSDE to determine if technical assistance and/or enforcement actions are needed.

The KIAS contains a process for following up with districts to ensure that districts continues to comply with the requirements of timely correction as specified by the State. The KIAS also contains resources for districts to access if help is needed in making corrections of noncompliance. KSDE designed the annual Leadership Conference for district administrators during FFY 2006 around the SPP/APR, and described how district Levels Of Determination (LODs) would be impacted by timely correction of findings. KSDE staff continues to provide LEAs training in the components of KIAS including specific information about indicators, enforcements, rewards at state level conferences and regional meetings. Correction of noncompliance within one year of notification continues to be emphasized at trainings as well as in correspondence sent to directors on a regular basis.

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 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 to 6/30/06)	(b) # of Findings from (a) for which correction was verified no later than one year from identification
<p>1. Percent of youth with IEPs graduating from high school with a regular diploma.</p> <p>2. Percent of youth with IEPs dropping out of high school. 14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.</p>	<p>Monitoring: Onsite visits, self-assessment, local APR, desk audit, etc.</p> <p>Dispute Resolution</p> <p>Other: Specify</p>	<p>13</p>	<p>0</p>	<p>0</p>
<p>13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student to meet the post-secondary goals.</p>	<p>Monitoring: Onsite visits, self-assessment, local APR, desk audit, etc.</p> <p>Dispute Resolution</p> <p>Other: Specify</p>	<p>9</p>	<p>12</p>	<p>12</p>
<p>3. Participation and performance of children with disabilities on statewide assessments.</p> <p>7. Percent of preschool children with IEPs who demonstrated improved outcomes.</p>	<p>Monitoring: Onsite visits, self-assessment, local APR, desk audit, etc.</p> <p>Dispute Resolution</p> <p>Other: Specify</p>	<p>13</p>	<p>2</p>	<p>2</p>
<p>4. Percent of children with disabilities suspended and expelled for greater than 10 days in a school year.</p>	<p>Monitoring: Onsite visits, self-assessment, local APR, desk audit, etc.</p> <p>Dispute Resolution</p> <p>Other: Specify</p>	<p>296</p>	<p>6</p>	<p>6</p>
<p>5. Percent of children with IEPs aged 6 through 21 - educational placements. 6. Percent of preschool children aged 3 through</p>	<p>Monitoring: Onsite visits, self-assessment, local APR, desk audit, etc.</p>	<p>13</p>	<p>2</p>	<p>2</p>

5 - early childhood placement.	Dispute Resolution	2	2	2
	Other: Specify			
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Monitoring: Onsite visits, self-assessment, local APR, desk audit, etc.	14	18	18
	Dispute Resolution	7	8	8
	Other: Specify			
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Monitoring: Onsite visits, self-assessment, local APR, desk audit, etc.	296	2	2
	Dispute Resolution			
	Other: Specify			
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Other: Specify			
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Monitoring: Onsite visits, self-assessment, local APR, desk audit, etc.	23	3	3
	Dispute Resolution	2	2	2
	Other: Specify			
12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	Monitoring: Onsite visits, self-assessment, local APR, desk audit, etc.	296	8	8
	Dispute Resolution			
	Other: Specify			
Sum the numbers down Column a and Column b:			65	65
Percent of noncompliance corrected within one year of identification = 100% (column (b) sum divided by column (a) sum) times 100				

Baseline Data for FFY: 2005 (2005 - 2006)

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

Discussion of Baseline Data:

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

improvement activities focusing on understanding of how the indicators are related and technical assistance emphasizing the importance and significance of correcting all noncompliance within one year Kansas continues to meet the 100% target.

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

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

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

FFY	Measurable and Rigorous Target
(2005) (2005-2006)	By 2005 the KSDE general supervision system identifies and corrects 100% noncompliance in priority areas within one year.
(2006) (2006-2007)	By 2006 the KSDE general supervision system identifies and corrects 100% noncompliance in priority areas within one year.
(2007) (2007-2008)	By 2007 the KSDE general supervision system identifies and corrects 100% noncompliance in priority areas within one year.
(2008) (2008-2009)	By 2008 the KSDE general supervision system identifies and corrects 100% noncompliance in priority areas within one year.
(2009) (2009-2010)	By 2009 the KSDE general supervision system identifies and corrects 100% noncompliance in priority areas within one year.
(2010) (2010-2011)	By 2010 the KSDE general supervision system identifies and corrects 100% noncompliance in priority areas within one year.

