



Kansans **CAN**

# SPECIAL EDUCATION ADVISORY COUNCIL

January 9, 2018


Kansas leads the world in the success of each student.

# LOLLIPOP MOMENTS



Joan Macy

# APPROVAL OF AGENDA AND MINUTES



January 9-10, 2018 Agenda  
November 14, 2017 Minutes

# DISCUSSION OF KANSAS STATE BOARD MEETING PROCEDURES

- Process for introductions
- Sharing of Annual Report
- Review of topic notecards for breakfast discussion

# KSDE UPDATES

## SPP/APR

- Data
- DMS Summary

## ESSA Plan

## Secondary Education Unified 6-12 Standards

# KANSAS STATE PERFORMANCE PLAN



FFY 2016 Annual Performance Plan to be  
Submitted on February 1, 2018

Update provided to the Kansas Special Education Advisory Council  
January 2018

# SPP INDICATOR 1: GRADUATION

Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular high school diploma

FFY 2016 Target: 83.00%

FFY 2016 Data: 77.52%

Target Not Met

# SPP INDICATOR 2: DROP OUT

Percent of youth with IEPs dropping out of high school

FFY 2016 Target: 2.40%

FFY 2016 Data: 2.57%

Target Not Met



# SPP INDICATOR 3: STATE ASSESSMENTS: READING AND MATH

Participation rate for children with IEPs

Proficiency rate for children with IEPs against grade level,  
modified and alternate academic achievement standards

**Data not yet available**

# SPP INDICATOR 4A: SUSPENSION/EXPULSION

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

FFY 2016 Target: .70%

FFY 2016 Data: 0%

Target Met

# SPP INDICATOR 4B: SUSPENSION/EXPULSION

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

FFY 2016 Target: 0%

FFY 2016 Data: .35%

Target Not Met

# SPP INDICATOR 5: EDUCATIONAL ENVIRONMENTS; 6-21

Inside the regular class 80% or more of  
the day

FFY 2016 Target: 66.00%

FFY 2016 Data: 68.93%

Target Met

# SPP INDICATOR 5: EDUCATIONAL ENVIRONMENTS; 6-21

Inside the regular class less than 40% of the day

FFY 2016 Target: 7.34%

FFY 2016 Data: 7.41%

Target Not Met

# SPP INDICATOR 5: EDUCATIONAL ENVIRONMENTS; 6-21

In separate schools, residential facilities, or homebound/hospital placements

FFY 2016 Target: 2.48%

FFY 2016 Data: 2.25%

Target Met

# SPP INDICATOR 6: PRESCHOOL ENVIRONMENTS; AGES 3-5

Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program

FFY 2016 Target: 38.75%

FFY 2016 Data: 37.79%

Target Not Met

# SPP INDICATOR 6: PRESCHOOL ENVIRONMENTS; AGES 3-5

Separate special education class, separate school or residential facility

FFY 2016 Target: 32.50%

FFY 2016 Data: 34.92%

Target Not Met



# SPP INDICATOR 7: PRESCHOOL OUTCOMES

## Positive social-emotional skills including social relationships

A1. Of those preschool children who entered or exited the preschool 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

FFY 2016 Target: 86.65%

FFY 2016 Data: 89.42%

Target Met

## SPP INDICATOR 7: PRESCHOOL OUTCOMES

### Positive social-emotional skills including social relationships

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 program

FFY 2016 Target: 66.60%

FFY 2016 Data: 63.34%

Target Not Met

# SPP INDICATOR 7: PRESCHOOL OUTCOMES

## Acquisition and use of knowledge and skills including early language/ communication and early literacy

B1. Of those preschool children who entered or exited the preschool 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

FFY 2016 Target: 86.47%

FFY 2016 Data: 89.67%

Target Met

## SPP INDICATOR 7: PRESCHOOL OUTCOMES

**Acquisition and use of knowledge and skills including early language/ communication and early literacy**

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

FFY 2016 Target: 63.50%

FFY 2016 Data: 61.79%

Target Not Met

# SPP INDICATOR 7: PRESCHOOL OUTCOMES

## Use of appropriate behaviors to meet their needs

C1. Of those preschool children who entered or exited the preschool 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

