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 interventions and 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

Kansas Annual Performance Report (APR) Results

- earned the highest level of determination “meets requirements” from FFY 2006 to FFY 2018 (Only once, during FFY 2005, KSDE received a “needs assistance” rating.)
- levels of determination and/or enforcement are reported and posted annually

FFY 2018 Compliance and Results Indicators

*Part B SPP Indicators

1) Graduation. % of youth with Individualized Education Program (IEPs) graduation with a regular diploma
2) Dropout. % of youth with IEPs dropping out
3) Statewide Assessment. (B) Participation rate and (C) Proficiency rate
4) Suspension/Expulsion. (A) % of districts with significant discrepancy, and (B) % of districts with significant discrepancy by race/ethnicity
5) LRE Placement. % of children ages 6-21 with IEPs; (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) Early Childhood Settings. % of children ages 3-5 with IEPs; (A) receiving majority of special education and related services in regular early childhood programs, and (B) attending separate education class, separate school, or residential facility

7) Preschool Skills. % of preschool children ages 3-5 with IEPs with improved; (A) positive social-emotional skills and relationships, (B) acquisition and use, and use of knowledge and skills, and (C) use of appropriate behaviors to meet their needs
8) Parental Involvement. % of parents who report the school facilitated parental involvement
9) Disproportionate Representation in Special Education. % 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) Part B to C Transition. % of children found Part B eligible with IEPs implemented by the 3rd birthday
13) Secondary Transition with IEP Goals. % of youth ages 16+ with measurable, annual 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) competitively employed, (C) enrolled in some other postsecondary education program, training program, or other employment, within 1 year of leaving school
15) Hearing Requests Resolved. % of hearing requests resolved through resolution session settlement agreements
16) Mediation Agreements. % of mediations held in resulting medication agreements
17) State Systemic Improvement Plan. includes comprehensive, ambitious, achievable, multi-year State Systemic Improvement Plan (SSIP) to improve results for students with disabilities.

*Compliance Indicators are boldface. Results Indicators are underlined.

Resources


For Additional Information, Contact:

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