

OVERVIEW



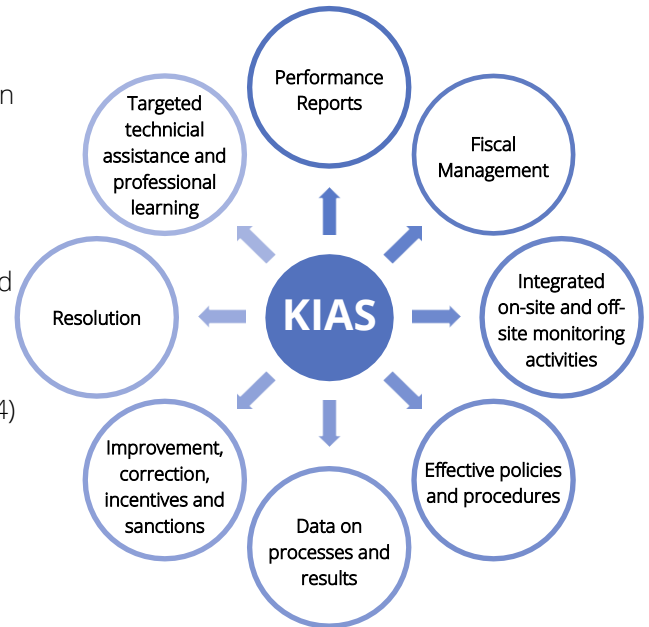
Kansas Integrated Accountability System (KIAS)

This overview is designed to provide a description of the general supervision system for the Special Education and Title Services (SETS) Team in Kansas, which is known as the Kansas Integrated Accountability System (KIAS).

Definition and Purpose

The SETS Team at the Kansas State Department of Education (KSDE) implements and oversees an integrated monitoring protocol for programs. This is in response to general supervision oversight expectations from the United States Department of Education (USDE). Federal and state programs use a combination of an integrated three-year and a yearly monitoring cycle.

The KIAS aligns with the Kansas Exceptional Children Act (2007), Individuals with Disabilities Education Act (IDEA, 2004) and the Elementary and Secondary Education Act, (ESEA, 2015) general supervision requirements for student outcomes and results.



Components

KIAS includes the following general supervision components that are integrated and connected to form a comprehensive system:

- Performance reports: State Performance Plan (SPP), Local Consolidated Plan (LCP), District IDEA State Performance Plan Public and Expanded Reports, Consolidated State Performance Reports (CSPR) and State Performance Reports.
- Fiscal management: ESEA Title programs and IDEA-VIB integrated monitoring, grants management and fiscal reports.
- Integrated on-site and off-site monitoring activities: Self-assessment protocols.
- Effective policies and procedures: Embedded within existing components of KIAS, local application assurance statements are submitted by districts, interlocals and cooperatives.
- Data on processes and results: Management Information System (MIS), 618 Data and Consolidated State Performance Report (CSPR).
- Improvement, correction, incentives and sanctions: District levels of determination, Targeted Improvement Plans, district corrective action, and stakeholder involvement.
- Resolution: Dispute resolution and resolution of Title and Fiscal program findings.
- Targeted technical assistance and professional development: Kansas Technical Assistance Systems Network (TASN), ongoing professional learning opportunities at the local, state and national levels, and leadership stipends.

Process

KIAS is an integrated, continuous process involving data collection; data verification; district corrective action; reporting; and incentives and sanctions. The KIAS is designed to ensure compliance with the State of Kansas, federal special education and Title programs and improved academic results for all children and youth.



Data Collection

KIAS is a process. The first step in the KIAS process is the collection and submission of district data to KSDE. The data are derived from multiple sources, and the data collection process is continuous. Data are collected through census and a representative sample. This includes annual data review and district self-assessments (self-reported data).

Data Verification

Data are verified by KSDE at multiple stages through a variety of sources. Verification checks are performed on data during several stages of the collection process. The verification process includes cross-checks on the data to ensure accuracy among various source content. Districts have access to applications that analyze data upon entry and detect discrepancies for correction.

To ensure the accurate reporting of self-reported data, KSDE requests districts to submit written documentation based upon certain criteria. These criteria may include a random pull of files the district self-reported as compliant with the regulatory requirements; files that the district self-reported as noncompliant with the regulatory requirements; or special reviews based upon data of services to be provided to students.

