<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>Crystal Davis</td>
</tr>
<tr>
<td>Director Updates</td>
<td>Bert Moore</td>
</tr>
<tr>
<td>100 Day Checklist</td>
<td>Doug Tressler</td>
</tr>
<tr>
<td>Teacher Licensure Reminders</td>
<td>Shane Carter</td>
</tr>
<tr>
<td>Categorical Aid</td>
<td>Evelyn Alden</td>
</tr>
<tr>
<td>Indicator 6: Preschool Environments</td>
<td>Julie Rand</td>
</tr>
<tr>
<td>Kansas Grants Reporting System (KGRS) Fiscal Update: Private School Participation</td>
<td>Christy Weiler</td>
</tr>
<tr>
<td>DLM Updates- Alternate Assessment Justifications and Fall Test Window Closing</td>
<td>Cary Rogers</td>
</tr>
<tr>
<td>Families Together</td>
<td>Leia Holley</td>
</tr>
<tr>
<td>KASEA Updates</td>
<td>Doug Anderson</td>
</tr>
</tbody>
</table>
HOT TOPICS and REMINDERS

• Graduation Requirements (Class of 2027) – Added 2 or More Post-Secondary Assets Aligned with Each Students IPS
• Special Education Interim Legislative Committee
• Prevalence Data
• Special Education and Virtual Programs
• Educate Kansas
• Transition Coordinating Council Newsletter
• Kansans Can Competency Framework
• ESI Data Collection Window Closes on December 20; Contact Shanna Bigler if you have any questions at sbigler@ksde.org
• KS Deaf-Blind Fund- Award notices were sent to districts for Group 2 On December 1; Contact Kerry Haag if you have any questions at khaag@ksde.org
PD OPPORTUNITIES

• Special Education Administrators Quarterly #3 – Zoom on January 25, 2023
• ESEA/LCP Quarterly #3 – Zoom on January 26, 2023
• KASEA Winter Conference – February 21-22 at the Bishop PD Center in Topeka
• Midwest Education Leadership Conference – June 19-21 in Breckenridge, Colorado (I will send the registration information the minute I receive it as registration is limited at 150)
Keep The Main Thing The Main Thing
Personnel Categorical Aid (KGRS)

• Remember to set aside time to go over reports.
  • Errors—the words tell where the issue is
  • Discrepancy—the person is licensed correctly, but not for the entire time
• If you don’t understand why someone is an error or discrepancy, contact me (email is best and don’t be afraid to include names and/or ID numbers.)
• Make sure the person doing the report is aware of staff changes and has a way to get information.
Deadlines

- February 1st – Final deadline for waivers for FY23
  The remaining payments pay on ONLY ELIGIBLE FTE!
- March 1st – Final day to enter/update before third payment
- April 3rd – Final day to enter/update before fourth payment
- April 17th – Final day to enter/update Vacancy report for special education staff
- May 1st – Final day to enter/update staff and positions for the year.
- June 1st – Final day to enter/update inservice

Deadlines are in Appendix A of the Reimbursement Guide, in the KIAS calendar, and separately here: https://www.ksde.org/Portals/0/SES/funding/CatAid/CatAid-Deadlines.pdf
Authenticated Applications
Problems logging in or creating/removing accounts:
helpdesk@ksde.org
(785) 296-7935

Categorical Aid questions/issues:
cataid@ksde.org

Categorical Aid page

Catastrophic/Non-Public Equivalency
Mason Vosburgh
mvosburgh@ksde.org
(785) 296-4945

Transportation/Medicaid Replacement
Sara Barnes sbarnes@ksde.org
(785) 296-4972

Special Teacher Reimbursement
Evelyn Alden ealden@ksde.org
(785) 296-3868

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.
Indicator 6: Preschool Environments
Data Resources

Decision Tree
Kansas APR Early Childhood (EC) Report
Projected Indicator 6 Report- SPEDPro
Inclusion Infographic

Kansas leads the world in the success of each student.
Decision Tree for Preschool Educational Environments

This decision tree is part of the IDC Preschool Environments Toolkit. States and local education agencies (LEAs) can use the tree to help them identify the correct federal permitted value abbreviations for reporting preschool educational environments data.