Improvement Activities/Timelines/Resources:

Activity Type: Technical Assistance

1. Provide training and follow up throughout the state on IEP components and other legal requirements, in order to improve educational and functional outcomes for all children with disabilities

TIMELINE (Activity will occur in the following years): 2005; 2006; 2007; 2008; 2009; 2010;

RESOURCES: 1. Kansas State Rules 2. ACCESS Center 3. KSDE 4. KSTARS 5. PTI 6. MPRRC 7. OSEP 8. LRP

Activity Type: State Infrastructure

1. Refine the integrated accountability system of General Supervision using stakeholder input

and provide ongoing training to districts, agency staff and PTI.

TIMELINE (Activity will occur in the following years): 2007; 2008; 2009; 2010;

RESOURCES: 1. KSDE 2. KSTARS 3. MPRRC 4. OSEP 5. Westat 6. NDPC-SD

2. Review State and district policies, practices and procedures. Provide ongoing training to districts, agency staff and PTI in areas of General Supervision, LoDs, legal requirements and corrections of findings of noncompliance within one year.

TIMELINE (Activity will occur in the following years): 2006; 2007; 2008; 2009; 2010;

RESOURCES: 1. KSDE 2. KSTARS 3. MPRRC 4. NDPC-SD 5. NCCRESt 6. PBIS Center 7. LRP 8. Federal and State rules and regulations 9. Kansas Special Education Process Handbook

Activity Type: Targeted Assistance**1. Evaluate target data annually for each indicator to determine areas of need for training to be provided to districts at Annual Law Conferences and Annual Leadership Conferences. During FFY 2007 Indicator 13 will be targeted.**

TIMELINE (Activity will occur in the following years): 2007; 2008; 2009; 2010;

RESOURCES: 1. KSDE 2. KSTARS 3. MPRRC 4. NDPC-SD

2. Develop and implement guidance tools and TA documents on frequent noncompliance issues for use in training and the implementation of the integrated accountability systems.

TIMELINE (Activity will occur in the following years): 2006; 2007; 2008; 2009; 2010;

RESOURCES: 1. KSDE 2. KSTARS 3. MPRRC 4. NDPC-SD

3. Develop guidance documents, planning templates, and self-assessment tools for the KSDE integrated accountability system to target improved outcomes and noncompliance issues.

TIMELINE (Activity will occur in the following years): 2007; 2008; 2009; 2010;

RESOURCES: 1. KSDE 2. KSTARS 3. MPRRC

Part B State Performance Plan (SPP) for FFY 2007

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

<p>Monitoring Priority: Effective General Supervision / General Supervision</p>
<p>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))</p>
<p>Measurement: Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.</p>
<p>Data Source: Dispute resolution database</p>

Overview of Issue/Description of System or Process:

Kansas Department of Education uses various avenues to resolve disagreements among parents and education agencies regarding special education. One method for resolving issues is to file a formal complaint. Presently, the Special Education Services (SES) legal consultant oversees two external complaint investigators with whom the state contracts to conduct complaint investigations. A complainant may file a formal complaint if the complainant believes the school district is not complying with Federal or State laws or regulations relating to special education. The State of Kansas has adopted complaint procedures that meet all of the requirements of Federal regulations. Kansas plans to respond to this indicator by addressing the following:

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

State and Federal regulations to guide dispute resolution

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

Once a complaint has been filed, the Special Education Services (SES) team at the KSDE date-stamps it and forwards it to the formal complaint investigator who then establishes a data file for the complaint. The state contracts with two external complaint investigators who are under the direct supervision of the SES legal consultant. By the 10th day from which the complaint was received, KSDE mails a letter to the complainant, special education administrator, and school district superintendent acknowledging the receipt of the complaint. Within five days of mailing the letters, day 15, the investigator contacts the complainant and special education administrator to clarify any issues in the complaint, solicit relevant information and documents, and schedules a date and time for on-site investigation, if necessary. The actual investigation itself typically includes a review of student records, IEP's, and relevant documents, as well as interviews conducted with the complainant, special education administrator and additional school personnel. A written report must be prepared with findings and corrective actions if appropriate. Within 30 days of the initial receipt of the complaint, the written report of findings and corrective action(s) must be sent to the complainant and special education administrator as well as the school district superintendent. If corrective action is required the district has 10 calendar days, according to KAR 91-40-51(a)(3), to 1.) Submit a statement documenting that findings and corrective actions have been accepted; or 2.) Request an extension of time to complete the corrective action(s); 3.) Provide the SEA with written notice of appeal of the written report. If the LEA fails to make a timely response to the written report issued by the SEA or an extension has not been asked for, then sanctions may be pursued by the SEA. Submitting the initial report of findings within 30 days of the filing of the

complaint allows sufficient time for appeals to be completed within 60 days.

