

## Kansas State Department of Education

### Request for Comments

The Kansas State Department of Education (KSDE) is offering the public the opportunity to comment on the State's proposed targets on State Performance Plan and Annual Performance Report (SPP/APR) Indicator 3B and 3D.

### Dates

Interested stakeholders are invited to submit comments on or before November 10, 2025.

### Addresses

Please submit written comments to [SESPublicComments@ksde.org](mailto:SESPublicComments@ksde.org) or mail comments to Special Education and Title Services, Kansas State Department of Education, 900 SW Jackson Street, Suite 620, Topeka, Kansas 66612.

### Public Hearings

The public is also welcome to present comments in Room 102, First Floor, South End, Landon Building. The Landon Building is located at 700 SW Jackson St., Topeka, KS 66612. Public hearings will take place in Room 102 from 10:00 to 11:00 a.m. on Thursday, October 30, 2025, and November 6, 2025.

### For Further Information

For specific questions related to KSDE request for comments, please contact Hannah Miller, [hannah.miller@ksde.gov](mailto:hannah.miller@ksde.gov).

### Background

SPP/APR Indicator 3B measures the participation and performance of children with an individualized education program (IEP) on state-wide assessments.

The [2025 Part-B SPP/APR Measurement Table — New Format](#) (PDF) describes SPP/APR Indicator 3B as the:

Proficiency rate percent =  $\left[ \frac{\text{(\# of children with IEPs scoring at or above proficient against grade level academic achievement standards)}}{\text{(total \# of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment)}} \right]$ . Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

The [2025 Part-B SPP/APR Measurement Table — New Format](#) (PDF) describes SPP/APR Indicator 3D as the:

Proficiency rate gap =  $\left[ \text{(proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards for the 2024-2025 school year)} \right]$  subtracted from the  $\left[ \text{(proficiency rate for all students scoring at or above proficient against}$

grade level academic achievement standards for the 2024-2025 school year)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes all children enrolled for a full academic year and those not enrolled for a full academic year.

The table below highlights answers to commonly asked questions.

| <u>Question</u>                                                        | <u>Answer</u>                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Why did KSDE develop a new assessment?                                 | <ul style="list-style-type: none"> <li>• The retired tests were 10 years old. Items were dated, tired, and familiar.</li> <li>• Tests were refocused based on current education needs.</li> <li>• Technology has changed.</li> <li>• Teachers and administrators asked for a shorter test.</li> <li>• Performance Level Descriptors (PLDs) were not clearly defined.</li> </ul>                                                                             |
| What did KSDE <u>not</u> change about assessments?                     | <ul style="list-style-type: none"> <li>• Content standards (except ELA shift from balanced to structured literacy).</li> <li>• Expectations on rigor.</li> <li>• 4 Performance Levels.</li> </ul>                                                                                                                                                                                                                                                           |
| How is Kansas's new assessment different from its previous assessment? | <ul style="list-style-type: none"> <li>• 2025 assessments were shorter.</li> <li>• 2025 assessments had all new items.</li> <li>• Technology enhanced items replaced some multiple-choice items.</li> <li>• ELA tests became passage-based.</li> <li>• New Performance Level Descriptors (PLDs) provide greater clarity regarding what the assessment measures.</li> <li>• Expectations for proficiency are more consistent from grade to grade.</li> </ul> |
| Why did KSDE need to establish new cut scores?                         | <ul style="list-style-type: none"> <li>• Updated standard language, broader content coverage, and new items alter what students are expected to demonstrate.</li> <li>• Using cut scores from a previous version can be misleading, attributing performance differences to student ability rather than to the test itself.</li> <li>• To ensure accurate data interpretation.</li> </ul>                                                                    |

To read the Kansas FFY 2023 SPP/APR please visit, [Kansas IDEA Part B SPP/APR](#).

To read the FFY 2022 SPP/APR Part B Indicator Measurement Table please visit, [2025 Part-B SPP/APR Measurement Table — New Format](#) (PDF).

### Proposed Targets for Indicator 3B for FFY 24 and 25 SPP/APR Reporting Period

| ELA                    | FFY2024 | FFY2025 |
|------------------------|---------|---------|
| 4 <sup>th</sup> grade  | 21.92%  | 22.02%  |
| 8 <sup>th</sup> grade  | 11.57%  | 11.67%  |
| 10 <sup>th</sup> grade | 9.96%   | 10.06%  |

| Math                   | FFY2024 | FFY2025 |
|------------------------|---------|---------|
| 4 <sup>th</sup> grade  | 18.36%  | 18.46%  |
| 8 <sup>th</sup> grade  | 9.87%   | 9.97%   |
| 10 <sup>th</sup> grade | 8.21%   | 8.31%   |

KSDE determined the above targets by reviewing data from the previous assessment for FFY2020-2023, setting baselines to FFY2024 to reflect new assessment data, and ensuring the final FFY2025 target was higher than the baseline year FFY2024 per OSEP's guidance.

### Proposed Targets for Indicator 3D for FFY 24 and 25 SPP/APR Reporting Period

| ELA                    | FFY2024 | FFY2025 |
|------------------------|---------|---------|
| 4 <sup>th</sup> grade  | 26.86%  | 26.76%  |
| 8 <sup>th</sup> grade  | 28.18%  | 28.08%  |
| 10 <sup>th</sup> grade | 27.13%  | 27.03%  |

| Math                   | FFY2024 | FFY2025 |
|------------------------|---------|---------|
| 4 <sup>th</sup> grade  | 23.29%  | 23.19%  |
| 8 <sup>th</sup> grade  | 27.15%  | 27.05%  |
| 10 <sup>th</sup> grade | 24.57%  | 24.47%  |

KSDE determined the above targets by reviewing data from the previous assessment for FFY 2020-2023, setting a baseline to FFY2024 to reflect new assessment data, and ensuring the final FFY2025 target was lower than the baseline year FFY2024 per OSEP's guidance.

**For Further Information Contact:** For specific questions related to KSDE request for comments, please contact Hannah Miller, [hannah.miller@ksde.gov](mailto:hannah.miller@ksde.gov).