Is the child enrolled in a regular early childhood program?

- **YES**
  - How many hours does the child attend a regular early childhood program?
    - At least 10 hrs/week
    - Less than 10 hrs/week
      - Where does the child receive the majority of hours of special education and related services?
        - Regular early childhood program
        - Some other location
  - 6A Other 6A Other

- **NO**
  - Is the child attending a special education program?
    - NO
      - Is the child receiving the majority of hours of special education and related services in the residence of the child's family or caregiver?
        - NO
          - In service provider location or other location not in any other category
            - 6C Other
        - YES
          - Home
            - Separate class
            - Separate school
            - Residential facility
            - 6B 6B 6B
Process to Determine Preschool Child’s Least Restrictive Environment

From start ...

SPEDPro: Dec. 1 report

KSDE: Calculation to determine where the majority of special education services provided and time child is in regular education setting.

OSEP federal reporting categories: 6A, 6B, 6C

Child’s IEP
Understanding Indicator 6 Measures and Calculations

6A

Measure:
Percent of children attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program

Calculation: TM + UM
([Children receiving services in a regular early childhood program (at least 10 hours)] + [Children receiving services in a regular early childhood program (less than 10 hours)])

Children with disabilities ages 3-5 (and not in KG)
Understanding Indicator 6 Measures and Calculations

Measure:
Percent of children attending a separate special education class, separate school or residential facility

Calculation: SP + SS + RF

\[ \frac{[\text{Children receiving services in a separate class}] + [\text{Children receiving services in a separate school}] + [\text{Children receiving services in a residential facility}]}{\text{Children with disabilities ages 3–5 (and not in KG)}} \]
Understanding Indicator 6 Measures and Calculations

Measure:
Percent of children receiving special education and related services in the home

Calculation: H

\[
\text{Children receiving services in the home} \div \text{Children with disabilities ages 3–5 (and not in KG)}
\]
## Kansas IDEA State Performance Plan Early Childhood Report
### Federal Fiscal Year 2020 Data

### Indicator 6 - Least Restrictive Environment

<table>
<thead>
<tr>
<th>Indic. #</th>
<th>Indicator</th>
<th>Measurement</th>
<th>Current Year Statewide Rate</th>
<th>Current Year State # Students</th>
<th>Current Year Target</th>
<th>Current Year Target Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>6A</td>
<td>LRE 3-5, Reg EC</td>
<td>LRE for 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.</td>
<td>37.36%</td>
<td>2912 / 7795</td>
<td>≥37.36%</td>
<td>Yes</td>
</tr>
<tr>
<td>6B</td>
<td>LRE 3-5, Not Reg EC, Separate Facility</td>
<td>LRE for children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.</td>
<td>39.36%</td>
<td>3068 / 7795</td>
<td>≤39.36%</td>
<td>Yes</td>
</tr>
<tr>
<td>6C</td>
<td>LRE 3-5, Home</td>
<td>Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program receiving special education and related services in the home.</td>
<td>1.98%</td>
<td>154 / 7795</td>
<td>1.98%</td>
<td>Yes</td>
</tr>
<tr>
<td>12</td>
<td>Transition from Part C to Part B</td>
<td>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.</td>
<td>99.85%</td>
<td>1938 / 1941</td>
<td>=100.00%</td>
<td>No</td>
</tr>
</tbody>
</table>
# Kansas APR Reports

## Statewide
- **Trend Report:** State Indicator 6
- **Start Year:** 2010
- **Mode/Attribute:** State Rate
- **End Year:** 2020
- **District:** State-Only

