

# **STATE PERFORMANCE PLAN / ANNUAL PERFORMANCE REPORT: PART B**

**for STATE FORMULA GRANT PROGRAMS under the Individuals with Disabilities Education Act**

**For reporting on  
FFY 2019**

**Kansas**



**PART B DUE  
February 1, 2021**

**U.S. DEPARTMENT OF EDUCATION  
WASHINGTON, DC 20202**

## Introduction

### Instructions

Provide sufficient detail to ensure that the Secretary and the public are informed of and understand the State's systems designed to drive improved results for students with disabilities and to ensure that the State Educational Agency (SEA) and Local Educational Agencies (LEAs) meet the requirements of IDEA Part B. This introduction must include descriptions of the State's General Supervision System, Technical Assistance System, Professional Development System, Stakeholder Involvement, and Reporting to the Public.

### Intro - Indicator Data

#### Executive Summary

#### Additional information related to data collection and reporting

#### Number of Districts in your State/Territory during reporting year

286

#### General Supervision System

##### **The systems that are in place to ensure that IDEA Part B requirements are met, e.g., monitoring, dispute resolution, etc.**

The reauthorization of the Individuals with Disabilities Education Improvement Act (IDEIA, 2004) expanded the accountability requirements of the state education agency (SEA) and districts in the areas of compliance with the law; performance of students with exceptionalities; and the timely, accurate, and reliable reporting of data. As a result of the reauthorization of IDEIA, 2004, increased accountability at the state and local level, and changes in the Office of Special Education Programs' (OSEP) monitoring priorities, Kansas shifted from a Focused Monitoring System to the Kansas Integrated Accountability System (KIAS). The KIAS is in alignment with IDEIA (2004) general supervision requirements, Results Driven Accountability (RDA) as outlined by OSEP, the Elementary and Secondary Education Act as revised by the Every Student Succeeds Act, and state statutes and regulations. The KIAS is an integrated continuous process involving data collection, data verification, district corrective action, reporting, and incentives and sanctions. The KIAS includes the following components of General Supervision: performance reports; fiscal management; integrated on- and off-site monitoring activities; effective policies and procedures; data on processes and results; improvement, correction, incentives and sanctions; resolution; targeted technical assistance; and professional development.

The KIAS is designed to ensure both state and district compliance with the federal special education requirements and improved academic, behavioral, and social outcomes for students with disabilities.

#### Technical Assistance System

##### **The mechanisms that the State has in place to ensure the timely delivery of high quality, evidenced based technical assistance and support to LEAs.**

The mechanism that Kansas has in place to ensure the timely delivery of statewide high quality, evidenced-based technical assistance and support to districts is the Kansas Technical Assistance System Network (TASN). The TASN providers include staff from KSDE Early Childhood and Special Education and Title Services Teams, IDEA Parent Training and Information Center (PTI), Kansas Parent Information Resource Center (KPIRC), State Personnel Development Grant (SPDG), contractual partners, as well as field-based staff. The TASN is a dynamic system of delivery that supports KSDE-identified initiatives and priorities that cut across technical assistance, professional learning, accountability, monitoring, governance, and quality standards aligned with the Kansas SPP/APR. The KSDE SETS leadership team provides oversight of TASN ensuring timely and quality technical assistance. All technical assistance and professional learning provided by TASN is directed by standard operating principles. The principles include implementation science and the Learning Forward Standards for Professional Learning with a focus on scaling-up of effective implementation of evidence-based practices by districts to improve the educational results and functional outcomes for students with disabilities.

Multiple funding sources assist districts in expanding services, improving educator skills, and providing quality professional development based on needs identified through analysis of statewide data. Federal investments include IDEA VI-B funds, ESEA Title I funds, school improvement, and State Personnel Development Grant funding.

More TASN information is available at <https://www.ksdetasn.org>.

#### Professional Development System

##### **The mechanisms the State has in place to ensure that service providers have the skills to effectively provide services that improve results for students with disabilities.**

The mechanisms Kansas has in place to ensure that service providers at the state and local level have the skills to effectively deliver services to improve results for students with disabilities are primarily provided through the Technical Assistance System Network (TASN). The TASN activities are directed by KSDE initiatives, including the Kansas SPP/APR with input and feedback from various stakeholder data, and the number of requests for targeted professional development in a specific area of need.

The KSDE ensures the knowledge and skills to scale up capacity of the TASN providers through continuous professional learning opportunities focused on the Learning Forward Professional Learning Standards which incorporate adult learning principles and implementation science. Kansas utilizes the national technical assistance centers and OSEP for professional development, guidance, and collaboration in order to continually improve educational results and functional outcomes for students with disabilities.

The identification of needs and selection of strategies is informed through the use of data in the self correcting feedback loop. Strategies to improve educational results and functional outcomes for students with disabilities are designed using the implementation drivers focused on staff selection, training, coaching, and evaluation to ensure effective implementation of evidence-based practices.

Multiple funding sources assist in expanding services, improving educator skills, and providing quality professional development based on needs identified through analysis of statewide data. Federal investments include IDEA VI-B, ESEA Title I, and State Personnel Development Grant funding.

More TASN information is at <https://www.ksdetasn.org>.

## **Stakeholder Involvement**

### **The mechanism for soliciting broad stakeholder input on targets in the SPP, including revisions to targets.**

The mechanism for soliciting broad stakeholder input on targets in the Kansas SPP/APR was through six established statewide groups. These groups along with KSDE staff met on multiple occasions to develop, provide continuous feedback based on data collection systems, review progress, identify root causes and propose revisions on targets if needed. These groups include: (1) The Special Education Advisory Council (SEAC); (2) Kansas Assessment Advisory Council (KAAC); (3) The State Interagency Coordinating Council (SICC); (4) Technical Assistance System Network (TASN) providers; (5) the ESEA Advisory Council; and (6) the Kansas School Mental Health Advisory Council. These groups include representatives from parent organizations, multiple state agencies, school districts, higher education, and advocacy organizations.

### **Apply stakeholder involvement from introduction to all Part B results indicators (y/n)**

NO

## **Reporting to the Public**

### **How and where the State reported to the public on the FFY18 performance of each LEA located in the State on the targets in the SPP/APR as soon as practicable, but no later than 120 days following the State's submission of its FFY 2018 APR, as required by 34 CFR §300.602(b)(1)(i)(A); and a description of where, on its Web site, a complete copy of the State's SPP, including any revision if the State has revised the SPP that it submitted with its FFY 2018 APR in 2020, is available.**

Kansas reports annually to the public on the performance of each district on the targets in the Kansas SPP/APR no later than 120 days following the submission of the APR as required by 34 C.F.R. § 300.602(b)(1)(i)(A). The FFY 2018 performance of each district on the indicator targets is available to the public at the KSDE website, [datacentral.ksde.org/sped\\_rpts.aspx](https://datacentral.ksde.org/sped_rpts.aspx). A complete copy of the FFY 2018 SPP/APR and other related documents are available at the KSDE website <https://www.ksde.org/Agency/Division-of-Learning-Services/Early-Childhood-Special-Education-and-Title-Services/SpecialEducation>, <https://www.ksde.org/Default.aspx?tabid=520> and OSEP's State Performance Plans (SPP) Letters and Annual Performance Report (APR) Letters page <https://sites.ed.gov/idea/files/ks-b-sppapr-2018-19.doc>. Dissemination of public reports is through direct distribution and notification of availability on the KSDE website through electronic media including listservs to ensure public awareness.

## **Intro - Prior FFY Required Actions**

In the FFY 2019 SPP/APR, the State must report FFY 2019 data for the State-identified Measurable Result (SiMR). Additionally, the State must, consistent with its evaluation plan described in Phase II, assess and report on its progress in implementing the SSIP. Specifically, the State must provide: (1) a narrative or graphic representation of the principal activities implemented in Phase III, Year Five; (2) measures and outcomes that were implemented and achieved since the State's last SSIP submission (i.e., April 1, 2020); (3) a summary of the SSIP's coherent improvement strategies, including infrastructure improvement strategies and evidence-based practices that were implemented and progress toward short-term and long-term outcomes that are intended to impact the SiMR; and (4) any supporting data that demonstrates that implementation of these activities is impacting the State's capacity to improve its SiMR data.

## **Response to actions required in FFY 2018 SPP/APR**

## **Intro - OSEP Response**

Due to the circumstances created by the COVID-19 pandemic, and resulting school closures, the State does not have any FFY 2019 data for indicator 17.

## **Intro - Required Actions**

## Indicator 1: Graduation

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular high school diploma. (20 U.S.C. 1416 (a)(3)(A))

#### Data Source

Same data as used for reporting to the Department of Education (Department) under Title I of the Elementary and Secondary Education Act (ESEA).

#### Measurement

States may report data for children with disabilities using either the four-year adjusted cohort graduation rate required under the ESEA or an extended-year adjusted cohort graduation rate under the ESEA, if the State has established one.

#### Instructions

Sampling is not allowed.

Describe the results of the State's examination of the data for the year before the reporting year (e.g., for the FFY 2019 SPP/APR, use data from 2018-2019), and compare the results to the target. Provide the actual numbers used in the calculation.

Provide a narrative that describes the conditions youth must meet in order to graduate with a regular high school diploma and, if different, the conditions that youth with IEPs must meet in order to graduate with a regular high school diploma. If there is a difference, explain.

Targets should be the same as the annual graduation rate targets for children with disabilities under Title I of the ESEA.

States must continue to report the four-year adjusted cohort graduation rate for all students and disaggregated by student subgroups including the children with disabilities subgroup, as required under section 1111(h)(1)(C)(iii)(II) of the ESEA, on State report cards under Title I of the ESEA even if they only report an extended-year adjusted cohort graduation rate for the purpose of SPP/APR reporting.

## 1 - Indicator Data

### Historical Data

Baseline Year	Baseline Data
2005	85.70%

FFY	2014	2015	2016	2017	2018
Target >=	81.00%	82.00%	83.00%	84.00%	85.75%
Data	76.71%	77.29%	77.52%	78.37%	80.02%

### Targets

FFY	2019
Target >=	85.75%

### Targets: Description of Stakeholder Input

As a result of multiple meetings, broad representative stakeholders provided input and feedback on the indicator status and results.

### Prepopulated Data

Source	Date	Description	Data
SY 2018-19 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec FS151; Data group 696)	07/27/2020	Number of youth with IEPs graduating with a regular diploma	3,689
SY 2018-19 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec FS151; Data group 696)	07/27/2020	Number of youth with IEPs eligible to graduate	4,705
SY 2018-19 Regulatory Adjusted Cohort Graduation Rate (EDFacts file spec FS150; Data group 695)	07/27/2020	Regulatory four-year adjusted-cohort graduation rate table	78.41%

**FFY 2019 SPP/APR Data**

<b>Number of youth with IEPs in the current year's adjusted cohort graduating with a regular diploma</b>	<b>Number of youth with IEPs in the current year's adjusted cohort eligible to graduate</b>	<b>FFY 2018 Data</b>	<b>FFY 2019 Target</b>	<b>FFY 2019 Data</b>	<b>Status</b>	<b>Slippage</b>
3,689	4,705	80.02%	85.75%	78.41%	Did Not Meet Target	Slippage

**Provide reasons for slippage, if applicable**

An examination of state-level data for this indicator did not provide a clear indication of specific factors to account for the slippage. Slippage on this indicator is attributed to annual variance in data. Compared to FFY 2014-2017, FFY 2019 shows continued improvement.