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

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

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

Systemic Issues

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

Baseline Data for FFY: 2004 (2004 - 2005)

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

Table 16.1 Formal Complaints FFY 2004

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

Discussion of Baseline Data:

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

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

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

FFY	Measurable and Rigorous Target
(2005) (2005-2006)	By 2005 signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint will be 100%
(2006) (2006-2007)	By 2006 signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint will be 100%

(2007-2008)	timeline extended for exceptional circumstances with respect to a particular complaint will be 100%
(2008) (2008-2009)	By 2008 signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint will be 100%
(2009) (2009-2010)	By 2009 signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint will be 100%
(2010) (2010-2011)	By 2010 signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint will be 100%

Improvement Activities/Timelines/Resources:

Activity Type:State Infrastructure

<p>1. Conduct complaint investigator training and provide specified timelines</p> <p>TIMELINE (Activity will occur in the following years): 2005; 2006; 2007; 2008; 2009; 2010;</p> <p>RESOURCES: 1. SES Legal Consultant 2. External complaint investigators</p>
<p>2. Establish a system to alert complaint investigators that a complaint due date is approaching</p> <p>TIMELINE (Activity will occur in the following years): 2006;</p> <p>RESOURCES: 1. SES Legal Consultant</p>
<p>3. Begin and continue to use system to alert complaint investigators that a complaint due date is approaching</p> <p>TIMELINE (Activity will occur in the following years): 2006; 2007; 2008; 2009; 2010;</p> <p>RESOURCES: 1. SES Legal Consultant</p>
<p>4. Develop flow chart of the rigorous review process of complaint investigator findings</p> <p>TIMELINE (Activity will occur in the following years): 2006;</p> <p>RESOURCES: 1. State Legal representative 2. SES Legal Consultant 3. State Director of Special Education</p>
<p>5. Enhance dispute resolution database so that it supports queries and reports</p> <p>TIMELINE (Activity will occur in the following years): 2005;</p> <p>RESOURCES: 1. SES Legal Consultant 2. KSDE programmer</p>
<p>6. Provide complaint investigators with LRP subscription and include on KSDE Special Education Services listserv</p> <p>TIMELINE (Activity will occur in the following years): 2007;</p> <p>RESOURCES: 1. SES Legal Consultant</p>

Part B State Performance Plan (SPP) for FFY 2007

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

<p>Monitoring Priority: Effective General Supervision / General Supervision</p>
<p>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))</p>
<p>Measurement: Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.</p>
<p>Data Source: Dispute resolution database</p>

Overview of Issue/Description of System or Process:

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

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

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

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

Upon notification of a due process hearing request, school personnel are required to inform the parents of low-cost legal services and provide a copy of the Parent Rights document. According to State Regulations KAR 91-40-28, the LEA has five business days from the receipt of notification for a due process hearing to provide the parents written notification that the parents may disqualify any or all hearing officers and ask that the state board appoint a hearing officer. The provisions of the laws and the requirements of subsection KAR 91-4-28 and 34 CFR 300.507 specifically address the filing for due process outlining the responsibilities of the LEA, the SEA, and the parent. Whenever a parent requests a due process hearing it is the LEAs responsibility to convene a resolution session with parents and relevant IEP team members within 15 days of receipt of the request State statues (KSA 72-973 and KSA 72-974) state that the hearing officer do two things following the close of the hearing. First, s/he shall render a decision including any findings and conclusions not later than 10 days after the close of the hearing and second, s/he must prepare a written decision within 24 hours and provide copies to school personnel and parents of the child (KSA 72-974(a)). If the decision of the hearing officer does not meet the satisfaction of educational professionals or the parents, either party may file a notice of appeal to the Commissioner of the SEA within 30 calendar days of the decision. In accordance with the requirements of KSA 72-974 and 72-975 a review officer appointed by the State Board of Education is responsible for conducting an impartial review of the hearing and reach an independent decision within 20 calendar days after the appeal is filed. The decision must be completed and forwarded to both school personnel and parents. It should be noted, however, that Federal Regulations, at 34 CFR 300. 511(c) allow a hearing officer or a state review officer to grant specific extensions of time at the request of either party.