## State Indicator 6 Trend Analysis

<table>
<thead>
<tr>
<th>FFY</th>
<th>Indicator 6A LRE 3-5, Reg EC</th>
<th>Target</th>
<th>State Rate</th>
<th>Indicator 6B LRE 3-5, Not Reg EC</th>
<th>Target</th>
<th>State Rate</th>
<th>Indicator 6C LRE 3-5, Home</th>
<th>Target</th>
<th>State Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>37.36%</td>
<td>37.36%</td>
<td></td>
<td>39.36%</td>
<td>39.36%</td>
<td></td>
<td>1.98%</td>
<td>1.98%</td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>NA</td>
<td>NA</td>
<td></td>
<td>NA</td>
<td>NA</td>
<td></td>
<td>NA</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>39.00%</td>
<td>38.74%</td>
<td></td>
<td>31.75%</td>
<td>32.15%</td>
<td></td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2017</td>
<td>38.91%</td>
<td>37.90%</td>
<td></td>
<td>31.99%</td>
<td>34.58%</td>
<td></td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2016</td>
<td>38.75%</td>
<td>37.79%</td>
<td></td>
<td>32.50%</td>
<td>34.92%</td>
<td></td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2015</td>
<td>38.50%</td>
<td>37.23%</td>
<td></td>
<td>32.75%</td>
<td>33.53%</td>
<td></td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2014</td>
<td>38.40%</td>
<td>37.76%</td>
<td></td>
<td>33.21%</td>
<td>34.04%</td>
<td></td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2013</td>
<td>38.30%</td>
<td>38.40%</td>
<td></td>
<td>33.30%</td>
<td>33.21%</td>
<td></td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2012</td>
<td>38.91%</td>
<td>38.91%</td>
<td></td>
<td>31.99%</td>
<td>32.04%</td>
<td></td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2011</td>
<td>NA</td>
<td>NA</td>
<td></td>
<td>NA</td>
<td>NA</td>
<td></td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2010</td>
<td>NA</td>
<td>NA</td>
<td></td>
<td>NA</td>
<td>NA</td>
<td></td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
## Projected Indicator 6 Report

Report for Organization D0059 for the 2022 - 2023 School Year

Generated by Julie Rand on 12/7/2022 12:21:46 PM

<table>
<thead>
<tr>
<th>Indicator 6A</th>
<th>Indicator 6B</th>
<th>Indicator 6C</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition:</strong> Percent of children with IEPs aged 3, 4, and 5 who are enrolled in a preschool program attending a regular preschool program and receiving the majority of special education services in the regular early childhood program.</td>
<td><strong>Definition:</strong> Percent of children with IEPs aged 3, 4, and 5 who are enrolled in a preschool program attending a regular preschool program and receiving the majority of special education services in the regular early childhood program.</td>
<td><strong>Definition:</strong> Percent of children with IEPs aged 3, 4, and 5 who are enrolled in a preschool program attending a regular preschool program and receiving the majority of special education services in the regular early childhood program.</td>
</tr>
<tr>
<td><strong>Measurement:</strong> Percent = ([# of children ages 3, 4, and 5 with IEPs attending a regular preschool program and receiving the majority of special education services in the regular early childhood program] / [total # of children ages 3, 4, and 5 with IEPs] × 100)</td>
<td><strong>Measurement:</strong> Percent = ([# of children ages 3, 4, and 5 with IEPs attending a regular preschool program and receiving the majority of special education services in the regular early childhood program] / [total # of children ages 3, 4, and 5 with IEPs] × 100)</td>
<td><strong>Measurement:</strong> Percent = ([# of children ages 3, 4, and 5 with IEPs attending a regular preschool program and receiving the majority of special education services in the regular early childhood program] / [total # of children ages 3, 4, and 5 with IEPs] × 100)</td>
</tr>
<tr>
<td><strong>Formula:</strong></td>
<td><strong>Formula:</strong></td>
<td><strong>Formula:</strong></td>
</tr>
<tr>
<td><strong>Kansas specific formula codes for Indicator 6A</strong></td>
<td><strong>Kansas specific formula codes for Indicator 6B</strong></td>
<td><strong>Kansas specific formula codes for Indicator 6C</strong></td>
</tr>
<tr>
<td><strong>ACC 100</strong></td>
<td><strong>Indicator 6A calculation</strong></td>
<td><strong>Indicator 6B calculation</strong></td>
</tr>
<tr>
<td>D0059</td>
<td>1 + 1 + 0.5 + 1 + 1 + 1 + 2 + 0 = 8</td>
<td>1 + 0 + 5 + 1 + 1 + 1 + 2 + 0 = 8</td>
</tr>
<tr>
<td><strong>Indicator 6C calculation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X 100 = 80.0%</td>
<td>X 100 = 80.0%</td>
</tr>
</tbody>
</table>