FFY 2016 Target: 87.60%

FFY 2016 Data: 88.77%

Target Met

# SPP INDICATOR 7: PRESCHOOL OUTCOMES

## Use of appropriate behaviors to meet their needs

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

FFY 2016 Target: 79.00%

FFY 2016 Data: 75.76%

Target Not Met

## SPP INDICATOR 8: PARENT INVOLVEMENT

Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities

FFY 2016 Target: 66.25%

FFY 2016 Data: 71.25%

Met Target

# SPP INDICATOR 9: DISPROPORTIONATE REPRESENTATION

Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification

FFY 2016 Target: 0%

FFY 2016 Data: 0%

Target Met



# SPP INDICATOR 10: DISPROPORTIONATE REPRESENTATION IN SPECIFIC DISABILITY CATEGORIES

Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification

FFY 2016 Target: 0%

FFY 2016 Data: 0%

Target Met

## SPP INDICATOR 11: CHILD FIND

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

FFY 2016 Target: 100%

FFY 2016 Data: 99.74%

Target Not Met

# SPP INDICATOR 12: EARLY CHILDHOOD TRANSITION; IDEA C TO IDEA B

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

FFY 2016 Target: 100%

FFY 2016 Data: 99.52%

Target Not Met

# SPP INDICATOR 13: 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

FFY 2016 Target: 100%

FFY 2016 Data: 99.33%

Target Not Met

# SPP INDICATOR 14: POST-SCHOOL OUTCOMES

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

FFY 2016 Target: 41.00%

FFY 2016 Data: 42.67%

Met Target

## SPP INDICATOR 14: POST-SCHOOL OUTCOMES

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

FFY 2016 Target: 65.60%

FFY 2016 Data: 62.21%

Target Not Met

## SPP INDICATOR 14: POST-SCHOOL OUTCOMES

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

FFY 2016 Target: 79.09%

FFY 2016 Data: 72.96%

Target Not Met

# SPP INDICATOR 15: RESOLUTION SESSIONS

Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements

FFY 2016 Target: 37.00% - 40.00%

FFY 2016 Data: 75.00%

Target Met



## SPP INDICATOR 16: MEDIATION

Percent of mediations held that resulted in mediation agreements

FFY 2016 Target: 70.00% - 80.00%

FFY 2016 Data: 87.50%

Target Met

# SPP INDICATOR 17: STATE SYSTEMIC IMPROVEMENT PLAN

The percentage of students with disabilities who score at grade level benchmark on a curriculum based measure (CBM)-General Outcome Measure (GOM), reading assessment for grades kindergarten through fifth in the targeted buildings

Revised Baseline and Targets – OSEP Call 9/27/2017

Baseline FFY 2016: 27.52%

FFY 2017: 28.50%

FFY 2018: 29.50%

Previous Targets: FFY 2014 29.95% FFY 2015 30.00% FFY 2016 32.50%

# DIFFERENTIATED MONITORING AND SUPPORT ENGAGEMENT DECISIONS: KANSAS 2017-2018

OSEP's Differentiated Monitoring and Support (DMS) system is a component of Results Driven Accountability (RDA). DMS is designed to identify potential grantee risk to the Department and to assist OSEP in effectively using its resources to monitor grantees.

DMS addresses State-specific needs in the areas of results, compliance, State Systemic Improvement Plan (SSIP), and fiscal by differentiating levels and types of monitoring and support based on each State's unique strengths, progress, and challenges in each area.



## KANSAS DMS SUMMARY:

Results - Level of Engagement: Universal

Fiscal - Level of Engagement: Universal

Compliance - Level of Engagement: Universal

SSIP - Level of Engagement: Universal

# ELEMENTARY AND SECONDARY EDUCATION ACT UPDATE:

- Every Student Succeeds Act (ESSA)
- Kansas Plan Submitted September 11, 2017
- USDoE and Kansas State Team Conference Call: December 13, 2017
- Kansas Clarifications Due to USDoE: December 29, 2017
- USDoE Response to Kansas: On or before January 18, 2018

# SECONDARY EDUCATION UNIFIED 6-12 STANDARDS



Handout



Kansans **CAN**

# SERVING STUDENT'S WITH TBI IN SCHOOLS

Linda R Wilkerson M.S.Ed

Kansas leads the world in the success of each student.

# TBI DEFINITION

"A Traumatic Brain Injury (TBI) is caused by a bump, blow or jolt to the head or a penetrating head injury that disrupts the normal function of the brain." CDC (traumatic injury)

For IDEA identification-also include near drowning (anoxic injury)



# Concussion injury

- Repetitive or cumulative effect injury
- Follow concussion protocol
- Teach staff to look for signs
- Don't leave it up to student to tell you when they are ready (2 weeks symptom free)
- **Can be fatal**



# Injury types

Sheering injury

Localized injury

Diffuse injury

Disease injury

## Problems for schools

- Abrupt onset (student, family, school)
- Constantly changing (several IEP meetings at first)
- May be drastically different from previous performance levels
- Relying on old learning styles
- Sense of who they were prior to accident
- Hidden learning issues (attention to perform/fatigue)

# Visible versus hidden issues following injury

# Communication with rehabilitation and hospital facilities is critical

- Speaking to the **right** people
- Asking the **correct** questions
- Getting the **latest** update
- Not making the **parents** be the source of information

# Executive functions (dysfunction)

- Frontal lobe injuries
- **Age of onset**
- Coup and contra-coup injuries
- Social as well as school implications
- Hidden skill deficits (steps missing)
- Must learn again at an age when they “should” know these things

# Accommodating these needs

- Precisely at the right time
- Exactly the correct interventions
- Constantly reassessing performance
- Outside the box thinking
- Matching to need not to a program

# SEL needs to watch for

- Looks the same but not the same student as before the accident
- Friends fatigue and distance themselves
- Constantly reminded of deficits
- Isolation
- Acting out
- Depression (awareness)



For further questions contact Linda Wilkerson

[linda@kansasmstss.org](mailto:linda@kansasmstss.org)

Or look for resources at

[www.cbirt.org](http://www.cbirt.org)

[www.ksdetasn.org](http://www.ksdetasn.org)

[www.cdc.gov](http://www.cdc.gov)

# HEARTSPRING PRESENTATION

# PUBLIC COMMENT



# STEP AHEAD



Leslie Girard

# DEBRIEF PRESENTATION TO STATE BOARD



# PARA WORKGROUP UPDATE



Handout

Elena Lincoln

[elincoln@keystonelearning.org](mailto:elincoln@keystonelearning.org)

# MEMBER UPDATES



Families Together

KASEA

Others

# ADJOURN

Breakfast with the State Board

January 20, 2018

7:15 AM