IDEA Part B Kansas SPP/APR Analysis

Special Education Services Team, Kansas State Department of Education

FFY 2006-2008

An Analysis of the Kansas' State Performance Plan and Annual Performance Report of Improvement Activities, Impact Statements, and Progress, and Slippage for FFY 2006 through FFY 2008

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ACKNOWLEDGMENTS

It is time now to reflect on the many routes that were taken to reach this destination while looking forward to the journey that lies ahead. Enjoy the story.

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An Analysis of the IDEA Part B Kansas' State Performance Plan and Annual Performance Report for FFY 2006 through FFY 2008

INTRODUCTION

Part B of The Individuals with Disabilities Education Improvement Act (IDEA, 2004) requires the development a State Performance Plan (SPP) every six years. The Federal Fiscal Year (FFY) 2005-FFY 2010 SPP is the Kansas State Department of Education's (KSDE's) primary blueprint to improve teaching and learning by supporting rigorous academic standards that ultimately will improve educational outcomes for students with disabilities. The SPP identifies 20 indicators and utilizes numerous data sources that include the KSDE process for general supervision, accountability, monitoring, and technical assistance. Additionally, the law requires annual submission of an Annual Performance Report (APR) that measures performance in relation to each of the 20 indicators and improvement activity progress. The following document attempts to capture, analyze, summarize, and document the substantial progress Kansas has made toward the implementation of the SPP during FFY 2006 through FFY 2008 (i.e., July 1, 2006 to June 30, 2009.)

BACKGROUND AND ORGANIZATION[1]

An adapted qualitative inquiry was conducted to document and understand emergent themes and patterns that have perceived impact on the progress or slippage of continuous improvement activities for the twenty results and/or compliance indicators contained in the SPP/APRs for FFY 2006 through FFY 2008. The analysis is limited to SPP/APR data previously reported to Office of Special Education Programs (OSEP) during FFY 2006 to FFY 2008 or the timeframe from July 1, 2006 to June 30, 2009. The procedural steps and conceptual foundations were organized into the following; (a) the design framework, (b) sampling procedures, (c) data collection strategies, and (d) data analysis. (Refer to Appendix B for a detailed narrative description of the analysis methodology.)

The report is organized in the following manner. A display of indicator trend data across the reporting years for each indicator precludes the narrative. Each display contains a caption that provides a summary for the performance of the indicator in relation to the state targets. Each caption is accompanied by additional explanation necessary to qualify changes in baseline or policy interpretations made throughout the course of the SPP/APR. Readers are cautioned to study the full indicator language contained in the appendices (located at the end of the study), as well as how the indicators are measured before drawing conclusions. An adapted qualitative inquiry follows the graphic display of data. The report concludes with a summary followed by supporting information in the appendices.

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[1] Refer to Appendix A for a list of acronyms.

CLUSTER 1 INDICATORS

Indicator 1   Graduation
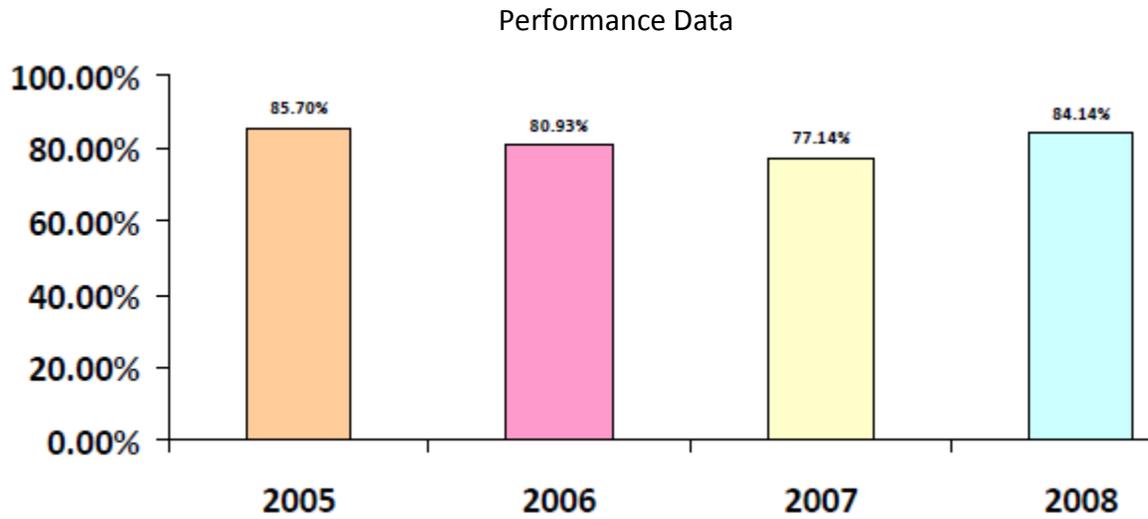
Performance Data