### ACC

<table>
<thead>
<tr>
<th>KIDS ID</th>
<th>Student First Name</th>
<th>Student Last Name</th>
<th>Date of Birth</th>
<th>Gender</th>
<th>Grade</th>
<th>Age on December 1</th>
<th>Primary Disability</th>
<th>LEA</th>
<th>ACC</th>
<th>Current ISP Date</th>
<th>Primary Provider</th>
<th>Most Prevalent Service Location</th>
<th>All Services</th>
<th>All Settings</th>
<th>KS Federal Compliance Code</th>
<th>OSEP Formula Code</th>
<th>Indicator 6</th>
</tr>
</thead>
</table>

---

Kansas leads the world in the success of each student.
## Projected December 1 Report

<table>
<thead>
<tr>
<th>ID</th>
<th>Gender</th>
<th>Grade</th>
<th>Age on 12/1</th>
<th>Primary Disability</th>
<th>Current IEP</th>
<th>All Services</th>
<th>Kansas Setting Codes</th>
<th>Kansas Fed Code</th>
<th>Calculation Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M</td>
<td>5-year-old preschooler</td>
<td>5</td>
<td>SL</td>
<td>3/18/2020</td>
<td>SS</td>
<td>G</td>
<td>SP</td>
<td>6B</td>
</tr>
<tr>
<td>2</td>
<td>F</td>
<td>4-year-old</td>
<td>4</td>
<td>SL</td>
<td>8/29/2021</td>
<td>KT, SS</td>
<td>K, G</td>
<td>TL</td>
<td>Other</td>
</tr>
<tr>
<td>3</td>
<td>M</td>
<td>4-year-old</td>
<td>4</td>
<td>SL</td>
<td>5/21/2020</td>
<td>SS</td>
<td>B, G</td>
<td>TM</td>
<td>6A</td>
</tr>
</tbody>
</table>

### Service Codes

- **KT**: Participation in a special education program without SPED support.
- **OT**: Occupational therapy.
- **SE**: Special Education Services.
- **SS**: Speech, Language.
- **PT**: Physical therapy.

### Kansas Setting Codes

- **B**: Services in a regular early childhood classroom.
- **G**: Services outside a regular education setting (removed from regular education setting for services).
- **K**: Early childhood time without services.
- **B2**: Children attending a regular early childhood program less than 10 hours per week - receiving the majority of hours of SPED in some other location. This child is not counted towards the numerator in 6A, but lowers the percentage because they do count in the denominator.
Inclusion of Children With Disabilities in Kansas Early Childhood Programs

Early childhood inclusion is the practice of educating and caring for children with and without disabilities in the same environments. It embodies values, policies and practices that lead to high-quality early childhood programs.

To advance preschool inclusion in Kansas, the Kansas State Department of Education embraces the following five principles based on the federal joint policy statement from the U.S. Department of Health and Human Services/U.S. Department of Education.

1. **Hold high expectations** and intentionally promote the participation of preschoolers with disabilities in all learning and social activities.