Baseline Data for FFY: 2004 (2004 - 2005)

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

Table 17.1 Due Process Hearings FFY 2004

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

Discussion of Baseline Data:

Due process hearing extensions are permitted by Federal and state regulations. The results of the statewide data indicate the State's due process hearings are fully adjudicated within established timelines.

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

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

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

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

FFY	Measurable and Rigorous Target
(2005) (2005-2006)	By 2005 the percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party will be 100%
(2006) (2006-2007)	By 2006 the percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party will be 100%
(2007) (2007-2008)	By 2007 the percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party will be 100%
(2008) (2008-2009)	By 2008 the percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party will be 100%
(2009) (2009-2010)	By 2009 the percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party will be 100%
(2010) (2010-2011)	By 2010 the percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party will be 100%

Improvement Activities/Timelines/Resources:**Activity Type:State Infrastructure****1. Train all hearing officers on expectations including adherence to timelines**

TIMELINE (Activity will occur in the following years): 2005; 2006; 2007; 2008; 2009; 2010;

RESOURCES: 1. SES Legal Consultant 2. Hearing Officers

2. Require a copy of all hearing extension of time requests be submitted to KSDE

TIMELINE (Activity will occur in the following years): 2006; 2007; 2008; 2009; 2010;

RESOURCES: 1. SES Legal Consultant 2. Hearing Officers

Part B State Performance Plan (SPP) for FFY 2007

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

Monitoring Priority: Effective General Supervision / 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) *100.

Data Source: Dispute resolution database

Overview of Issue/Description of System or Process:

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

Baseline Data for FFY: 2004 (2004 - 2005)

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

Table 18.1 Resolution Sessions FFY 2004

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

Discussion of Baseline Data:

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

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

FFY	Measurable and Rigorous Target
(2005) (2005-2006)	By 2005 35% of resolution sessions held will result in settlement agreements.
(2006) (2006-2007)	By 2006 35.2% of resolution sessions held will result in settlement agreements.
(2007)	By 2007 35.4% of resolution sessions held will result in settlement agreements.

(2007-2008)	
(2008) (2008-2009)	By 2008 35.6% of resolution sessions held will result in settlement agreements.
(2009) (2009-2010)	By 2009 35.7% of resolution sessions held will result in settlement agreements.
(2010) (2010-2011)	By 2010 35.8% of resolution sessions held will result in settlement agreements.

Improvement Activities/Timelines/Resources:

Activity Type:State Infrastructure

1. Upon receipt of a notice of a due process hearing, KSDE staff contacts the LEA as a reminder to offer resolution session.

TIMELINE (Activity will occur in the following years): 2006; 2007; 2008; 2009; 2010;

RESOURCES: 1. SES Legal Consultant 2. KSDE staff

Part B State Performance Plan (SPP) for FFY 2007

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

Monitoring Priority: Effective General Supervision / 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

Overview of Issue/Description of System or Process:

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

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

Districts are required to send results of mediation to the KSDE and identify issues addressed in mediation. The KSDE policies and procedures align with both federal regulations and state statutes and regulations. To ensure compliance with both state and federal regulations the Kansas State Department of Education, Special Education Services team, monitors and tracks all mediation processes.

Baseline Data for FFY: 2004 (2004 - 2005)

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

Table 19.1 Mediations FFY 2004

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

Discussion of Baseline Data:

FFY 2004 baseline data reveal a decrease in the percent of mediations resulting in agreements from the previous year of 76% to SPP baseline year at 51%. In reviewing the data from the last 5 years it appears that the number of mediations has varied with a 5 year average of 41 mediations and 76% mediations agreements. It is difficult to explain why there has been a decrease for FFY 2004, in the number of mediations resulting in agreements since mediators are not KSDE employees. Compared to other conflict resolution procedures for the State of Kansas, mediations appear to be a favorable option to both parents and education agencies given that it is a process with no monetary cost to the parties. Figure 19.1 below, displays which conflict resolution procedures have produced favorable results

for parents.