**Graduation Conditions**

**Choose the length of Adjusted Cohort Graduation Rate your state is using:**

4-year ACGR

**Provide a narrative that describes the conditions youth must meet in order to graduate with a regular high school diploma and, if different, the conditions that youth with IEPs must meet in order to graduate with a regular high school diploma. If there is a difference, explain.**

The Kansas State Department of Education (KSDE) established minimum graduation requirements for all students to receive a regular diploma. These requirements are the same for students with IEPs. The requirements are as follows:

overall 21 units of credit

4 units of English Language Arts

3 units of History/Government (i.e. World History, United States History, United States Government, Concepts of Economics, Geography, and Kansas History and Kansas Government)

3 units of Mathematics

3 units of Science

1 unit of Physical Education

6 units of Electives

1 unit of Fine Arts

**Are the conditions that youth with IEPs must meet to graduate with a regular high school diploma different from the conditions noted above? (yes/no)**

NO

**Provide additional information about this indicator (optional)**

**1 - Prior FFY Required Actions**

None

**1 - OSEP Response**

**1 - Required Actions**

## Indicator 2: Drop Out

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

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

#### Data Source

OPTION 1:

Same data as used for reporting to the Department under section 618 of the Individuals with Disabilities Education Act (IDEA), using the definitions in EDFacts file specification FS009.

OPTION 2:

Use same data source and measurement that the State used to report in its FFY 2010 SPP/APR that was submitted on February 1, 2012.

#### Measurement

OPTION 1:

States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to dropping out in the numerator and the number of all youth with IEPs who left high school (ages 14-21) in the denominator.

OPTION 2:

Use same data source and measurement that the State used to report in its FFY 2010 SPP/APR that was submitted on February 1, 2012.

#### Instructions

Sampling is not allowed.

OPTION 1:

Use 618 exiting data for the year before the reporting year (e.g., for the FFY 2019 SPP/APR, use data from 2018-2019). Include in the denominator the following exiting categories: (a) graduated with a regular high school diploma; (b) received a certificate; (c) reached maximum age; (d) dropped out; or (e) died.

Do not include in the denominator the number of youths with IEPs who exited special education due to: (a) transferring to regular education; or (b) who moved, but are known to be continuing in an educational program.

OPTION 2:

Use the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistic's Common Core of Data.

If the State has made or proposes to make changes to the data source or measurement under Option 2, when compared to the information reported in its FFY 2010 SPP/APR submitted on February 1, 2012, the State should include a justification as to why such changes are warranted.

Options 1 and 2:

Data for this indicator are "lag" data. Describe the results of the State's examination of the data for the year before the reporting year (e.g., for the FFY 2019 SPP/APR, use data from 2018-2019), and compare the results to the target.

Provide a narrative that describes what counts as dropping out for all youth and, if different, what counts as dropping out for youth with IEPs. If there is a difference, explain.

## 2 - Indicator Data

### Historical Data

Baseline Year	Baseline Data
2009	2.46%

FFY	2014	2015	2016	2017	2018
Target <=	2.42%	2.40%	2.40%	2.38%	2.32%
Data	2.72%	2.75%	2.57%	2.66%	2.36%

### Targets

FFY	2019
Target <=	2.32%

### Targets: Description of Stakeholder Input

As a result of multiple meetings, broad representative stakeholders provided input and feedback on the indicator status and results.

### Please indicate the reporting option used on this indicator

Option 2

### Prepopulated Data

Source	Date	Description	Data
SY 2018-19 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	05/27/2020	Number of youth with IEPs (ages 14-21) who exited special education by graduating with a regular high school diploma (a)	3,327

Source	Date	Description	Data
SY 2018-19 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	05/27/2020	Number of youth with IEPs (ages 14-21) who exited special education by receiving a certificate (b)	0
SY 2018-19 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	05/27/2020	Number of youth with IEPs (ages 14-21) who exited special education by reaching maximum age (c)	64
SY 2018-19 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	05/27/2020	Number of youth with IEPs (ages 14-21) who exited special education due to dropping out (d)	742
SY 2018-19 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	05/27/2020	Number of youth with IEPs (ages 14-21) who exited special education as a result of death (e)	10

**Has your State made or proposes to make changes to the data source under Option 2, when compared to the information reported in its FFY 2010 SPP/APR submitted on February 1, 2012? (yes/no)**

NO

**Use a different calculation methodology (yes/no)**

YES

**Change numerator description in data table (yes/no)**

NO

**Change denominator description in data table (yes/no)**

YES

**If use a different calculation methodology is yes, provide an explanation of the different calculation methodology**

For FFY 2019 Kansas chose the OSEP Option 2 using the same data source and measurement that was used for the FFY 2018 APR submitted in February 2020. The measurement for students with IEPs in Grades 9-12 is a single year dropout rate calculation. The calculation for Kansas is: (Number of Grade 9-12 Special Education Dropouts/Total Grade 9-12 Special Education Enrollment Count)\*100. The source of Special Education Dropouts is Education Data Exchange Network (EDEN) Table N032. The source of Special Education Enrollment Count is the Kansas Individual Data on Students (KIDS) system End of Year Accountability (EOYA) and EXIT data. The KIDS EOYA and EXIT data are the data source for EDEN Dropout Table N032. The dropout calculation for students with IEPs is the same calculation used for all students under ESEA.

#### FFY 2019 SPP/APR Data

Number of youth with IEPs who exited special education due to dropping out	Total number of High School Students with IEPs by Cohort	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status	Slippage
458	18,171	2.36%	2.32%	2.52%	Did Not Meet Target	Slippage

**Provide reasons for slippage, if applicable**

An examination of state-level data for this indicator did not provide a clear indication of specific factors to account for the slippage. Slippage on this indicator is attributed to annual variance in data. Compared to FFY 2014-2017, FFY 2019 shows continued improvement.

**Provide a narrative that describes what counts as dropping out for all youth**

Any student who leaves school and does not enroll in another school or program that culminates in a high school diploma. The students reported by the LEA as exiting under the following exit categories count as a dropout: discontinued schooling, moved within the United States -not known to be continuing, unknown, transfer to GED completion program, and transfer to a juvenile or adult correctional facility where educational services are not provided. Also, any unresolved exits are counted in the dropout category.

**Is there a difference in what counts as dropping out for youth with IEPs? (yes/no)**

NO

**If yes, explain the difference in what counts as dropping out for youth with IEPs below.**

**Provide additional information about this indicator (optional)**

## 2 - Prior FFY Required Actions

None

## 2 - OSEP Response

## 2 - Required Actions

## Indicator 3B: Participation for Students with IEPs

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Participation and performance of children with IEPs on statewide assessments:

- A. Indicator 3A – Reserved
- B. Participation rate for children with IEPs
- C. Proficiency rate for children with IEPs against grade level and alternate academic achievement standards.

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

#### Data Source

3B. Same data as used for reporting to the Department under Title I of the ESEA, using EDFacts file specifications FS185 and 188.

#### Measurement

B. Participation rate percent = [(# of children with IEPs participating in an assessment) divided by the (total # of children with IEPs enrolled during the testing window)]. Calculate separately for reading and math. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

#### Instructions

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), i.e., a link to the Web site where these data are reported.

Indicator 3B: Provide separate reading/language arts and mathematics participation rates, inclusive of all ESEA grades assessed (3-8 and high school), for children with IEPs. Account for ALL children with IEPs, in all grades assessed, including children not participating in assessments and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

## 3B - Indicator Data

### Reporting Group Selection

Based on previously reported data, these are the grade groups defined for this indicator.

Group	Group Name	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	HS
A	Overall	X	X	X	X	X	X	X	X	X	X	X

### Historical Data: Reading

Group	Group Name	Baseline	FFY	2014	2015	2016	2017	2018
A	Overall	2005	Target >=	98.32%	98.32%	98.32%	98.32%	98.34%
A	Overall	97.10%	Actual	98.43%	97.78%	97.03%	97.68%	97.88%

### Historical Data: Math

Group	Group Name	Baseline	FFY	2014	2015	2016	2017	2018
A	Overall	2005	Target >=	98.31%	98.31%	98.31%	98.31%	98.33%
A	Overall	97.20%	Actual	98.43%	97.74%	97.01%	97.88%	97.83%

### Targets

Subject	Group	Group Name	2019
Reading	A >=	Overall	98.34%
Math	A >=	Overall	98.33%

### Targets: Description of Stakeholder Input

Over the past year, numerous meetings have taken place with broad representation of stakeholders to discuss and make decisions regarding Kansas State assessment procedures such as setting targets and how to report results. Kansas stakeholders include the Kansas State Board of Education (KSBE), Council of Superintendents, curriculum leaders, Kansas Assessment Advisory Council (KAAC), SEAC and ESEA advisory councils.

### FFY 2019 Data Disaggregation from EDFacts

Include the disaggregated data in your final SPP/APR. (yes/no)

NO

#### Data Source:

SY 2019-20 Assessment Data Groups - Reading (EDFacts file spec FS188; Data Group: 589)

#### Date:



**Reading Assessment Participation Data by Grade**

Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs											
b. IEPs in regular assessment with no accommodations											
c. IEPs in regular assessment with accommodations											
f. IEPs in alternate assessment against alternate standards											

**Data Source:**

SY 2019-20 Assessment Data Groups - Math (EDFacts file spec FS185; Data Group: 588)

**Date:**

**Math Assessment Participation Data by Grade**

Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs											
b. IEPs in regular assessment with no accommodations											
c. IEPs in regular assessment with accommodations											
f. IEPs in alternate assessment against alternate standards											

**FFY 2019 SPP/APR Data: Reading Assessment**

Group	Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status	Slippage
A	Overall			97.88%	98.34%		N/A	N/A

**FFY 2019 SPP/APR Data: Math Assessment**

Group	Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status	Slippage
A	Overall			97.83%	98.33%		N/A	N/A

**Regulatory Information**

The SEA, (or, in the case of a district-wide assessment, LEA) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children: (1) the number of children with disabilities participating in: (a) regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments; and (b) alternate assessments aligned with alternate achievement standards; and (2) the performance of children with disabilities on regular assessments and on alternate assessments, compared with the achievement of all children, including children with disabilities, on those assessments. [20 U.S.C. 1412 (a)(16)(D); 34 CFR §300.160(f)]

## **Public Reporting Information**

### **Provide links to the page(s) where you provide public reports of assessment results.**

In accordance with 34 CFR §300.160(f), Kansas reports all assessment data for all students (both general education and students receiving special education services) in the same manner so that data are consistent. Kansas information on performance and participation of students with disabilities is located in two places; (1) The Building Report Card <https://ksreportcard.ksde.org/default.aspx>, and (2) The SPP/APR District Report [https://datacentral.ksde.org/sped\\_rpts.aspx](https://datacentral.ksde.org/sped_rpts.aspx).

### **Provide additional information about this indicator (optional)**

The Kansas State Department of Education (KSDE) does not have statewide assessment data to report in the FFY19 SPP/APR due to the impact of COVID-19 on this data collection as test administration did not occur. Prior to the spring test administration window, the Governor for the State of Kansas closed school buildings due to COVID-19, per Executive Order # 20-07. The U.S. Department of Education, pursuant to authority under section 8401(b) of the Elementary and Secondary Education Act (ESEA), waived Kansas' statewide assessment, accountability and reporting requirements in the ESEA for the 2019-2020 school year due to widespread school building closures related to COVID-19. No mitigating measures were available due to the timing of the Governor's order nor required due to the U.S. Department of Education waiver.

### **3B - Prior FFY Required Actions**

None

### **3B - OSEP Response**

The State was not required to provide any data for this indicator. Due to the circumstances created by the COVID-19 pandemic, and resulting school closures, the State received a waiver of the assessment requirements in section 1111(b)(2) of the ESEA, and, as a result, does not have any FFY 2019 data for this indicator.