2. **Use evidence-based practices and supports** to foster the development (cognitive, communication, physical and social-emotional) of all preschoolers.

3. **Promote friendships** between preschoolers with and without disabilities.

4. **Promote a sense of belonging** for preschoolers with disabilities and their families.

5. **Promote the inclusion of children** regardless of their level of disability (mild to most significant).
Indicator 6 Resources

• Preschool LRE Reference Points and Discussion Prompts
• Making Sound Preschool LRE Decisions
• Kansas Special Education Process Handbook: Chapter 6-Least Restrictive Environment (LRE)
• Inclusion Infographic

For ECSE Administrators:
• KSDE TASN- Early Childhood Special Education Resources
Contact Me:

Julie Rand, 619 Coordinator

jrand@ksde.org

785-296-1944
Private School Participation Data Collection

Special Education Administrator’s Webinar

December 9, 2022

Kansas leads the world in the success of each student.
The purpose of the Private School Participation data collection is to determine the proportionate share of IDEA Part B funds for the next subsequent fiscal year. Each LEA must annually conduct child find to locate all children with disabilities attending private schools and provide equitable services to those parentally-enrolled children who attend the private schools located in the jurisdiction of the LEA without regard to where the children reside.

**Procedures:** The private school participation data collection is housed in the Kansas Grants Reporting System (KGRS) https://apps.ksde.org/authentication/login.aspx

**Reporting Window:** January 2-February 3, 2023
DEFINITION: Kansas defines a private school as, "an organization which regularly offers education at the elementary or secondary level, which is exempt from federal income taxation under section 501 of the federal internal revenue code of 1954, as amended, which conforms to the civil rights act of 1964, and attendance at which satisfies any compulsory school attendance laws of this state" (KSA 72-5392(c)). The definition of private schools includes parochial schools.
PRIVATE SCHOOL PARTICIPATION

• Timely and meaningful consultation
  • LEA shall consult with private school representatives and representatives of parents of the parentally enrolled private school children with disabilities.
    • Purpose of the consultation is to design and develop special education and related services.
  
  • The LEA shall obtain a written affirmation signed by the representatives of participating private schools.
  
  • If representatives do not provide such affirmation within a reasonable period of time, the LEA shall forward the documentation of the consultation process to KSDE.
PRIVATE SCHOOL PARTICIPATION
What data is collected?

• This count includes all children determined to have a disability that are parentally placed in private schools regardless of whether or not they are receiving special education or related services or whether this child lives within the jurisdiction of the LEA.

• Children age 5 or under who are enrolled in a private preschool program would not be part of the child count to determine the proportionate share of federal funds. This means that only five-year-olds who are enrolled in a private school kindergarten would be part of the private school child count.

• Enrollment count does not include gifted.

• This count, at the discretion of the local board, must be conducted on the last Friday of October or on December 1 of each year.
PRIVATE SCHOOL PARTICIPATION

RESOURCES:

• Private School Proportionate Share FAQ document
  • https://www.ksde.org/Portals/0/SES/funding/CEIS-PsPs-ClarificationRegulations.pdf

• Kansas Special Education Process Handbook

KANSAS STATE DEPARTMENT OF EDUCATION

IDEA PROPORTIONATE SHARE QUICK REFERENCE GUIDE

Overview

LEAs have an obligation to locate and evaluate students with disabilities enrolled by their parents in private schools located within the public school district, and to spend a proportionate share of federal special education funds to serve those students. The definition of private schools includes parochial schools. Kansas defines a private school as "an organization which regularly offers education at the elementary or secondary level, which is exempt from federal income taxation under section 501 of the federal internal revenue code of 1954, as amended, which conforms to the civil rights act of 1964, and attendance at which satisfies any compulsory school attendance laws of this state" (K.S.A. 72-3464 [c]). This definition includes any educational programs for children age 3 or under who are enrolled in a private preschool program that would not be part of the child count to determine the proportionate share of federal funds. This means that the private school child count begins with students who have attained the age of 5 years.

