

# FACT SHEET



## Kansas State Performance Plan (SPP) and Annual Performance Report (APR)

### Kansas State Performance Plan (SPP) Overview

- serves as a blueprint to improve teaching and learning
- supports rigorous academic standards
- results in improved performance for students with disabilities
- utilizes numerous data sources that include the KSDE process for general supervision (KIAS)
- specifies 17 indicators for statewide performance; results and compliance
- includes the State Systemic Improvement Plan (SSIP) (Indicator 17) evidence-based intervention outcomes for children and youth with disabilities

### Kansas Annual Performance Report (APR) Overview

- solicits stakeholder input from multiple state, local, and professional organizations, including families, and community members
- establishes targets in the SPP to analyze the performance of local districts and early childhood special education programs
- reports on data annually for all 17 Indicators of the SPP window occurs during this period and schools were unable to collect the data during this period

### Kansas Annual Performance Report (APR) Results

- earned the highest level of determination “meets requirements” from FFY 2006 to FFY 2019
- levels of determination and/or enforcement are reported and posted annually

### FFY 2019 Compliance and Results Indicators

#### \*Part B SPP Indicators

- 1) Graduation. % of youth with IEPs graduating with a regular diploma.
- 2) Dropout. % of youth with IEPs dropping out.
- 3) Statewide Assessment. (A) Reserved, (B) Participation for children with IEPs, (C) Proficiency for children with IEPs.
- 4) Suspension/Expulsion. (A) % of districts with significant discrepancy, and (B) % of districts with significant discrepancy by race/ethnicity.
- 5) Education Environments (children 6-21). % of children ages 6-21 with IEPs served; (A) 80% significant discrepancy or more of the day, (B) inside a regular classroom less than 40% of day, and (C) % in separate schools, residential facilities, or homebound/hospital placements.
- 6) Preschool Environments. % of children ages 3-5 with IEPs; (A) receiving majority of special education and related services in regular an early childhood program, and (B) attending separate education class, separate school, or residential facility.
- 7) Preschool Outcomes. % of preschool children ages 3-5 with IEPs with improved; (A) positive social-emotional skills, (B) acquisition and use, and use of knowledge and skills, and (C) use of appropriate behaviors to meet their needs



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- 8) Parent Involvement. % of parents who report the school facilitated parental involvement.
- 9) **Disproportionate Representation**. % of districts with disproportionate representation of racial/ethnic groups due to inappropriate identification.
- 10) **Disproportionate Representation in Specific Disability Categories**. % of districts representation of racial/ethnic groups in specific disability categories due to inappropriate identification.
- 11) **Child Find**. % of children evaluated within 60 days or state timeframe.
- 12) **Early Childhood Transition**. % of children found Part B eligible with IEP implemented by the 3rd birthday.
- 13) **Secondary Transition**. % of youth ages 16+ with measurable, annually updated IEP goals, and appropriate transition assessment, services, and courses.
- 14) Post-School Outcomes. % of youth with IEPs, no longer in school; (A) enrolled in higher education, (B) enrolled in higher education or competitively employed, (C) enrolled in higher education some other postsecondary education, or training program, or competitively employed, or employed in some other employment, within one year of leaving high school.
- 15) Resolution Sessions. % of hearing requests resolved through resolution session settlement agreements
- 16) Mediation Agreements. % of mediations held in resulting medication agreements.
- 17) State Systemic Improvement Plan. SPP/APR includes comprehensive, ambitious, achievable, multi-year SSIP, with Phase I analysis, Phase II implementation and evaluation with stakeholder engagement in all phases, for improving results for children with disabilities.

\*Compliance Indicators are boldface. Results Indicators are underlined.

## Resources

Kansas State Department of Education. (2020). *Kansas state report card 2018-2019*.

Retrieved from:

<https://ksreportcard.ksde.org/home>

IDC-IDEA Data Center. (2020).

Kansas State Department of Education *Part B SPP Indicator Cards*.

Retrieved from:

<https://ideadata.org/resources/resource/1410/sppapr-indicator-cards>

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