### **3B - Required Actions**

## Indicator 3C: Proficiency for Students with IEPs

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Participation and performance of children with IEPs on statewide assessments:

- A. Indicator 3A – Reserved
- B. Participation rate for children with IEPs
- C. Proficiency rate for children with IEPs against grade level and alternate academic achievement standards.

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

#### Data Source

3C. Same data as used for reporting to the Department under Title I of the ESEA, using EDFacts file specifications FS175 and 178.

#### Measurement

C. Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against grade level and alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned)]. Calculate separately for reading and math. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

#### Instructions

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), i.e., a link to the Web site where these data are reported.

Indicator 3C: Proficiency calculations in this SPP/APR must result in proficiency rates for reading/language arts and mathematics assessments (combining regular and alternate) for children with IEPs, in all grades assessed (3-8 and high school), including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

### 3C - Indicator Data

#### Reporting Group Selection

Based on previously reported data, these are the grade groups defined for this indicator.

Group	Group Name	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	HS
A	Overall	X	X	X	X	X	X	X	X	X	X	X

#### Historical Data: Reading

Group	Group Name	Baseline	FFY	2014	2015	2016	2017	2018
A	Overall	2014	Target >=	15.36%	15.36%	16.96%	18.56%	20.74%
A	Overall	15.36%	Actual	15.36%	15.39%	14.20%	13.63%	13.73%

#### Historical Data: Math

Group	Group Name	Baseline	FFY	2014	2015	2016	2017	2018
A	Overall	2014	Target >=	10.85%	10.85%	11.75%	12.65%	14.47%
A	Overall	10.85%	Actual	10.85%	11.61%	11.35%	10.84%	11.04%

#### Targets

Subject	Group	Group Name	2019
Reading	A >=	Overall	20.74%
Math	A >=	Overall	14.47%

#### Targets: Description of Stakeholder Input

Over the past year, numerous meetings have taken place with broad representation of stakeholders to discuss and make decisions regarding Kansas State assessment procedures such as setting targets and how to report results. Kansas stakeholders include the Kansas State Board of Education (KSBE), Council of Superintendents, curriculum leaders, Kansas Assessment Advisory Council (KAAC), SEAC and ESEA advisory councils.

#### FFY 2019 Data Disaggregation from EDFacts

Include the disaggregated data in your final SPP/APR. (yes/no)

NO

#### Data Source:

SY 2019-20 Assessment Data Groups - Reading (EDFacts file spec FS178; Data Group: 584)

Date:

**Reading Proficiency Data by Grade**

Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs who received a valid score and a proficiency was assigned											
b. IEPs in regular assessment with no accommodations scored at or above proficient against grade level											
c. IEPs in regular assessment with accommodations scored at or above proficient against grade level											
f. IEPs in alternate assessment against alternate standards scored at or above proficient against grade level											

**Data Source:**

SY 2019-20 Assessment Data Groups - Math (EDFacts file spec FS175; Data Group: 583)

**Date:**

**Math Proficiency Data by Grade**

Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs who received a valid score and a proficiency was assigned											
b. IEPs in regular assessment with no accommodations scored at or above proficient against grade level											
c. IEPs in regular assessment with accommodations scored at or above proficient against grade level											
f. IEPs in alternate assessment against alternate standards scored at or above proficient against grade level											

**FFY 2019 SPP/APR Data: Reading Assessment**

Group	Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status	Slippage
A	Overall			13.73%	20.74%		N/A	N/A

**FFY 2019 SPP/APR Data: Math Assessment**

Group	Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status	Slippage
A	Overall			11.04%	14.47%		N/A	N/A

**Regulatory Information**

The SEA, (or, in the case of a district-wide assessment, LEA) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children: (1) the number of children with disabilities participating in: (a) regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments; and (b) alternate assessments aligned with alternate achievement standards; and (2) the performance of children with disabilities on regular assessments and on alternate assessments, compared with the achievement of all children, including children with disabilities, on those assessments. [20 U.S.C. 1412 (a)(16)(D); 34 CFR §300.160(f)]

**Public Reporting Information**

**Provide links to the page(s) where you provide public reports of assessment results.**

In accordance with 34 CFR §300.160(f), Kansas reports all assessment data for all students (both general education and students receiving special education services) in the same manner so that data are consistent. Kansas information on performance and participation of students with disabilities is located in two places; (1) The Building Report Card <https://ksreportcard.ksde.org/default.aspx>, and (2) The SPP/APR District Report [https://datacentral.ksde.org/sped\\_rpts.aspx](https://datacentral.ksde.org/sped_rpts.aspx).

**Provide additional information about this indicator (optional)**

The Kansas State Department of Education (KSDE) does not have statewide assessment data to report in the FFY19 SPP/APR due to the impact of COVID-19 on this data collection as test administration did not occur. Prior to the spring test administration window, the Governor for the State of Kansas closed school buildings due to COVID-19, per Executive Order # 20-07. The U.S. Department of Education, pursuant to authority under section 8401(b) of the Elementary and Secondary Education Act (ESEA), waived Kansas' statewide assessment, accountability and reporting requirements in the ESEA for the 2019-2020 school year due to widespread school building closures related to COVID-19. No mitigating measures were available due to the timing of the Governor's order nor required due to the U.S. Department of Education waiver.

**3C - Prior FFY Required Actions**

None

**3C - OSEP Response**

The State was not required to provide any data for this indicator. Due to the circumstances created by the COVID-19 pandemic, and resulting school closures, the State received a waiver of the assessment requirements in section 1111(b)(2) of the ESEA, and, as a result, does not have any FFY 2019 data for this indicator.

**3C - Required Actions**

## Indicator 4A: Suspension/Expulsion

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results Indicator:** Rates of suspension and expulsion:

A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

#### Data Source

State discipline data, including State's analysis of State's Discipline data collected under IDEA Section 618, where applicable. Discrepancy can be computed by either comparing the rates of suspensions and expulsions for children with IEPs to rates for nondisabled children within the LEA or by comparing the rates of suspensions and expulsions for children with IEPs among LEAs within the State.

#### Measurement

Percent = [(# of districts that meet the State-established n size (if applicable) that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs) divided by the (# of districts in the State that meet the State-established n size (if applicable))] times 100.

Include State's definition of "significant discrepancy."

#### Instructions

If the State has established a minimum n size requirement, the State may only include, in both the numerator and the denominator, districts that met that State-established n size. If the State used a minimum n size requirement, report the number of districts excluded from the calculation as a result of this requirement.

Describe the results of the State's examination of the data for the year before the reporting year (e.g., for the FFY 2019 SPP/APR, use data from 2018-2019), including data disaggregated by race and ethnicity to determine if significant discrepancies are occurring in the rates of long-term suspensions and expulsions of children with IEPs, as required at 20 U.S.C. 1412(a)(22). The State's examination must include one of the following comparisons:

- The rates of suspensions and expulsions for children with IEPs among LEAs within the State; or
- The rates of suspensions and expulsions for children with IEPs to nondisabled children within the LEAs

In the description, specify which method the State used to determine possible discrepancies and explain what constitutes those discrepancies.

Indicator 4A: Provide the actual numbers used in the calculation (based upon districts that met the minimum n size requirement, if applicable). If significant discrepancies occurred, describe how the State educational agency reviewed and, if appropriate, revised (or required the affected local educational agency to revise) its policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure that such policies, procedures, and practices comply with applicable requirements.

Provide detailed information about the timely correction of noncompliance as noted in OSEP's response for the previous SPP/APR. If discrepancies occurred and the district with discrepancies had policies, procedures or practices that contributed to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, describe how the State ensured that such policies, procedures, and practices were revised to comply with applicable requirements consistent with the Office of Special Education Programs (OSEP) Memorandum 09-02, dated October 17, 2008.

If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training, etc.) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2019 SPP/APR, the data for 2018-2019), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

## 4A - Indicator Data

### Historical Data

Baseline Year	Baseline Data
2016	0.00%

FFY	2014	2015	2016	2017	2018
Target <=	0.70%	0.70%	0.00%	0.70%	0.00%
Data	0.00%	0.00%	0.00%	0.00%	0.00%

### Targets

FFY	2019
Target <=	0.00%

### Targets: Description of Stakeholder Input

As the result of multiple meetings, broad representative stakeholders provided input and feedback on the indicator status and results.

### FFY 2019 SPP/APR Data

**Has the state established a minimum n-size requirement? (yes/no)**

YES

If yes, the State may only include, in both the numerator and the denominator, districts that met the State-established n size. Report the number of districts excluded from the calculation as a result of the requirement.

0

Number of districts that have a significant discrepancy	Number of Districts that met the State's minimum n-size	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status	Slippage
0	286	0.00%	0.00%	0.00%	Met Target	No Slippage

**Choose one of the following comparison methodologies to determine whether significant discrepancies are occurring (34 CFR §300.170(a))**

Compare the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among LEAs in the State

**State's definition of "significant discrepancy" and methodology**

Definition of 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.

Methodology: The State determines that a district had a significant discrepancy by comparing the suspension/expulsion rates for students with IEPs among districts in the State. The State calculates the rates of suspensions and expulsions greater than 10 days in a school year for students with IEPs for each district within the State.

**Provide additional information about this indicator (optional)**

**Review of Policies, Procedures, and Practices (completed in FFY 2019 using 2018-2019 data)**

Provide a description of the review of policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Kansas did not identify a district with a significant discrepancy and is not required to do the review under 34 C.F.R. § 300.170(b). To select an accurate answer Kansas would need an N/A option.

The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)

**Correction of Findings of Noncompliance Identified in FFY 2018**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	0	0	0

**Correction of Findings of Noncompliance Identified Prior to FFY 2018**

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2018 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

**4A - Prior FFY Required Actions**

None

**4A - OSEP Response**

**4A - Required Actions**

## Indicator 4B: Suspension/Expulsion

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Compliance Indicator:** Rates of suspension and expulsion:

B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

#### Data Source

State discipline data, including State's analysis of State's Discipline data collected under IDEA Section 618, where applicable. Discrepancy can be computed by either comparing the rates of suspensions and expulsions for children with IEPs to rates for nondisabled children within the LEA or by comparing the rates of suspensions and expulsions for children with IEPs among LEAs within the State.

#### Measurement

Percent = [(# of districts that meet the State-established n size (if applicable) for one or more racial/ethnic groups that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of districts in the State that meet the State-established n size (if applicable) for one or more racial/ethnic groups)] times 100.

Include State's definition of "significant discrepancy."

#### Instructions

If the State has established a minimum n size requirement, the State may only include, in both the numerator and the denominator, districts that met that State-established n size. If the State used a minimum n size requirement, report the number of districts excluded from the calculation as a result of this requirement.

Describe the results of the State's examination of the data for the year before the reporting year (e.g., for the FFY 2019 SPP/APR, use data from 2018-2019), including data disaggregated by race and ethnicity to determine if significant discrepancies are occurring in the rates of long-term suspensions and expulsions of children with IEPs, as required at 20 U.S.C. 1412(a)(22). The State's examination must include one of the following comparisons

- The rates of suspensions and expulsions for children with IEPs among LEAs within the State; or
- The rates of suspensions and expulsions for children with IEPs to nondisabled children within the LEAs

In the description, specify which method the State used to determine possible discrepancies and explain what constitutes those discrepancies.