LEA requirements

1. Timely and meaningful consultation: 34 CFR 500.135. Prior to other required activities, LEAs must initiate and consult with private school representatives, and representatives of parents of eligible privately-enrolled students, educated in the district. Topics that must be discussed are: child find process, determination of proportionate share, consultation process, provision of special education and related services, and provision of a written explanation by the LEA regarding services in the event of disagreement between the districts and private school officials. At the initial consultation there will be no agreement on activities, additional consultation may occur.

2. Written affirmation following consultation: 34 CFR 500.134. The LEA must obtain written affirmation confirming that timely and meaningful consultation has occurred, signed by the private school representatives. The written affirmation is confirmation that consultation has occurred—not that there is agreement among meeting participants. If such representatives do not provide such affirmation within a reasonable period of time, the LEA shall forward the documentation of consultation process to the Kansas State Department of Education (KSDO).

Kansas State Department of Education | www.ksde.org | #KansansCan

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QUESTIONS
Contact Information

Christy Weiler
Coordinator
Special Education and Title Services
(785) 296-1712
cweiler@ksde.org
Alternate Assessment (DLM) Justifications

Correction:
Justification window open December 8-31, 2021

Kansas leads the world in the success of each student.
Kansas integrated accountability system (KIAS)

- Alternate Assessment Justifications are completed in the KIAS Authenticated Applications
- Notices went out Dec. 1 to directors and superintendents
Data collection

1. Subjects and DLM Percent

<table>
<thead>
<tr>
<th>Subject</th>
<th>DLM</th>
<th>Total</th>
<th>DLM Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>329</td>
<td>25012</td>
<td>1.32%</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>141</td>
<td>10034</td>
<td>1.41%</td>
</tr>
<tr>
<td>MATH</td>
<td>359</td>
<td>24955</td>
<td>1.44%</td>
</tr>
</tbody>
</table>
Data collection

- What does our district data show?
- Disability categories taking the DLM
- Percentage of students performing at target or advanced on the DLM for the school year (students performing a 3 or 4 according to AMOSS data)
- Risk ratio data to determine disproportionality by subgroup (A risk ratio greater than 3.0 needs to be addressed.)
### Alternate Assessment Participation by Subject Subgroup - Math

<table>
<thead>
<tr>
<th>Student Sub-Group</th>
<th>Comparison Group</th>
<th># Students Participating in Regular Assessment Yr. 1, Yr. 2, Yr. 3</th>
<th># Students Participating in Alternate Assessment Year 1, Year 2, Year 3</th>
<th>Total # Students Assessed Year 1, Year 2, Year 3</th>
<th>Percentage Participating in Alternate Assessment Year 1, Year 2, Year 3</th>
<th>Percent of Comparison group participating in Alternate Assessment</th>
<th>Risk Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learner Students</td>
<td>All non-English Learners</td>
<td>22445</td>
<td>18746</td>
<td>19459</td>
<td>134</td>
<td>94</td>
<td>101</td>
</tr>
<tr>
<td>Non-English Learner Students</td>
<td>All English Learners</td>
<td>22437</td>
<td>20897</td>
<td>218368</td>
<td>2742</td>
<td>1083</td>
<td>2162</td>
</tr>
<tr>
<td>Male</td>
<td>All Females</td>
<td>122567</td>
<td>116323</td>
<td>121577</td>
<td>1836</td>
<td>1359</td>
<td>1488</td>
</tr>
<tr>
<td>Female</td>
<td>All Males</td>
<td>122056</td>
<td>119988</td>
<td>116209</td>
<td>1030</td>
<td>707</td>
<td>777</td>
</tr>
<tr>
<td>Military Connected Students</td>
<td>All non-Military Connected</td>
<td>0147</td>
<td>5975</td>
<td>6178</td>
<td>51</td>
<td>36</td>
<td>48</td>
</tr>
<tr>
<td>Homeless</td>
<td>All non-Homeless</td>
<td>3067</td>
<td>2242</td>
<td>2658</td>
<td>66</td>
<td>24</td>
<td>48</td>
</tr>
<tr>
<td>Foster Care</td>
<td>All Foster Care</td>
<td>2335</td>
<td>2282</td>
<td>2023</td>
<td>69</td>
<td>69</td>
<td>63</td>
</tr>
</tbody>
</table>

