



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

June 25, 2020

Honorable Randy Watson
Commissioner of Education
Kansas State Department of Education
900 Southwest Jackson Street
Topeka, Kansas 66612

Dear Commissioner Watson:

I am writing to advise you of the U.S. Department of Education's (Department) 2020 determination under section 616 of the Individuals with Disabilities Education Act (IDEA). The Department has determined that Kansas meets the requirements and purposes of Part B of the IDEA. This determination is based on the totality of the State's data and information, including the Federal fiscal year (FFY) 2018 State Performance Plan/Annual Performance Report (SPP/APR), other State-reported data, and other publicly available information.

Your State's 2020 determination is based on the data reflected in the State's "2020 Part B Results-Driven Accountability Matrix" (RDA Matrix). The RDA Matrix is individualized for each State and consists of:

- (1) a Compliance Matrix that includes scoring on Compliance Indicators and other compliance factors;
- (2) a Results Matrix that includes scoring on Results Elements;
- (3) a Compliance Score and a Results Score;
- (4) an RDA Percentage based on both the Compliance Score and the Results Score; and
- (5) the State's Determination.

The RDA Matrix is further explained in a document, entitled "How the Department Made Determinations under Section 616(d) of the Individuals with Disabilities Education Act in 2020: Part B" (HTDMD).

The Office of Special Education Programs (OSEP) is continuing to use both results data and compliance data in making determinations in 2020, as it did for Part B determinations in 2014, 2015, 2016, 2017, 2018 and 2019. (The specifics of the determination procedures and criteria are set forth in the HTDMD and reflected in the RDA Matrix for your State.) In making Part B determinations in 2020, OSEP continued to use results data related to:

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- (1) the participation of children with disabilities (CWD) on regular Statewide assessments;
- (2) the participation and performance of CWD on the most recently administered (school year 2018-2019) National Assessment of Educational Progress (NAEP);
- (3) the percentage of CWD who graduated with a regular high school diploma; and
- (4) the percentage of CWD who dropped out.

You may access the results of OSEP’s review of your State’s SPP/APR and other relevant data by accessing the EMAPS SPP/APR reporting tool using your State-specific log-on information at <https://emaps.ed.gov/suite/>. When you access your State’s SPP/APR on the site, you will find, in Indicators 1 through 16, the OSEP Response to the indicator and any actions that the State is required to take. The actions that the State is required to take are in two places:

- (1) actions related to the correction of findings of noncompliance are in the “OSEP Response” section of the indicator; and
- (2) any other actions that the State is required to take are in the “Required Actions” section of the indicator.

It is important for you to review the Introduction to the SPP/APR, which may also include language in the “OSEP Response” and/or “Required Actions” sections.

You will also find all of the following important documents saved as attachments:

- (1) the State’s RDA Matrix;
- (2) the HTDMD document;
- (3) a spreadsheet entitled “2020 Data Rubric Part B,” which shows how OSEP calculated the State’s “Timely and Accurate State-Reported Data” score in the Compliance Matrix; and
- (4) a document entitled “Dispute Resolution 2018-2019,” which includes the IDEA section 618 data that OSEP used to calculate the State’s “Timely State Complaint Decisions” and “Timely Due Process Hearing Decisions” scores in the Compliance Matrix.

As noted above, the State’s 2020 determination is Meets Requirements. A State’s 2020 RDA Determination is Meets Requirements if the RDA Percentage is at least 80%, unless the Department has imposed Special or Specific Conditions on the State’s last three IDEA Part B grant awards (for FFYs 2017, 2018, and 2019), and those Specific Conditions are in effect at the time of the 2020 determination.

States were required to submit Phase III Year Four of the SSIP by April 1, 2020. OSEP appreciates the State’s ongoing work on its SSIP and its efforts to improve results for students with disabilities. We have carefully reviewed and responded to your submission and will provide additional feedback in the upcoming weeks. Additionally, OSEP will continue to work with your State as it implements the fifth year of Phase III of the SSIP, which is due on April 1, 2021.

As a reminder, your State must report annually to the public, by posting on the State educational agency’s (SEA’s) website, the performance of each local educational agency (LEA) located in

the State on the targets in the SPP/APR as soon as practicable, but no later than 120 days after the State’s submission of its FFY 2018 SPP/APR. In addition, your State must:

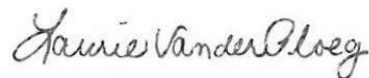
- (1) review LEA performance against targets in the State’s SPP/APR;
- (2) determine if each LEA “meets the requirements” of Part B, or “needs assistance,” “needs intervention,” or “needs substantial intervention” in implementing Part B of the IDEA;
- (3) take appropriate enforcement action; and
- (4) inform each LEA of its determination.