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

Improvement Activities/Timelines/Resources:

Activity Type:State Infrastructure

<p>1. Review criteria for mediators</p> <p>TIMELINE (Activity will occur in the following years): 2005; 2006;</p> <p>RESOURCES: 1. SES Legal Consultant 2. KSDE staff</p>
<p>2. Track mediator success rate and analyze their percent of resolutions and look for trends in data.</p> <p>TIMELINE (Activity will occur in the following years): 2006; 2007; 2008; 2009; 2010;</p> <p>RESOURCES: 1. SES Legal Consultant</p>
<p>3. Establish follow-up questions for those involved in mediation to determine participant satisfaction/feedback</p> <p>TIMELINE (Activity will occur in the following years): 2006;</p> <p>RESOURCES: 1. SES Legal Consultant 2. KSDE staff</p>

Part B State Performance Plan (SPP) for FFY 2007

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

Monitoring Priority: Effective General Supervision / 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 Source: 618 Data, Part C database, file review, dispute resolution database.

Overview of Issue/Description of System or Process:

Part B Indicator 20 Data Rubric is used to determine the status of progress and slippage for this indicator. Data for the 20 indicators are based on collections from 618 data, the general supervision system including formal monitoring and file reviews, the Dispute Resolution Database, parent surveys, student surveys, and data collected from individual LEAs. Great care is taken to ensure data in the APR are reliable and valid. Written specifications and procedures were developed for each indicator. All source data is entered at the district level and imported into the KSDE master database. KSDE verifies the reliability and accuracy of the data through automated verification checks. In addition, ongoing training and technical assistance provides LEAs with the information necessary to accurately enter data.

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

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

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

In an effort to improve the system of data collection, Kansas has developed a student-level database system called the Kansas Individual Data on Students, (KIDS). With this new system now in place, KSDE continues to improve procedures for ensuring the accuracy of data. This comprehensive general education system has vastly improved accuracy of student data at all levels and allow for comparisons and cross-checks that have not been possible in past years. This new system also reduces the data burden and duplication of efforts on LEA's as students move from one district to another within the state. To ensure that data provided by the LEAs are submitted timely and accurately, the

KSDE provides LEA's with a set of standards in the form of a Data Dictionary, timelines, and user manuals for data collection at the beginning of each school year. Training and technical assistance on the collection of 618 data is provided to all LEAs. In addition, further support is provided to LEA's who are identified with systemic issues of noncompliance.

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

Baseline Data for FFY: 2004 (2004 - 2005)

Table 20.1 Timelines for Data Submission

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

Discussion of Baseline Data:

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

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

Improvement Activities/Timelines/Resources:

Activity Type: Technical Assistance

1. Provide TA to districts to ensure accurate and timely data is submitted to the SEA
--

TIMELINE (Activity will occur in the following years):

RESOURCES: 1. KSTARS 2. KSDE Special Education Data Control Manager

Activity Type:State Infrastructure

1. Ensure accuracy of data collection by reviewing processes and procedures currently in place

TIMELINE (Activity will occur in the following years): 2005; 2006; 2007; 2008; 2009; 2010;

RESOURCES: 1. KSDE Special Education Data Control Manager 2. KSDE Research and Planning Team and the Information Technology Team 3. SES 4. Collaborate work with Part C, KDHE

2. Align data collection processes and timelines for all SPP/APR indicators.

TIMELINE (Activity will occur in the following years): 2007; 2008; 2009; 2010;

RESOURCES: 1. KSDE 2. MPRRC 3. KSTARS 4. NCSEAM 5. KPIRC 6. PTI

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.

TIMELINE (Activity will occur in the following years): 2005; 2006; 2007;

RESOURCES: 1. KSDE Research and Planning Team and the Information Technology Team

4. Make corrections and updates to the 618 database as needed

TIMELINE (Activity will occur in the following years): 2007; 2008; 2009; 2010;

RESOURCES: 1. KSDE Special Education Data Control Manager 2. MPRRC 3. KIDMSS

5. Revise, enhance, and maintain information systems to support the collection and dissemination of data for public reporting, monitoring for compliance, and identifying root causes

TIMELINE (Activity will occur in the following years): 2007; 2008; 2009; 2010;

RESOURCES: 1. KSDE staff 2. Project SPOT

6. Develop new web-enabled SEAMIS and LEAMIS that is compatible with other KSDE systems

TIMELINE (Activity will occur in the following years): 2007;

RESOURCES: 1. KSDE Research and Planning Team and the Information Technology Team