Indicator 4B: Provide the following: (a) the number of districts that met the State-established n size (if applicable) for one or more racial/ethnic groups that have a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) the number of those districts in which policies, procedures or practices contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Provide detailed information about the timely correction of noncompliance as noted in OSEP's response for the previous SPP/APR. If discrepancies occurred and the district with discrepancies had policies, procedures or practices that contributed to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, describe how the State ensured that such policies, procedures, and practices were revised to comply with applicable requirements consistent with the Office of Special Education Programs (OSEP) Memorandum 09-02, dated October 17, 2008.

If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training, etc.) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2019 SPP/APR, the data for 2018-2019), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Targets must be 0% for 4B.

## 4B - Indicator Data

### Not Applicable

Select yes if this indicator is not applicable.

NO

### Historical Data

Baseline Year	Baseline Data
2016	0.35%

FFY	2014	2015	2016	2017	2018
Target	0%	0%	0%	0%	0%
Data	0.00%	0.00%	0.35%	0.35%	0.00%



**Targets**

FFY	2019
Target	0%

**FFY 2019 SPP/APR Data**

Has the state established a minimum n-size requirement? (yes/no)

YES

If yes, the State may only include, in both the numerator and the denominator, districts that met the State-established n size. Report the number of districts excluded from the calculation as a result of the requirement.

0

Number of districts that have a significant discrepancy, by race or ethnicity	Number of those districts that have policies procedure, or practices that contribute to the significant discrepancy and do not comply with requirements	Number of Districts that met the State's minimum n-size	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status	Slippage
0	0	286	0.00%	0%	0.00%	Met Target	No Slippage

Were all races and ethnicities included in the review?

YES

**State's definition of "significant discrepancy" and methodology**

Definition of Significant Discrepancy: The Kansas definition of significant discrepancy for suspension and expulsion is any district that suspends at least 10 special education students of a given race or ethnicity and suspends 5% or more of students with IEPs of a given race or ethnicity for more than 10 days.

Methodology: The state determines that a district had a significant discrepancy by comparing suspension/expulsion rates for students with IEPs among districts in the State. The State calculates the rates of suspensions and expulsions greater than 10 days in a school year for students with IEPs for each district within the State.

Provide additional information about this indicator (optional)

**Review of Policies, Procedures, and Practices (completed in FFY 2019 using 2018-2019 data)**

Provide a description of the review of policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Kansas did not identify a district with a significant discrepancy and is not required to do the review under 34 C.F.R. § 300.170(b). To select an accurate answer Kansas would need an N/A option.

The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)

**Correction of Findings of Noncompliance Identified in FFY 2018**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	0	0	0

**Correction of Findings of Noncompliance Identified Prior to FFY 2018**

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2018 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

**Findings of Noncompliance Verified as Corrected**

Describe how the State verified that the source of noncompliance is correctly implementing the *regulatory requirements*

Describe how the State verified that each *individual case* of noncompliance was corrected

**4B - Prior FFY Required Actions**

None

**4B - OSEP Response**

**4B- Required Actions**

## Indicator 5: Education Environments (children 6-21)

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Education environments (children 6-21): Percent of children with IEPs aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the 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))

#### Data Source

Same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in EDFacts file specification FS002.

#### Measurement

Percent = [(# of children with IEPs aged 6 through 21 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.

Percent = [(# of children with IEPs aged 6 through 21 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.

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

#### Instructions

Sampling from the State's 618 data is not allowed.

Describe the results of the calculations and compare the results to the target.

If the data reported in this indicator are not the same as the State's data reported under section 618 of the IDEA, explain.

## 5 - Indicator Data

### Historical Data

Part	Baseline	FFY	2014	2015	2016	2017	2018
A	2019	Target >=	65.00%	65.00%	66.00%	67.00%	68.00%
A	70.25%	Data	69.32%	68.91%	68.93%	68.47%	68.83%
B	2019	Target <=	7.35%	7.35%	7.34%	7.32%	7.30%
B	7.04%	Data	6.72%	6.97%	7.41%	7.26%	7.12%
C	2019	Target <=	2.50%	2.50%	2.48%	2.46%	2.43%
C	2.21%	Data	2.27%	2.20%	2.25%	2.32%	2.34%

### Targets

FFY	2019
Target A >=	
Target B <=	
Target C <=	

### Targets: Description of Stakeholder Input

As a result of multiple meetings, broad representative stakeholders provided input and feedback on the indicator status and results.

### Prepopulated Data

Source	Date	Description	Data
SY 2019-20 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/08/2020	Total number of children with IEPs aged 6 through 21	68,468
SY 2019-20 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/08/2020	A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	48,101
SY 2019-20 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/08/2020	B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	4,818

Source	Date	Description	Data
SY 2019-20 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/08/2020	c1. Number of children with IEPs aged 6 through 21 in separate schools	1,272
SY 2019-20 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/08/2020	c2. Number of children with IEPs aged 6 through 21 in residential facilities	130
SY 2019-20 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/08/2020	c3. Number of children with IEPs aged 6 through 21 in homebound/hospital placements	108

Select yes if the data reported in this indicator are not the same as the State's data reported under section 618 of the IDEA.

NO

#### FFY 2019 SPP/APR Data

Education Environments	Number of children with IEPs aged 6 through 21 served	Total number of children with IEPs aged 6 through 21	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status	Slippage
A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	48,101	68,468	68.83%		70.25%	N/A	N/A
B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	4,818	68,468	7.12%		7.04%	N/A	N/A
C. Number of children with IEPs aged 6 through 21 inside separate schools, residential facilities, or homebound/hospital placements [c1+c2+c3]	1,510	68,468	2.34%		2.21%	N/A	N/A

Use a different calculation methodology (yes/no)

NO

Provide additional information about this indicator (optional)

The state transitioned to reporting five-year-old children in kindergarten in FS002 for its SY 2019-20 submission under IDEA section 618. Therefore, the state has revised the baseline for this indicator, using data from FFY 2019, and removed FFY 2019 targets.

#### 5 - Prior FFY Required Actions

None

#### 5 - OSEP Response

The State has revised the baseline for this indicator, using data from FFY 2019, and OSEP accepts that revision.

Reporting requirements for the IDEA section 618 data collection (specifically, IDEA Part B Child Counts and Educational Environments) were updated to allow States to include five-year-olds in Kindergarten in file specification FS002 - Children with Disabilities (IDEA) School Age and exclude these children from file specification FS089 - Children with Disabilities (IDEA) Early Childhood for School Year (SY) 2019-20. SY 2019-20 (i.e., FFY 2019) was the transition year for this change; States had the option to report five-year-olds in Kindergarten in FS002 in their SY 2019-20 submission or wait to do so with their SY 2020-21 submission, when the change becomes permanent. The State transitioned to reporting five-year-olds in Kindergarten in FS002 for its SY 2019-20 submission under IDEA section 618. This change impacts the State's data for SPP/APR Indicators 5 and 6, because the required data source for SPP/APR Indicators 5 and 6 is the same data as used for reporting to the Department under IDEA section 618. Therefore, the State's slippage status indicates "NA" for this indicator.

#### 5 - Required Actions

## Indicator 6: Preschool Environments

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Preschool environments: Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.

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

#### Data Source

Same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in EDFacts file specification FS089.

#### Measurement

Percent = [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

#### Instructions

Sampling from the State's 618 data is not allowed.

Describe the results of the calculations and compare the results to the target.

If the data reported in this indicator are not the same as the State's data reported under section 618 of the IDEA, explain.

## 6 - Indicator Data

### Not Applicable

Select yes if this indicator is not applicable.

NO

### Historical Data

Part	Baseline	FFY	2014	2015	2016	2017	2018
A	2019	Target >=	38.40%	38.50%	38.75%	38.91%	39.00%
A	40.14%	Data	37.76%	37.23%	37.79%	37.90%	38.74%
B	2019	Target <=	33.21%	32.75%	32.50%	31.99%	31.75%
B	36.96%	Data	34.04%	33.53%	34.92%	34.58%	32.15%

### Targets

FFY	2019
Target A >=	
Target B <=	

### Targets: Description of Stakeholder Input

As a result of multiple meetings, broad representative stakeholders provided input and feedback on the indicator status and results.

### Prepopulated Data

Source	Date	Description	Data
SY 2019-20 Child Count/Educational Environment Data Groups (EDFacts file spec FS089; Data group 613)	07/08/2020	Total number of children with IEPs aged 3 through 5	9,091
SY 2019-20 Child Count/Educational Environment Data Groups (EDFacts file spec FS089; Data group 613)	07/08/2020	a1. Number of children attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	3,649
SY 2019-20 Child Count/Educational Environment Data Groups (EDFacts file spec FS089; Data group 613)	07/08/2020	b1. Number of children attending separate special education class	3,345

Source	Date	Description	Data
SY 2019-20 Child Count/Educational Environment Data Groups (EDFacts file spec FS089; Data group 613)	07/08/2020	b2. Number of children attending separate school	15
SY 2019-20 Child Count/Educational Environment Data Groups (EDFacts file spec FS089; Data group 613)	07/08/2020	b3. Number of children attending residential facility	0

Select yes if the data reported in this indicator are not the same as the State's data reported under section 618 of the IDEA.

NO

#### FFY 2019 SPP/APR Data

Preschool Environments	Number of children with IEPs aged 3 through 5 served	Total number of children with IEPs aged 3 through 5	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status	Slippage
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	3,649	9,091	38.74%		40.14%	N/A	N/A
B. Separate special education class, separate school or residential facility	3,360	9,091	32.15%		36.96%	N/A	N/A

Use a different calculation methodology (yes/no)

NO

#### Provide additional information about this indicator (optional)

The state transitioned to reporting five-year-old children in kindergarten in FS002 for its SY 2019-20 submission under IDEA section 618. Therefore, the state has revised the baseline for this indicator, using data from FFY 2019, and removed FFY 2019 targets.

#### 6 - Prior FFY Required Actions

None

#### 6 - OSEP Response

The State has revised the baseline for this indicator, using data from FFY 2019, and OSEP accepts that revision.

Reporting requirements for the IDEA section 618 data collection (specifically, IDEA Part B Child Counts and Educational Environments) were updated to allow States to include five-year-olds in Kindergarten in file specification FS002 - Children with Disabilities (IDEA) School Age and exclude these children from file specification FS089 - Children with Disabilities (IDEA) Early Childhood for School Year (SY) 2019-20. SY 2019-20 (i.e., FFY 2019) was the transition year for this change; States had the option to report five-year-olds in Kindergarten in FS002 in their SY 2019-20 submission or wait to do so with their SY 2020-21 submission, when the change becomes permanent. The State transitioned to reporting five-year-olds in Kindergarten in FS002 for its SY 2019-20 submission under IDEA section 618. This change impacts the State's data for SPP/APR Indicators 5 and 6, because the required data source for SPP/APR Indicators 5 and 6 is the same data as used for reporting to the Department under IDEA section 618. Therefore, the State's slippage status indicates "NA" for this indicator.

#### 6 - Required Actions

## Indicator 7: Preschool Outcomes

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Percent of preschool children aged 3 through 5 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))

#### Data Source

State selected data source.

#### Measurement

Outcomes:

- 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.

Progress categories for A, B and C:

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

#### Summary Statements for Each of the Three Outcomes:

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Measurement for Summary Statement 1:** Percent = [(# of preschool children reported in progress category (c) plus # of preschool children reported in category (d)) divided by ((# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d))] times 100.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

**Measurement for Summary Statement 2:** Percent = [(# of preschool children reported in progress category (d) plus # of preschool children reported in progress category (e)) divided by ((the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e))] times 100.

#### Instructions

Sampling of **children for assessment** is allowed. When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates. (See [General Instructions](#) on page 2 for additional instructions on sampling.)

In the measurement include, in the numerator and denominator, only children who received special education and related services for at least six months during the age span of three through five years.