**Legend:**
- Year 1: Assessment School Year 2018 - 2019
- Year 2: Assessment School Year 2020 - 2021
- Year 3: Assessment School Year 2021 - 2022
Data collection (continued)

• Please provide a narrative that includes the data types and processes that the IEP teams are utilizing to qualify students for the Alternate Assessment (DLM).

• What are the district’s next steps to ensure that annually the appropriate test is administered to each student?

• Based on the data for our district, our LEA needs additional training. (Yes/No)
Potential areas for additional training

• Effectively using the DLM participation guidelines when identifying a student as having a most significant cognitive disability.
• Least Dangerous Assumption
• Appropriate use of Accommodations for the general assessment
• Other (please specify)
District DLM assurances

2022 - 2023 District DLM Assurances

If your district anticipates testing over 1% of its assessed students in a subject using the DLM for the 2021 - 2022 school year, please submit assurances for each of the following five items:

☐ 1. Individualized Education Program (IEP) teams have correctly identified students with the Most Significant Cognitive Disability. [http://www.ksde.org/Default.aspx?tabid=887]
☐ 2. The district has measured the achievement of, at least 95% of all students, including students with disabilities in tested grades.
☐ 3. Students who will be participating in an alternate assessment receive instruction aligned to the alternate academic achievement standards, the Essential Elements. [https://dnamiclearningmaps.org/erp_je]
☐ 4. Parents are informed of their child’s participation in an alternate assessment and implications of participating.
☐ 5. Addresses any disproportionality in the percentage of students in any subgroup taking the alternate assessment.

☐ I understand that the assurances submitted will be posted by KSDE in accordance with federal regulations. (34 CFR 200.6(c)(3)(iv))

By submitting this form, the district verifies that all students participating in the DLM meet the KSDE participation criteria (http://www.ksde.org/Default.aspx?tabid=887) or will request technical assistance to meet the criteria (https://www.ksdeorgan.org/).

Superintendent Name ____________________________ Date ____________

Special Education Director Name ________________________ Date ____________
DLM fall test window
Closes December 16th
# Data Extract – DLM Instructionally Embedded Monitoring

<table>
<thead>
<tr>
<th>State</th>
<th>District</th>
<th>School ID</th>
<th>School Name</th>
<th>Grade</th>
<th>Student Last Name</th>
<th>Student First Name</th>
<th>Student Grade</th>
<th>Window</th>
<th>ELA Educator Last Name</th>
<th>Blueprint Requirement ELA % Met</th>
<th>Total Number of ELA Testlets Taken</th>
<th>ELA Blueprint Requirement 1</th>
<th>ELA Blueprint Requirement 2</th>
<th>ELA Blueprint Requirement 3</th>
<th>ELA Blueprint Requirement 4</th>
<th>Math Educator Last Name</th>
<th>Blueprint Requirement Math % Met</th>
<th>Total Number of Math Testlets Taken</th>
<th>Math Blueprint Requirement 1</th>
<th>Math Blueprint Requirement 2</th>
<th>Math Blueprint Requirement 3</th>
<th>Math Blueprint Requirement 4</th>
<th>Science Educator Last Name</th>
<th>Science Testlets Completed</th>
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</thead>
<tbody>
<tr>
<td>Kansas</td>
<td>6</td>
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<td></td>
<td></td>
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<td>50</td>
<td>4</td>
<td>Met</td>
<td>Not Met</td>
<td>Not Met</td>
<td>Met</td>
<td></td>
<td>25</td>
<td>3</td>
<td>Not Met</td>
<td>Not Met</td>
<td>Met</td>
<td>NA</td>
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<td></td>
</tr>
<tr>
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<td>8</td>
<td></td>
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<td>Fall Window</td>
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<td>Met</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
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<td>8</td>
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<td></td>
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<td>7</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
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<td>Met</td>
<td>Met</td>
<td>Met</td>
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<td>0</td>
<td></td>
</tr>
</tbody>
</table>