Caption

Progress on Indicator 1 (Graduation) is challenging to assess as collection methods and calculations have changed over multiple reporting years. Kansas has met the stated performance targets during FFY 2008.

Indicator 2   Drop Out
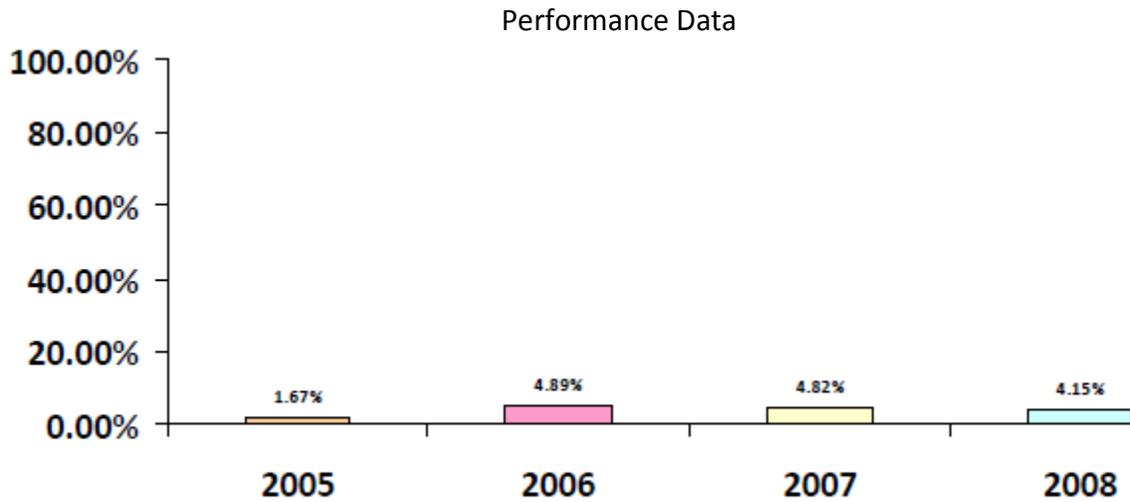
Performance Data

Caption

Progress on Indicator 2 (Drop Out) is challenging to asses as collection methods and calculations have changed over multiple reporting years. Kansas has continued to make progress toward meeting the stated performance targets.

Indicator 4(A) Suspension / Expulsion: Percent of Districts that Have a Significant Discrepancy

Performance Data

Indicator 4(B) Suspension / Expulsion: Percent of Districts that Have a Significant Discrepancy by Race or Ethnicity[2]

Indicator 13   Secondary Transition

Performance Data
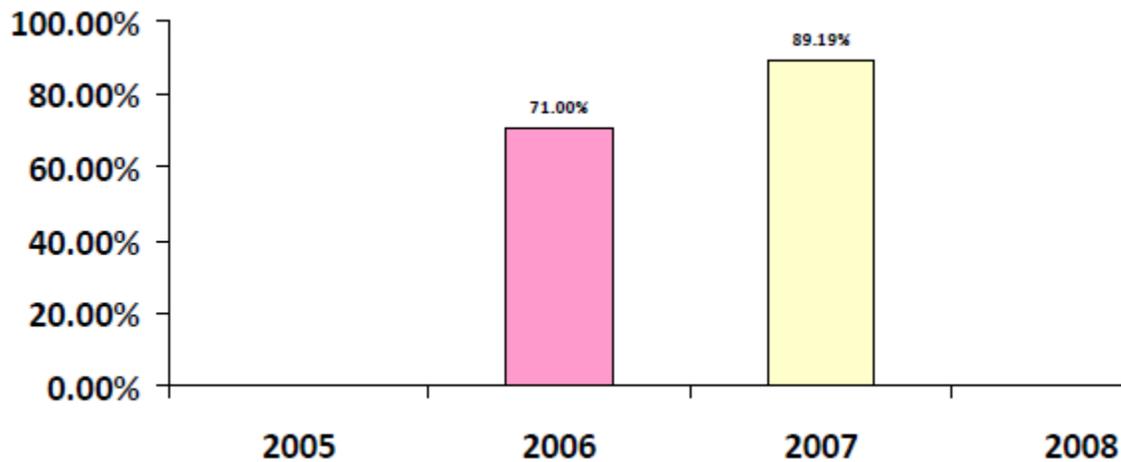
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[2] Data were not reported for this sub-indicator per OSEP guidance.