Describe the results of the calculations and compare the results to the targets. States will use the progress categories for each of the three Outcomes to calculate and report the two Summary Statements. States have provided targets for the two Summary Statements for the three Outcomes (six numbers for targets for each FFY).

Report progress data and calculate Summary Statements to compare against the six targets. Provide the actual numbers and percentages for the five reporting categories for each of the three outcomes.

In presenting results, provide the criteria for defining "comparable to same-aged peers." If a State is using the Early Childhood Outcomes Center (ECO) Child Outcomes Summary (COS), then the criteria for defining "comparable to same-aged peers" has been defined as a child who has been assigned a score of 6 or 7 on the COS.

In addition, list the instruments and procedures used to gather data for this indicator, including if the State is using the ECO COS.

## 7 - Indicator Data

**Not Applicable**

**Select yes if this indicator is not applicable.**

NO

#### Historical Data

Part	Baseline	FFY	2014	2015	2016	2017	2018
A1	2008	Target >=	86.50%	86.50%	86.65%	86.75%	87.00%
A1	85.93%	Data	87.74%	88.13%	89.42%	90.68%	88.56%
A2	2008	Target >=	66.40%	66.40%	66.60%	66.80%	67.00%

A2	65.16%	Data	65.61%	65.52%	63.34%	65.94%	63.37%
B1	2008	Target >=	86.45%	86.45%	86.47%	86.49%	86.50%
B1	86.38%	Data	86.78%	87.53%	89.67%	89.06%	89.69%
B2	2008	Target >=	63.00%	63.00%	63.50%	63.75%	64.00%
B2	63.60%	Data	63.90%	63.31%	61.79%	63.03%	62.25%
C1	2008	Target >=	87.40%	87.40%	87.60%	87.80%	88.00%
C1	86.24%	Data	87.66%	88.61%	88.77%	90.56%	89.94%
C2	2008	Target >=	78.80%	78.80%	79.00%	79.25%	79.50%
C2	76.79%	Data	77.89%	77.62%	75.76%	78.02%	77.25%

#### Targets

FFY	2019
Target A1 >=	87.00%
Target A2 >=	67.00%
Target B1 >=	86.50%
Target B2 >=	64.00%
Target C1 >=	88.00%
Target C2 >=	79.50%

#### Targets: Description of Stakeholder Input

As a result of multiple meetings, broad representative stakeholders provided input and feedback on the indicator status and results.

#### FFY 2019 SPP/APR Data

##### Number of preschool children aged 3 through 5 with IEPs assessed

4,278

##### Outcome A: Positive social-emotional skills (including social relationships)

Outcome A Progress Category	Number of children	Percentage of Children
a. Preschool children who did not improve functioning	9	0.21%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	325	7.60%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	1,297	30.32%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	1,590	37.17%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	1,057	24.71%

Outcome A	Numerator	Denominator	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status	Slippage
A1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. <i>Calculation: (c+d)/(a+b+c+d)</i>	2,887	3,221	88.56%	87.00%	89.63%	Met Target	No Slippage
A2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the	2,647	4,278	63.37%	67.00%	61.87%	Did Not Meet Target	Slippage



Outcome A	Numerator	Denominator	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status	Slippage
program. Calculation: $(d+e)/(a+b+c+d+e)$							

**Outcome B: Acquisition and use of knowledge and skills (including early language/communication)**

Outcome B Progress Category	Number of Children	Percentage of Children
a. Preschool children who did not improve functioning	3	0.07%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	399	9.33%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	1,300	30.39%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	1,543	36.07%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	1,033	24.15%

Outcome B	Numerator	Denominator	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status	Slippage
B1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Calculation: $(c+d)/(a+b+c+d)$	2,843	3,245	89.69%	86.50%	87.61%	Met Target	No Slippage
B2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program. Calculation: $(d+e)/(a+b+c+d+e)$	2,576	4,278	62.25%	64.00%	60.22%	Did Not Meet Target	Slippage

**Outcome C: Use of appropriate behaviors to meet their needs**

Outcome C Progress Category	Number of Children	Percentage of Children
a. Preschool children who did not improve functioning	7	0.16%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	266	6.22%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	764	17.86%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	1,726	40.35%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	1,515	35.41%

Outcome C	Numerator	Denominator	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status	Slippage
C1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Calculation: $(c+d)/(a+b+c+d)$	2,490	2,763	89.94%	88.00%	90.12%	Met Target	No Slippage

Outcome C	Numerator	Denominator	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status	Slippage
C2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program. <i>Calculation: (d+e)/(a+b+c+d+e)</i>	3,241	4,278	77.25%	79.50%	75.76%	Did Not Meet Target	Slippage

Part	Reasons for slippage, if applicable
A2	KSDE is in the process of examining a number of factors that may have contributed to the decrease in performance on this target including school building closures and change in instructional delivery models due to the COVID-19 interruption, staff turnover at the local level, and increased requests for technical assistance with data entry.
B2	KSDE is in the process of examining a number of factors that may have contributed to the decrease in performance on this target including school building closures and change in instructional delivery models due to the COVID-19 interruption, staff turnover at the local level, and increased requests for technical assistance with data entry.
C2	KSDE is in the process of examining a number of factors that may have contributed to the decrease in performance on this target including school building closures and change in instructional delivery models due to the COVID-19 interruption, staff turnover at the local level, and increased requests for technical assistance with data entry.

**Does the State include in the numerator and denominator only children who received special education and related services for at least six months during the age span of three through five years? (yes/no)**

YES

Sampling Question	Yes / No
Was sampling used?	NO

**Did you use the Early Childhood Outcomes Center (ECO) Child Outcomes Summary Form (COS) process? (yes/no)**

YES

**List the instruments and procedures used to gather data for this indicator.**

Instruments used to gather data for this indicator are:

At least one of the following curriculum-based assessments must be used in conjunction with information obtained through record review, interview, observation, screening, parent input, and additional tests to complete the COSF:

AEPS, Carolina Curriculum for Infants and Toddlers/Preschoolers with Special Needs, Child Observation Record, Creative Curriculum (Teaching Strategies Gold), Hawaii Early Learning Profile (HELP), Individual Growth and Development Indicators (IGDI), Transdisciplinary Play-Based Assessment (TPBA), and Work Sampling System.

Procedures used to gather data for this indicator are:

COSF data are entered into the Outcomes Web System (OWS) application. Automated verification checks were developed within the OWS application to ensure reliable data. These verification checks ensure data entry user accurately completes the content required for each data element at the time of data entry. Targeted training was held across the state to reinforce the use of the decision tree in the rating process and additional information about comparison to typically developing students was provided. Training impact is demonstrated by the actual data showing the districts are rating children with increased inter-rater reliability and thus, have a consistent understanding of the child's functional outcomes compared to typically developing peers.

**Provide additional information about this indicator (optional)**

## 7 - Prior FFY Required Actions

None

## 7 - OSEP Response

## 7 - Required Actions

## Indicator 8: Parent involvement

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** 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))

#### Data Source

State selected data source.

#### 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.

#### Instructions

Sampling of parents from whom response is requested is allowed. When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates. (See [General Instructions](#) on page 2 for additional instructions on sampling.)

Describe the results of the calculations and compare the results to the target.

Provide the actual numbers used in the calculation.

If the State is using a separate data collection methodology for preschool children, the State must provide separate baseline data, targets, and actual target data or discuss the procedures used to combine data from school age and preschool data collection methodologies in a manner that is valid and reliable.

While a survey is not required for this indicator, a State using a survey must submit a copy of any new or revised survey with its SPP/APR.

Report the number of parents to whom the surveys were distributed.

Include the State's analysis of the extent to which the demographics of the parents responding are representative of the demographics of children receiving special education services. States should consider categories such as race and ethnicity, age of the student, disability category, and geographic location in the State.

If the analysis shows that the demographics of the parents responding are not representative of the demographics of children receiving special education services in the State, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics. In identifying such strategies, the State should consider factors such as how the State distributed the survey to parents (e.g., by mail, by e-mail, on-line, by telephone, in-person through school personnel), and how responses were collected.

States are encouraged to work in collaboration with their OSEP-funded parent centers in collecting data.

### 8 - Indicator Data

Question	Yes / No
Do you use a separate data collection methodology for preschool children?	NO

#### Targets: Description of Stakeholder Input

As a result of multiple meetings, broad representative stakeholders provided input and feedback on the proposed targets.

#### Historical Data

Baseline Year	Baseline Data
2005	33.00%

FFY	2014	2015	2016	2017	2018
Target >=	66.00%	66.00%	66.25%	66.40%	66.50%
Data	73.37%	82.98%	71.25%	60.32%	69.94%

#### Targets

FFY	2019
Target >=	66.50%

#### FFY 2019 SPP/APR Data

Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities	Total number of respondent parents of children with disabilities	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status	Slippage
328	454	69.94%	66.50%	72.25%	Met Target	No Slippage

The number of parents to whom the surveys were distributed.

8,681

**Percentage of respondent parents**

5.23%

**Since the State did not report preschool children separately, discuss the procedures used to combine data from school age and preschool surveys in a manner that is valid and reliable.**

The sampling methodology includes ages 3–21. The previously approved OSEP sampling plan and methodology has not changed.

Sampling Question	Yes / No
Was sampling used?	YES
If yes, has your previously-approved sampling plan changed?	NO

**Describe the sampling methodology outlining how the design will yield valid and reliable estimates.**

The results are reliable and valid because a stratified representative sample of parents is selected to complete the survey. Care is taken to ensure that the strata are mutually exclusive. Every element in the population is assigned to only one stratum. The strata are also collectively exhaustive: no population element is excluded. This ensures the representativeness of the sample by reducing sampling error. Each year, the representativeness of the surveys is 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 is done to determine if any groups are under- or over-represented. Generally, this comparison indicates the results are representative by race/ethnicity, age of student, and disability.

Survey Question	Yes / No
Was a survey used?	YES
If yes, is it a new or revised survey?	NO
The demographics of the parents responding are representative of the demographics of children receiving special education services.	YES

**Include the State’s analyses of the extent to which the demographics of the parents responding are representative of the demographics of children receiving special education services.**

Although differences in response rates by race/ethnicity and primary disability exist, the results are representative of the state. First, there are no differences in response rates by age and parents of students of all race/ethnicities and of all primary disabilities responded to the survey. Second, parents from LEAs across the state responded; so, results are representative by geography. Third, while there are differences in response rates by race/ethnicity and primary disability, there are no significant differences in the positivity of responses by race/ethnicity. Fourth, although parents of students with a learning disability were less likely to respond than parents of students with other disabilities, results indicated no significant differences in the positivity of survey responses by primary disability.

Even though results are representative, the Kansas State Department of Education (KSDE) intends to increase the response rate of all parents. In fact, the response rate increased 1.21 percentage points from 2018-19 to 2019-20. Further, the number of respondents in each of the represented ethnicities increased from 2018-19 to 2019-20. KSDE is working to continue these trends. Some activities that KSDE is doing in 2019-20 are the following:

- Extending the deadline of the survey;
- Requesting feedback from other districts who had high response rates in order to determine what is working for them; and
- Asking districts for actions that KSDE and/or districts could take to increase the response rate of parents of non-white students with disabilities as well as students with specific learning disabilities.

**Provide additional information about this indicator (optional)**

**8 - Prior FFY Required Actions**

None

**8 - OSEP Response**

**8 - Required Actions**

## Indicator 9: Disproportionate Representation

### Instructions and Measurement

**Monitoring Priority:** Disproportionality

**Compliance indicator:** 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))

#### Data Source

State's analysis, based on State's Child Count data collected under IDEA section 618, to determine if the disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification.