*Note: The table above includes data for the Fall Window of Kansas Grade 6, Grade 8, and Grade 8, detailing the number of testlets taken, scores met, and the completion status.*
DLM Test Security and Ethics issues
DLM Dashboard

Logged in as Cary Rogers, Sign Out

Role: State Assessment Ad…
Organizing: Kansas
Assessment Program: DLM

Dashboard: View Short Duration Testing
State: Kansas

8094 tests completed under short duration this school year
As of: Thursday 12/08/2022 12:17 AM CST
Testing Outside Hours

• Exit does not save –
  • Testlet opened outside of school hours –
    • Teacher viewing testlet ahead of time – this is a security and ethics issue that is addressed in the DLM required training
  • Started and Ended time during school hours –
    • Student starting test, then had to exit before finishing testlet
    • Teacher opening a test to view than closing it - this is a security and ethics issue that is addressed in the DLM required training

• Test reset
  • Testlet was left open on the student’s testing device and DLM reset it at 11:05 pm – this is a security and ethics issue

• Other
  • These require the assistance of the DLM service desk to dig deeper into the individual situation

• Districts need to be monitoring and addressing these test security issues
• KSDE will be monitoring the data.
Tests Completed in Short Time

• DLM research team has determined the amount of time that is not reasonable to complete a DLM testlet
  • ELA – 60 seconds or less
  • Math – 30 seconds or less
  • Science – 30 seconds or less

• This is a testing irregularity that needs to be monitored and addressed by districts.
  • District can request for a testlet to be reset – email crogers@ksde.org the SSID and testlet name
  • KSDE will be monitoring the data – continued patterns of irregularities could result in tests being invalidated
Application for TTS nonvisual

TTS Checklist Due to KSDE by Jan. 31
TTSnonvisual@ksde.org

State Assessment: TTS non-visual application (recording)

State Assessment: TTS non-visual application PPT
Contact Information

Cary Rogers
Education Program Consultant
Special Education and Title Services Team
(785) 296-0916
crogers@ksde.org
SETS WEBINAR DECEMBER 9, 2022

President: Doug Anderson, danderson@keystonelearning.org
President Elect: Lena Kisner, lkisner@rcec610.ORG
Secretary: Cris Seidel, cris.seidel@greenbush.org
Treasurer: Angie Karraker, aestell@usd261.com
Past President: Heath Peine, hpeine@usd259.net
Executive Director: Ann Matthews, amatthews@keystonelearning.org
LEGISLATIVE UPDATE:

Interagency collaboration:

• KASEA, KS-USA and KASB created a FAQ document to share with legislators, staff, board members to provide a clear and succinct and consistent response to questions.
• The questions are a distraction from the message!
• #FullyFundSPED
KASEA UPDATES

1. Save the date! KASEA winter conference is February 21-22
2. Spring Hill Suites in Topeka $101.00
   Book your group rate for KASEA 2023
3. Membership Meeting: Monday, February 20, 2023 at 6:00 at The Pennant in Downtown Topeka
THINGS ON THE RADAR…

Statewide IEP:
• The KASEA Executive Board sent a letter to Bert in support of drafting an rfp for a system capable of hosting a statewide IEP.

*Remember, this is a first step! 2-years out, & participation will be voluntary...*

HANG IN THERE!
Thank you for joining us today!!!

- Next webinar is scheduled for **February 10th, 2023**