Further, your State must make its SPP/APR available to the public by posting it on the SEA’s website. Within the upcoming weeks, OSEP will be finalizing a State Profile that:

- (1) includes the State’s determination letter and SPP/APR, OSEP attachments, and all State attachments that are accessible in accordance with Section 508 of the Rehabilitation Act of 1973; and
- (2) will be accessible to the public via the ed.gov website.

OSEP appreciates the State’s efforts to improve results for children and youth with disabilities and looks forward to working with your State over the next year as we continue our important work of improving the lives of children with disabilities and their families. Please contact your OSEP State Lead if you have any questions, would like to discuss this further, or want to request technical assistance.

Sincerely,



Laurie VanderPloeg
Director
Office of Special Education Programs

cc: State Director of Special Education

Kansas

2020 Part B Results-Driven Accountability Matrix

Results-Driven Accountability Percentage and Determination¹

| Percentage (%) | Determination |
|----------------|--------------------|
| 80.83 | Meets Requirements |

Results and Compliance Overall Scoring

| | Total Points Available | Points Earned | Score (%) |
|------------|------------------------|---------------|-----------|
| Results | 24 | 16 | 66.67 |
| Compliance | 20 | 19 | 95 |

2020 Part B Results Matrix

Reading Assessment Elements

| Reading Assessment Elements | Performance (%) | Score |
|---|-----------------|-------|
| Percentage of 4th Grade Children with Disabilities Participating in Regular Statewide Assessments | 91 | 2 |
| Percentage of 8th Grade Children with Disabilities Participating in Regular Statewide Assessments | 89 | 1 |
| Percentage of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress | 22 | 0 |
| Percentage of 4th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress | 90 | 1 |
| Percentage of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress | 28 | 1 |
| Percentage of 8th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress | 90 | 1 |

Math Assessment Elements

| Math Assessment Elements | Performance (%) | Score |
|---|-----------------|-------|
| Percentage of 4th Grade Children with Disabilities Participating in Regular Statewide Assessments | 91 | 2 |
| Percentage of 8th Grade Children with Disabilities Participating in Regular Statewide Assessments | 89 | 1 |
| Percentage of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress | 43 | 1 |
| Percentage of 4th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress | 92 | 1 |
| Percentage of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress | 24 | 1 |
| Percentage of 8th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress | 92 | 1 |

¹ For a detailed explanation of how the Compliance Score, Results Score, and the Results-Driven Accountability Percentage and Determination were calculated, review "How the Department Made Determinations under Section 616(d) of the *Individuals with Disabilities Education Act* in 2020: Part B."

Exiting Data Elements

| Exiting Data Elements | Performance (%) | Score |
|--|-----------------|-------|
| Percentage of Children with Disabilities who Dropped Out | 17 | 1 |
| Percentage of Children with Disabilities who Graduated with a Regular High School Diploma ¹ | 82 | 2 |

2020 Part B Compliance Matrix

| Part B Compliance Indicator ² | Performance (%) | Full Correction of Findings of Noncompliance Identified in FFY 2017 | Score |
|--|-----------------|---|-------|
| Indicator 4B: Significant discrepancy, by race and ethnicity, in the rate of suspension and expulsion, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with specified requirements. | 0 | Yes | 2 |
| Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification. | 0 | N/A | 2 |
| Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification. | 0 | N/A | 2 |
| Indicator 11: Timely initial evaluation | 99.78 | Yes | 2 |
| Indicator 12: IEP developed and implemented by third birthday | 99.87 | Yes | 2 |
| Indicator 13: Secondary transition | 99.15 | Yes | 2 |
| Timely and Accurate State-Reported Data | 92.86 | | 1 |
| Timely State Complaint Decisions | 100 | | 2 |
| Timely Due Process Hearing Decisions | 100 | | 2 |
| Longstanding Noncompliance | | | 2 |
| Special Conditions | None | | |
| Uncorrected identified noncompliance | None | | |

¹ When providing exiting data under section 618 of the IDEA, States are required to report on the number of students with disabilities who exited an educational program through receipt of a regular high school diploma. These students meet the same standards for graduation as those for students without disabilities. As explained in 34 C.F.R. § 300.102(a)(3)(iv), in effect June 30, 2017, “the term regular high school diploma means the standard high school diploma awarded to the preponderance of students in the State that is fully aligned with State standards, or a higher diploma, except that a regular high school diploma shall not be aligned to the alternate academic achievement standards described in section 1111(b)(1)(E) of the ESEA. A regular high school diploma does not include a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential.”

² The complete language for each indicator is located in the Part B SPP/APR Indicator Measurement Table at: <https://osep.grads360.org/#communities/pdc/documents/18303>