District Corrective Action

KSDE reviews the collected and verified data to identify district performance and compliance with the regulatory requirements.

KSDE provides technical assistance (TA) to districts identified with areas of poor performance. The focus of TA is to assist districts in developing plans for implementing evidence-based strategies that address the root cause(s) contributing to the area(s) of poor

performance. The intensity of the TA support provided to each district varies based on need.

A district identified with noncompliance is required to take specific corrective actions in addition to the root cause analysis. For example, the identification and correction of noncompliance for special education includes individual correction and updated data collection and review. KSDE provides TA support to the district for implementing corrective actions and verifies correction of noncompliance.

Reporting

Each year, the reporting process provides an opportunity to analyze how the state and districts performed and to determine areas in need of improvement. Reporting includes Local Consolidated Annual Report, Consolidated State Performance Report (CSPR) State Performance Plan/Annual Performance Report (SPP/APR), Emergency Safety Interventions (ESI), District IDEA State Performance Plan Public Report, and fiscal reports.

Incentives and Sanctions

Rewards or enforcements are applied based upon the following four levels of determination assigned to the district. The four levels include Meets Requirements, Needs Assistance, Needs Assistance Year 2 and Needs Intervention.

Rewards include KSDE funds for professional development, recognition banner for district websites, and use of 50% Maintenance of Effort (MOU) reduction. Enforcements may include technical assistance directed by KSDE, targeted on-site visit, development of district improvement plan, LEA is identified as high risk, and KSDE imposes conditions on use of funds.

Technical Assistance

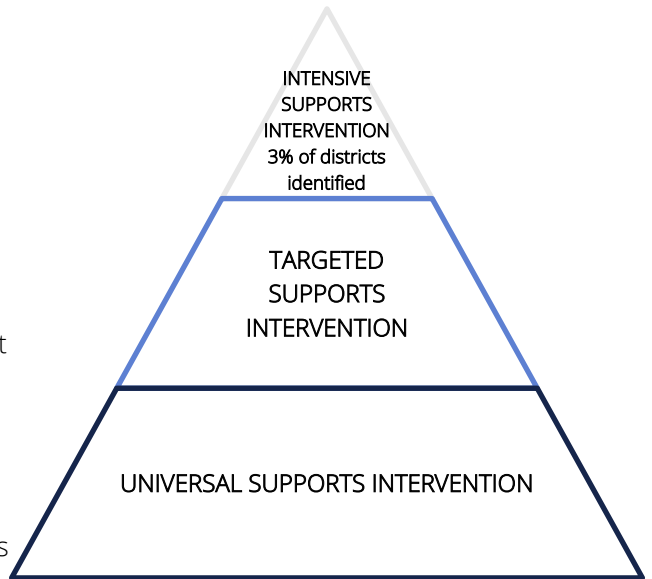
The KIAS establishes a tiered monitoring system that intentionally integrates the Local Consolidated Plan Monitoring and Special Education. Programs that are monitored include the following: Title I Part A; Title I Part C Migrant Education; Title I Part D (neglected, delinquent, or at-risk); Title II A (preparing, training, and recruiting high-quality teachers and principals); Title III (English Learners); McKinney-Vento; Special Education State Performance Plan Results and Compliance Indicators; IDEA Requirements, Timely and Accurate Data; Emergency Safety Interventions (ESI); Gifted; English as a Second Language (ESOL); Parents as Teachers (PAT); Early Learning Kansans (ELK); state at-risk; and fiscal. Districts receive customized technical assistance through a tiered system of annual data review to achieve the goal of improved student outcomes and results.

Universal supports intervention are provided to each district through Kansas' Technical Assistance System Network (TASN) and KSDE.

Supports are embedded within each KIAS tier to assist districts in meeting state and federal requirements. Many opportunities for professional development are available statewide to support district personnel.

Targeted supports intervention are provided by district request or directed by the KSDE. Technical assistance providers deliver both universal and targeted support to districts as data are analyzed and root causes are identified. A variety of action plans support the work in this tier.

Intensive supports intervention are identified through a differentiated process to determine potential risk for every district. This integrated approach informs areas of improvement and targeted technical assistance supports. Through this process, a coordinated technical assistance plan is developed. Coordinated technical assistance is designed to support successful implementation of improvement plans and ensure correct implementation of regulatory requirements.



The components of the tiered system include Universal, Targeted and Intensive Supports to Districts.

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