#### Measurement

Percent = [(# of districts, that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups, 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 that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.

Include State's definition of "disproportionate representation." Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).

Based on its review of the 618 data for FFY 2018, describe how the State made its annual determination as to whether the disproportionate representation it identified of racial and ethnic groups in special education and related services was the result of inappropriate identification as required by 34 CFR §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum n and/or cell size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2019 reporting period (i.e., after June 30, 2020).

#### Instructions

Provide racial/ethnic disproportionality data for all children aged 6 through 21 served under IDEA, aggregated across all disability categories.

States are not required to report on underrepresentation.

If the State has established a minimum n and/or cell size requirement, the State may only include, in both the numerator and the denominator, districts that met that State-established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of districts totally excluded from the calculation as a result of this requirement because the district did not meet the minimum n and/or cell size for any racial/ethnic group.

Consider using multiple methods in calculating disproportionate representation of racial and ethnic groups to reduce the risk of overlooking potential problems. Describe the method(s) used to calculate disproportionate representation.

Provide the number of districts that met the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups identified with disproportionate representation of racial and ethnic groups in special education and related services and the number of those districts identified with disproportionate representation that is the result of inappropriate identification.

Targets must be 0%.

Provide detailed information about the timely correction of noncompliance as noted in OSEP's response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training, etc.) and any enforcement actions that were taken. If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2019 SPP/APR, the data for FFY 2018), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

## 9 - Indicator Data

### Not Applicable

Select yes if this indicator is not applicable.

NO

#### Historical Data

Baseline Year	Baseline Data
2016	0.00%

FFY	2014	2015	2016	2017	2018
Target	0%	0%	0%	0%	0%
Data	0.00%	0.00%	0.00%	0.00%	0.00%

#### Targets

FFY	2019
Target	0%

#### FFY 2019 SPP/APR Data

Has the state established a minimum n and/or cell size requirement? (yes/no)

YES

If yes, the State may only include, in both the numerator and the denominator, districts that met the State-established n and/or cell size. Report the number of districts excluded from the calculation as a result of the requirement.

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Number of districts with disproportionate representation of racial and ethnic groups in special education and related services	Number of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	Number of Districts that met the State's minimum n-size	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status	Slippage
0	0	158	0.00%	0%	0.00%	Met Target	No Slippage

Were all races and ethnicities included in the review?

YES

Define "disproportionate representation." Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).

Definition of Disproportionate Representation: A district is identified as having disproportionate representation if that district meets the following two-year criteria for racial and ethnic groups in special education and related services.

Year 1

Overrepresentation –The district must have:

At least 30 students of a racial and ethnic group in the district; At least 10 students of a racial and ethnic group in special education and related services; At least 10 students in the comparison group in special education and related services; and A weighted risk ratio >3.00.

Year 2

Overrepresentation -The district must have:

At least 30 students of a racial and ethnic group in the district; At least 30 students of a racial and ethnic group in special education and related services At least 30 students in the comparison group in special education and related services; and A weighted risk ratio >3.00.

Methodology

The Kansas State Department of Education (KSDE) provides each district with a final risk ratio for overrepresentation. If a district has a final risk ratio >3.00, the following is implemented:

Year 1 –

KSDE team reviews the submitted information and verifies the year one data calculation.

Year 2 –

KSDE team verifies the year two data calculation and identifies the district as having disproportionate representation accordingly. District completes and submits the required Kansas Self-Assessment Tool: Review district policies, practices and procedures specific to the identified race and ethnic group to determine if the identified IDEA practices occur. KSDE team reviews submitted information to determine whether the disproportionate representation is due to inappropriate identification.

Describe how the State made its annual determination as to whether the disproportionate representation it identified of racial and ethnic groups in special education and related services was the result of inappropriate identification.

No disproportionate representation was identified.

Provide additional information about this indicator (optional)

Notes on Calculation Method: 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 in a "prominent" racial/ethnic group (Hispanics, Blacks, and 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 one special education student 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.

Correction of Findings of Noncompliance Identified in FFY 2018

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	0	0	0

**Correction of Findings of Noncompliance Identified Prior to FFY 2018**

<b>Year Findings of Noncompliance Were Identified</b>	<b>Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2018 APR</b>	<b>Findings of Noncompliance Verified as Corrected</b>	<b>Findings Not Yet Verified as Corrected</b>

**9 - Prior FFY Required Actions**

None

**9 - OSEP Response**

**9 - Required Actions**

# Indicator 10: Disproportionate Representation in Specific Disability Categories

## Instructions and Measurement

**Monitoring Priority:** Disproportionality

**Compliance indicator:** 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))

### Data Source

State's analysis, based on State's Child Count data collected under IDEA section 618, to determine if the disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification.

### Measurement

Percent = [(# of districts, that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups, with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.

Include State's definition of "disproportionate representation." Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).

Based on its review of the 618 data for FFY 2019, describe how the State made its annual determination as to whether the disproportionate representation it identified of racial and ethnic groups in specific disability categories was the result of inappropriate identification as required by 34 CFR §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum n and/or cell size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2019 reporting period (i.e., after June 30, 2020).

### Instructions

Provide racial/ethnic disproportionality data for all children aged 6 through 21 served under IDEA, aggregated across all disability categories.

States are not required to report on underrepresentation.

If the State has established a minimum n and/or cell size requirement, the State may only include, in both the numerator and the denominator, districts that met that State-established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of districts totally excluded from the calculation as a result of this requirement because the district did not meet the minimum n and/or cell size for any racial/ethnic group.

Consider using multiple methods in calculating disproportionate representation of racial and ethnic groups to reduce the risk of overlooking potential problems. Describe the method(s) used to calculate disproportionate representation.

Provide the number of districts that met the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups identified with disproportionate representation of racial and ethnic groups in special education and related services and the number of those districts identified with disproportionate representation that is the result of inappropriate identification.

Targets must be 0%.

Provide detailed information about the timely correction of noncompliance as noted in OSEP's response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training, etc.) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2019 SPP/APR, the data for FFY 2018), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

## 10 - Indicator Data

**Not Applicable**

Select yes if this indicator is not applicable.

NO

### Historical Data

Baseline Year	Baseline Data
2016	0.00%

FFY	2014	2015	2016	2017	2018
Target	0%	0%	0%	0%	0%
Data	0.00%	0.00%	0.00%	0.00%	0.00%

### Targets

FFY	2019
Target	0%

### FFY 2019 SPP/APR Data



**Has the state established a minimum n and/or cell size requirement? (yes/no)**

YES

**If yes, the State may only include, in both the numerator and the denominator, districts that met the State-established n and/or cell size. Report the number of districts excluded from the calculation as a result of the requirement.**

194

Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories	Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	Number of Districts that met the State's minimum n-size	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status	Slippage
2	0	92	0.00%	0%	0.00%	Met Target	No Slippage

**Were all races and ethnicities included in the review?**

YES

**Define "disproportionate representation." Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).**

Definition of Disproportionate Representation: A district is identified as having disproportionate representation if that district meets the following two-year criteria for racial and ethnic groups in special education and related services.

Year 1

Overrepresentation – The district must have:

At least 30 students of a racial and ethnic group in the district; At least 10 students of a racial and ethnic group in special education and related services; At least 10 students in the comparison group in special education and related services; and A weighted risk ratio >3.00.

Year 2

Overrepresentation – The district must have:

At least 30 students of a racial and ethnic group in the district; At least 30 students of a racial and ethnic group in special education and related services At least 30 students in the comparison group in special education and related services; and A weighted risk ratio >3.00.

**Methodology**

The Kansas State Department of Education (KSDE) provides each district with a final risk ratio for overrepresentation. If a district has a final risk ratio >3.00, the following is implemented:

Year 1 –

KSDE team reviews the submitted information and verifies the year one data calculation.

Year 2 –

KSDE team verifies the Year 2 data calculation and identifies the district as having disproportionate representation accordingly. District completes and submits the required Kansas Self-Assessment Tool: Review district policies, practices and procedures specific to the identified race and ethnic group to determine if the identified IDEIA practices occur. KSDE team reviews submitted information to determine whether the disproportionate representation is due to inappropriate identification.

**Describe how the State made its annual determination as to whether the disproportionate overrepresentation it identified of racial and ethnic groups in specific disability categories was the result of inappropriate identification.**

KSDE notifies the district that it has disproportionate representation and provides the district with the required Kansas Self-Assessment Tool. This tool requires the district to review its policies, practices and procedures specific to the identified racial and ethnic group and disability category. The district completes and submits the Kansas Self-Assessment Tool data to KSDE and the KSDE team reviews submitted information to determine whether the disproportionate representation is due to inappropriate identification.

**Provide additional information about this indicator (optional)**

Notes on Calculation Method: 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 in a "prominent" racial/ethnic group (Hispanics, Blacks, and 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 one special education student 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.

**Correction of Findings of Noncompliance Identified in FFY 2018**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	0	0	0

**Correction of Findings of Noncompliance Identified Prior to FFY 2018**

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2018 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

**10 - Prior FFY Required Actions**

None

**10 - OSEP Response**

**10 - Required Actions**

## Indicator 11: Child Find

### Instructions and Measurement

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

**Compliance indicator:** 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.

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

#### Data Source

Data to be taken from State monitoring or State data system and must be based on actual, not an average, number of days. Indicate if the State has established a timeline and, if so, what is the State's timeline for initial evaluations.

#### Measurement

- a. # of children for whom parental consent to evaluate was received.
  - b. # of children whose evaluations were completed within 60 days (or State-established timeline).
- Account for children included in (a), but not included in (b). Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

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

#### Instructions

If data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year.

Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data, and if data are from the State's monitoring, describe the procedures used to collect these data. Provide the actual numbers used in the calculation.

Note that under 34 CFR §300.301(d), the timeframe set for initial evaluation does not apply to a public agency if: (1) the parent of a child repeatedly fails or refuses to produce the child for the evaluation; or (2) a child enrolls in a school of another public agency after the timeframe for initial evaluations has begun, and prior to a determination by the child's previous public agency as to whether the child is a child with a disability. States should not report these exceptions in either the numerator (b) or denominator (a). If the State-established timeframe provides for exceptions through State regulation or policy, describe cases falling within those exceptions and include in b.

Targets must be 100%.

Provide detailed information about the timely correction of noncompliance as noted in OSEP's response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training, etc.) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2019 SPP/APR, the data for FFY 2018), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

## 11 - Indicator Data

### Historical Data

Baseline Year	Baseline Data
2005	98.40%

FFY	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%
Data	99.58%	99.86%	99.74%	99.66%	99.78%

### Targets

FFY	2019
Target	100%

### FFY 2019 SPP/APR Data

(a) Number of children for whom parental consent to evaluate was received	(b) Number of children whose evaluations were completed within 60 days (or State-established timeline)	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status	Slippage
2,642	2,630	99.78%	100%	99.55%	Did Not Meet Target	No Slippage

**Number of children included in (a) but not included in (b)**

12

**Account for children included in (a) but not included in (b). Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.**

Range of days beyond timeline 1 to 110 school days. Reasons for delay: Difficulty scheduling meeting, school building closures due to COVID-19 interruption, and staff error.

**Indicate the evaluation timeline used:**

The State established a timeline within which the evaluation must be conducted

**What is the State’s timeline for initial evaluations? If the State-established timeframe provides for exceptions through State regulation or policy, describe cases falling within those exceptions and include in (b).**

The State’s timeline for initial evaluations is 60 school days. The State exception is if the parent consents in writing to extend the timeline. K.A.R. 91-40-8(f).

**What is the source of the data provided for this indicator?**

State database that includes data for the entire reporting year

**Describe the method used to collect these data, and if data are from the State’s monitoring, describe the procedures used to collect these data.**

The Kansas State Department of Education (KSDE) collects Eligible and Not Eligible Initial Evaluations in an authenticated database system. The districts were required to report the actual number of days for each Initial Evaluation in the random sample. If the Initial Evaluation extended beyond the state established timeline, the district was required to report a reason the Initial Evaluation went beyond the timeline.

**Provide additional information about this indicator (optional)**

**Correction of Findings of Noncompliance Identified in FFY 2018**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
6	6	0	0

**FFY 2018 Findings of Noncompliance Verified as Corrected**

**Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements**

All findings of noncompliance for FFY 2018 were corrected and correction verified within one year of notification of noncompliance. The KSDE has verified, based on review of updated student file data submitted, that each district with a finding of noncompliance reflected in the FFY 2018 data reported for this indicator is correctly implementing the regulatory requirements and has achieved 100% compliance on updated data consistent with OSEP Memorandum 09-02.

**Describe how the State verified that each individual case of noncompliance was corrected**

All findings of noncompliance for FFY 2018 were corrected and correction verified within one year of notification of noncompliance. The KSDE has verified through a review of data submitted in an authenticated database system that each district with a finding of noncompliance reflected in the FFY 2018 data reported for this indicator has corrected each individual case of noncompliance unless the child is no longer within the jurisdiction of the district or LEA consistent with OSEP Memorandum 09-02.

**Correction of Findings of Noncompliance Identified Prior to FFY 2018**

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2018 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

**11 - Prior FFY Required Actions**

None

**11 - OSEP Response**

**11 - Required Actions**

Because the State reported less than 100% compliance for FFY 2019, the State must report on the status of correction of noncompliance identified in FFY 2019 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2020 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2019 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2020 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

If the State did not identify any findings of noncompliance in FFY 2019, although its FFY 2019 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2019.

## Indicator 12: Early Childhood Transition

### Instructions and Measurement

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

**Compliance indicator:** 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))

#### Data Source

Data to be taken from State monitoring or State data system.

#### Measurement

- a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibility was 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 or to whom exceptions under 34 CFR §300.301(d) applied.
- e. # of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.
- f. # of children whose parents chose to continue early intervention services beyond the child's third birthday through a State's policy under 34 CFR §303.211 or a similar State option.

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

Percent = [(c) divided by (a - b - d - e - f)] times 100.

#### Instructions

If data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year.

Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data, and if data are from the State's monitoring, describe the procedures used to collect these data. Provide the actual numbers used in the calculation.

Category f is to be used only by States that have an approved policy for providing parents the option of continuing early intervention services beyond the child's third birthday under 34 CFR §303.211 or a similar State option.

Targets must be 100%.

Provide detailed information about the timely correction of noncompliance as noted in OSEP's response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training, etc.) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2019 SPP/APR, the data for FFY 2018), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

## 12 - Indicator Data

### Not Applicable

Select yes if this indicator is not applicable.

NO

#### Historical Data

Baseline Year	Baseline Data
2005	72.00%

FFY	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%
Data	99.89%	99.85%	99.52%	99.69%	99.87%

#### Targets

FFY	2019
Target	100%

#### FFY 2019 SPP/APR Data

a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.	2,433
b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday.	39

c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	2,267
d. Number for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.	87
e. Number of children who were referred to Part C less than 90 days before their third birthdays.	36
f. Number of children whose parents chose to continue early intervention services beyond the child's third birthday through a State's policy under 34 CFR §303.211 or a similar State option.	0

Measure	Numerator (c)	Denominator (a-b-d-e-f)	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status	Slippage
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.	2,267	2,271	99.87%	100%	99.82%	Did Not Meet Target	No Slippage

Number of children who served in part C and referred to Part B for eligibility determination that are not included in b, c, d, e, or f

4

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

Range of Days beyond the third birthday: 11-35

Reasons for Delay:

School building closures due to COVID-19 interruption

Staff Error

**Attach PDF table (optional)**

**What is the source of the data provided for this indicator?**

State database that includes data for the entire reporting year

**Describe the method used to collect these data, and if data are from the State's monitoring, describe the procedures used to collect these data.**

The Kansas State Department of Education (KSDE) collects transition data from Part C to Part B in an authenticated database system. The districts were required to verify that the IEP was in place by the child's third birthday. If the IEP extended past the third birthday the district was required to state reasons for the delay. KSDE reviews the reasons and determines if the criteria for the exception category is met or if the action was completed even though late.

**Provide additional information about this indicator (optional)**

**Correction of Findings of Noncompliance Identified in FFY 2018**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
3	3	0	0

**FFY 2018 Findings of Noncompliance Verified as Corrected**

**Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements**

All findings of noncompliance for FFY 2018 were corrected and correction verified within one year of notification of noncompliance. The (KSDE) verified, based on a review of updated student file data submitted on children transitioning from Part C to Part B data that each district with a finding of noncompliance reflected in the FFY 2018 data reported for this indicator is correctly implementing the regulatory requirement and has achieved 100% compliance on updated data consistent with the OSEP Memorandum 09-02.

**Describe how the State verified that each individual case of noncompliance was corrected**

All findings of noncompliance for FFY 2018 were corrected and correction verified within one year of notification of noncompliance. The (KSDE) has verified through a review of data submitted in an authenticated database system that each district with a finding of noncompliance reflected in the FFY 2018 data reported for this indicator has corrected each individual case of noncompliance unless the child is no longer within the jurisdiction of the district or LEA consistent with the OSEP Memorandum 09-02.

**Correction of Findings of Noncompliance Identified Prior to FFY 2018**

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2018 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2018 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

**12 - Prior FFY Required Actions**

None

**12 - OSEP Response**

**12 - Required Actions**

Because the State reported less than 100% compliance for FFY 2019, the State must report on the status of correction of noncompliance identified in FFY 2019 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2020 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2019 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2020 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

If the State did not identify any findings of noncompliance in FFY 2019, although its FFY 2019 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2019.



## Indicator 13: Secondary Transition

### Instructions and Measurement

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

**Compliance indicator:** Secondary transition: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

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

#### Data Source

Data to be taken from State monitoring or State data system.

#### Measurement

Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

If a State's policies and procedures provide that public agencies must meet these requirements at an age younger than 16, the State may, but is not required to, choose to include youth beginning at that younger age in its data for this indicator. If a State chooses to do this, it must state this clearly in its SPP/APR and ensure that its baseline data are based on youth beginning at that younger age.

#### Instructions

If data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year.

Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data and if data are from the State's monitoring, describe the procedures used to collect these data. Provide the actual numbers used in the calculation.

Targets must be 100%.

Provide detailed information about the timely correction of noncompliance as noted in OSEP's response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training, etc.) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2019 SPP/APR, the data for FFY 2018), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

## 13 - Indicator Data

### Historical Data

Baseline Year	Baseline Data
2009	99.84%

FFY	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%
Data	99.73%	99.74%	99.33%	99.52%	99.15%

### Targets

FFY	2019
Target	100%

### FFY 2019 SPP/APR Data

Number of youth aged 16 and above with IEPs that contain each of the required components for secondary transition	Number of youth with IEPs aged 16 and above	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status	Slippage
2,459	2,464	99.15%	100%	99.80%	Did Not Meet Target	No Slippage

What is the source of the data provided for this indicator?

State database that includes data for the entire reporting year

**Describe the method used to collect these data, and if data are from the State's monitoring, describe the procedures used to collect these data.**

The KSDE uses the National Technical Assistance Center on Transition (NTACT) Checklist to collect data in an authenticated database system.

Question	Yes / No
Do the State's policies and procedures provide that public agencies must meet these requirements at an age younger than 16?	YES
If yes, did the State choose to include youth at an age younger than 16 in its data for this indicator and ensure that its baseline data are based on youth beginning at that younger age?	NO

**If no, please explain**

States may, but are not required to, include youth beginning at that younger age in its data for this indicator. Kansas is not including data from youth younger than 16.

**Provide additional information about this indicator (optional)**

**Correction of Findings of Noncompliance Identified in FFY 2018**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
6	6	0	0

**FFY 2018 Findings of Noncompliance Verified as Corrected**

**Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements**

All findings of noncompliance for FFY 2018 were corrected and correction verified within one year of notification of noncompliance. The KSDE has verified based on a review of updated data in an authenticated database system that each district (including juvenile and adult correction facilities, and state schools) with a finding of noncompliance reflected in the FFY 2018 data reported for this indicator is correctly implementing the regulatory requirements, and has achieved 100% compliance consistent with the OSEP Memorandum 09-02.

**Describe how the State verified that each individual case of noncompliance was corrected**

All findings of noncompliance for FFY 2018 were corrected and correction verified within one year of notification of noncompliance. The KSDE has verified through a review of data submitted in an authenticated database system that each district (including juvenile and adult correction facilities and state schools) with a finding of noncompliance reflected in the FFY 2018 data reported for this indicator has corrected each individual case of noncompliance unless the child is no longer within the jurisdiction of the district or LEA consistent with the OSEP Memorandum 09-02.

**Correction of Findings of Noncompliance Identified Prior to FFY 2018**

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2018 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

**13 - Prior FFY Required Actions**

None

**13 - OSEP Response**

**13 - Required Actions**

Because the State reported less than 100% compliance for FFY 2019, the State must report on the status of correction of noncompliance identified in FFY 2019 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2020 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2019 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2020 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

If the State did not identify any findings of noncompliance in FFY 2019, although its FFY 2019 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2019.

## Indicator 14: Post-School Outcomes

### Instructions and Measurement

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

**Results indicator:** Post-school outcomes: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

Enrolled in higher education within one year of leaving high school.

Enrolled in higher education or competitively employed within one year of leaving high school.

Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

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

#### Data Source

State selected data source.

#### Measurement

A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

#### Instructions

*Sampling of youth who had IEPs and are no longer in secondary school is allowed. When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates of the target population. (See [General Instructions](#) on page 2 for additional instructions on sampling.)*

Collect data by September 2020 on students who left school during 2018-2019, timing the data collection so that at least one year has passed since the students left school. Include students who dropped out during 2018-2019 or who were expected to return but did not return for the current school year. This includes all youth who had an IEP in effect at the time they left school, including those who graduated with a regular diploma or some other credential, dropped out, or aged out.

#### I. Definitions

*Enrolled in higher education* as used in measures A, B, and C means youth have been enrolled on a full- or part-time basis in a community college (two-year program) or college/university (four or more year program) for at least one complete term, at any time in the year since leaving high school.

*Competitive employment* as used in measures B and C: States have two options to report data under “competitive employment” in the FFY 2019 SPP/APR, due February 2021:

Option 1: Use the same definition as used to report in the FFY 2015 SPP/APR, i.e., competitive employment means that youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

Option 2: States report in alignment with the term “competitive integrated employment” and its definition, in section 7(5) of the Rehabilitation Act, as amended by Workforce Innovation and Opportunity Act (WIOA), and 34 CFR §361.5(c)(9). For the purpose of defining the rate of compensation for students working on a “part-time basis” under this category, OSEP maintains the standard of 20 hours a week for at least 90 days at any time in the year since leaving high school. This definition applies to military employment.

*Enrolled in other postsecondary education or training* as used in measure C, means youth have been enrolled on a full- or part-time basis for at least 1 complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, vocational technical school which is less than a two-year program).

*Some other employment* as used in measure C means youth have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

#### II. Data Reporting

Provide the actual numbers for each of the following mutually exclusive categories. The actual number of “leavers” who are:

1. Enrolled in higher education within one year of leaving high school;
2. Competitively employed within one year of leaving high school (but not enrolled in higher education);
3. Enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed);
4. In some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed).

“Leavers” should only be counted in one of the above categories, and the categories are organized hierarchically. So, for example, “leavers” who are enrolled in full- or part-time higher education within one year of leaving high school should only be reported in category 1, even if they also happen to be employed. Likewise, “leavers” who are not enrolled in either part- or full-time higher education, but who are competitively employed, should only be reported under category 2, even if they happen to be enrolled in some other postsecondary education or training program.

#### III. Reporting on the Measures/Indicators

Targets must be established for measures A, B, and C.

Measure A: For purposes of reporting on the measures/indicators, please note that any youth enrolled in an institution of higher education (that meets any definition of this term in the Higher Education Act (HEA)) within one year of leaving high school must be reported under measure A. This could include youth who also happen to be competitively employed, or in some other training program; however, the key outcome we are interested in here is enrollment in higher education.

Measure B: All youth reported under measure A should also be reported under measure B, in addition to all youth that obtain competitive employment within one year of leaving high school.

Measure C: All youth reported under measures A and B should also be reported under measure C, in addition to youth that are enrolled in some other postsecondary education or training program, or in some other employment.

Include the State's analysis of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school. States should consider categories such as race and ethnicity, disability category, and geographic location in the State.

If the analysis shows that the response data are not representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics. In identifying such strategies, the State should consider factors such as how the State collected the data.

## 14 - Indicator Data

### Historical Data

Measure	Baseline	FFY	2014	2015	2016	2017	2018
A	2009	Target >=	35.50%	38.00%	41.00%	45.00%	48.65%
A	48.60%	Data	36.43%	28.25%	42.67%	32.32%	29.78%
B	2009	Target >=	61.60%	63.20%	65.60%	69.60%	72.65%
B	72.60%	Data	63.93%	54.25%	62.21%	56.10%	59.25%
C	2009	Target >=	74.59%	76.59%	79.09%	81.09%	83.30%
C	83.20%	Data	77.14%	67.75%	72.96%	75.00%	75.55%

### FFY 2019 Targets

FFY	2019
Target A >=	48.65%
Target B >=	72.65%
Target C >=	83.30%

### Targets: Description of Stakeholder Input

As a result of multiple meetings, broad representative stakeholders provided input and feedback on the indicator status and results.

### FFY 2019 SPP/APR Data

Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	387
1. Number of respondent youth who enrolled in higher education within one year of leaving high school	137
2. Number of respondent youth who competitively employed within one year of leaving high school	98
3. Number of respondent youth enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed)	9
4. Number of respondent youth who are in some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed).	40

Measure	Number of respondent youth	Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status	Slippage
A. Enrolled in higher education (1)	137	387	29.78%	48.65%	35.40%	Did Not Meet Target	No Slippage
B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2)	235	387	59.25%	72.65%	60.72%	Did Not Meet Target	No Slippage
C. Enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment (1+2+3+4)	284	387	75.55%	83.30%	73.39%	Did Not Meet Target	Slippage

Part	Reasons for slippage, if applicable
C	An examination of state-level data for this indicator suggests the slippage may be attributed to the COVID-19 interruption, which has affected access to other postsecondary settings, possibly making it less likely students are participating. It also affected employment. Nearly 22% of exiters reported being laid off from a job as a result of COVID-19 and 38% reported a reduction in work hours.

**Please select the reporting option your State is using:**

Option 1: Use the same definition as used to report in the FFY 2015 SPP/APR, i.e., competitive employment means that youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

Sampling Question	Yes / No
Was sampling used?	YES
If yes, has your previously-approved sampling plan changed?	NO

**Describe the sampling methodology outlining how the design will yield valid and reliable estimates.**

The design of the sampling methodology will yield valid and reliable estimates because Kansas districts are categorized into cohorts using a stratified random sampling method. Each cohort is representative in terms of size, race, ethnicity, free/reduced lunch, disability and geographical location. The cohort surveyed each year is inclusive of all eligible exiters from the districts within each cohort.

Survey Question	Yes / No
Was a survey used?	YES
If yes, is it a new or revised survey?	YES
If yes, attach a copy of the survey	

**Include the State's analyses of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school.**

The representativeness of the responses was examined using statistical significance testing to determine if one group was over-represented or under-represented in the response rate. The representativeness of the Indicator 14 results was analyzed by examining the demographic characteristics of gender, race/ethnicity, primary disability, and type of exiter to determine if one group was more likely to respond than another group. This analysis showed that differences in response rates are present, however, KSDE believes the results are generally representative of the state. First, there were no significant differences by gender, race/ethnicity, or primary disability, so KSDE is confident that the results are representative of all demographics. Second, exiters from districts across the state responded; so, results are representative by geography. Although students who had dropped out were less likely to respond than students who graduated, there were no significant differences in the results between graduates and drop-outs, or the differences were so minor that they would have had little impact on the overall state rates. KSDE wants to continue to increase the response rate of all

exiters, in particular, those of students who dropped-out (KSDE doubled the response rate over the past three years). The strategies KSDE will use to increase response rates are (1) encourage districts to do their own calls, (2) email a link to the survey to non-respondents, and (3) send out a text blast to non-respondents.

Question	Yes / No
Are the response data representative of the demographics of youth who are no longer in school and had IEPs in effect at the time they left school?	YES

**Provide additional information about this indicator (optional)**

**14 - Prior FFY Required Actions**

None

**14 - OSEP Response**

**14 - Required Actions**

## Indicator 15: Resolution Sessions

### Instructions and Measurement

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

**Results Indicator:** 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))

#### Data Source

Data collected under section 618 of the IDEA (IDEA Part B Dispute Resolution Survey in the ED Facts Metadata and Process System (EMAPS)).

#### Measurement

Percent = (3.1(a) divided by 3.1) times 100.

#### Instructions

Sampling is not allowed.

Describe the results of the calculations and compare the results to the target.

States are not required to establish baseline or targets if the number of resolution sessions is less than 10. In a reporting period when the number of resolution sessions reaches 10 or greater, develop baseline, targets and improvement activities, and report on them in the corresponding SPP/APR.

States may express their targets in a range (e.g., 75-85%).

If the data reported in this indicator are not the same as the State's data under IDEA section 618, explain.

States are not required to report data at the LEA level.

### 15 - Indicator Data

Select yes to use target ranges

Target Range is used

#### Prepopulated Data

Source	Date	Description	Data
SY 2019-20 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/04/2020	3.1 Number of resolution sessions	8
SY 2019-20 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/04/2020	3.1(a) Number resolution sessions resolved through settlement agreements	3

Select yes if the data reported in this indicator are not the same as the State's data reported under section 618 of the IDEA.

NO

#### Targets: Description of Stakeholder Input

As a result of multiple meetings, broad representative stakeholders provided input and feedback on the indicator status and results.

#### Historical Data

Baseline Year	Baseline Data
2005	35.00%

FFY	2014	2015	2016	2017	2018
Target >=	37.00% - 40.00%	37.00% - 40.00%	37.00% - 40.00%	37.00% - 40.00%	37.00% - 40.00%
Data	50.00%	60.00%	75.00%	55.56%	50.00%

#### Targets

FFY	2019 (low)	2019 (high)
Target	37.00%	40.00%

#### FFY 2019 SPP/APR Data

3.1(a) Number resolutions sessions resolved through settlement agreements	3.1 Number of resolutions sessions	FFY 2018 Data	FFY 2019 Target (low)	FFY 2019 Target (high)	FFY 2019 Data	Status	Slippage
3	8	50.00%	37.00%	40.00%	37.50%	Met Target	No Slippage

**Provide additional information about this indicator (optional)**

The State reported fewer than ten resolution sessions held in FFY 2019. The State is not required to meet its targets until any fiscal year in which ten or more resolution sessions were held.

**15 - Prior FFY Required Actions**

None

**15 - OSEP Response**

The State reported fewer than ten resolution sessions held in FFY 2019. The State is not required to meet its targets until any fiscal year in which ten or more resolution sessions were held.

**15 - Required Actions**



## Indicator 16: Mediation

### Instructions and Measurement

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

**Results indicator:** Percent of mediations held that resulted in mediation agreements.

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

#### Data Source

Data collected under section 618 of the IDEA (IDEA Part B Dispute Resolution Survey in the ED Facts Metadata and Process System (EMAPS)).

#### Measurement

Percent = (2.1(a)(i) + 2.1(b)(i)) divided by 2.1 times 100.

#### Instructions

Sampling is not allowed.

Describe the results of the calculations and compare the results to the target.

States are not required to establish baseline or targets if the number of resolution sessions is less than 10. In a reporting period when the number of resolution sessions reaches 10 or greater, develop baseline, targets and improvement activities, and report on them in the corresponding SPP/APR.

States may express their targets in a range (e.g., 75-85%).

If the data reported in this indicator are not the same as the State's data under IDEA section 618, explain.

States are not required to report data at the LEA level.

## 16 - Indicator Data

### Select yes to use target ranges

Target Range is used

### Prepopulated Data

Source	Date	Description	Data
SY 2019-20 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/04/2020	2.1 Mediations held	8
SY 2019-20 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/04/2020	2.1.a.i Mediations agreements related to due process complaints	3
SY 2019-20 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/04/2020	2.1.b.i Mediations agreements not related to due process complaints	4

Select yes if the data reported in this indicator are not the same as the State's data reported under section 618 of the IDEA.

NO

### Targets: Description of Stakeholder Input

As a result of multiple meetings, broad representative stakeholders provided input and feedback on the indicator status and results.

### Historical Data

Baseline Year	Baseline Data
2013	75.00%

FFY	2014	2015	2016	2017	2018
Target >=	70.00% - 80.00%	70.00% - 80.00%	70.00% - 80.00%	70.00% - 80.00%	77.00% - 80.00%
Data	80.00%	70.00%	87.50%	76.19%	90.91%

### Targets

FFY	2019 (low)	2019 (high)
Target	77.00%	80.00%

### FFY 2019 SPP/APR Data

2.1.a.i Mediation agreements related to due process complaints	2.1.b.i Mediation agreements not related to due process complaints	2.1 Number of mediations held	FFY 2018 Data	FFY 2019 Target (low)	FFY 2019 Target (high)	FFY 2019 Data	Status	Slippage
3	4	8	90.91%	77.00%	80.00%	87.50%	Met Target	No Slippage

**Provide additional information about this indicator (optional)**

The State reported fewer than ten mediations held in FFY 2019. The State is not required to meet its targets until any fiscal year in which ten or more mediations were held.

**16 - Prior FFY Required Actions**

None

**16 - OSEP Response**

The State reported fewer than ten mediations held in FFY 2019. The State is not required to meet its targets until any fiscal year in which ten or more mediations were held.

**16 - Required Actions**

## **Certification**

### **Instructions**

Choose the appropriate selection and complete all the certification information fields. Then click the "Submit" button to submit your APR.

#### **Certify**

**I certify that I am the Chief State School Officer of the State, or his or her designee, and that the State's submission of its IDEA Part B State Performance Plan/Annual Performance Report is accurate.**

#### **Select the certifier's role:**

Designated by the Chief State School Officer to certify

**Name and title of the individual certifying the accuracy of the State's submission of its IDEA Part B State Performance Plan/Annual Performance Report.**

#### **Name:**

Kerry Haag

#### **Title:**

Assistant Director

#### **Email:**

khaag@ksde.org

#### **Phone:**

7852490123

#### **Submitted on:**

04/27/21 6:33:19 PM