Indicator 14   Post School Outcomes

Performance Data
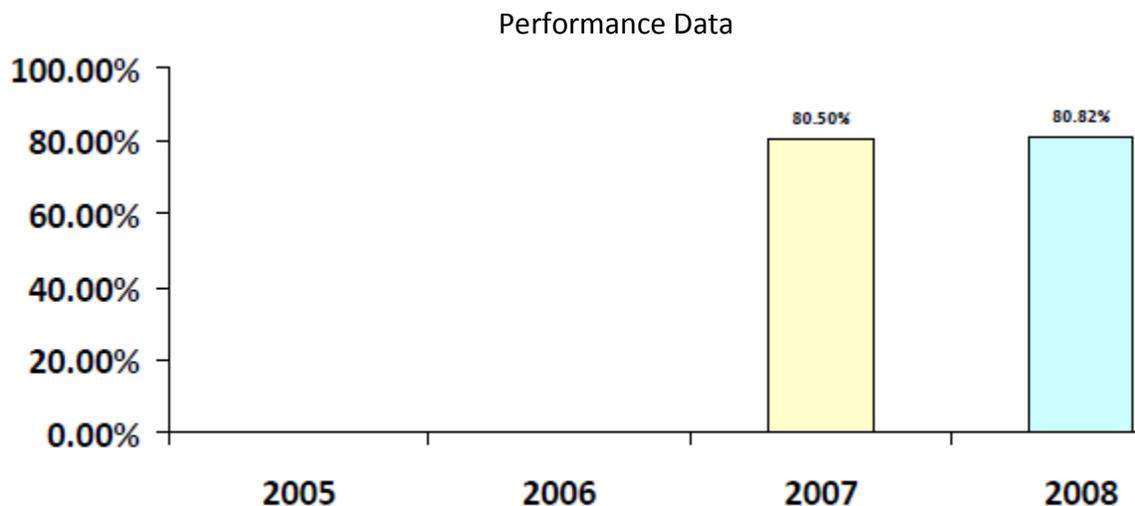
Caption

Data were not reported for FFY 2005 and FFY 2008 per OSEP guidance. Baseline data was established in FFY 2006. During FFY 2007 through FFY 2008, there has been a slight increase in progress (.32%) toward post school outcomes for students with disabilities. A slight increase in progress has been made toward meeting state performance targets for post school outcomes of students during FFY 2007 and FFY 2008. Kansas remains 9% below the stated performance targets across the reporting years.

CLUSTER 1 INDICATORS: SUMMARY OF COMMON AND PERSISTENT THEMES

Cluster 1 Indicators are related to graduation, dropout, suspension/expulsion, transition services, and post school outcomes of students with disabilities. There are five indicators (and sub-components) contained in this cluster group. (Refer to Appendix C for a complete description of Cluster 1 and associated indicators.)

Collaboration

Collaborative partnerships with the national level technical assistance providers and special projects [e.g., National Secondary Transition Technical Assistance Center (NSTTAC), Cutting EDj, Transition Outcomes Project (TOPS), Mountain Plains Regional Resource Center (MPRRC), Technical Assistance Excellence in Special Education (TAESE), etc.] were perceived to have provided assistance with the provision of evidenced-based practices and resources, the installation of data collection and analyses, and the facilitation of workgroups that raised improvement activities to higher levels. In the early years of improvement activity development (FFY 2006), MPRRC and TAESE were perceived as instrumental in providing assistance to work groups (i.e., stakeholders and agency staff members) who reviewed graduation rates (SPP 1), drop out rates (SPP 2), transition services (SPP 13), and post school outcomes (SPP 14) contained in the SPP/APR. As a result, a core team of agency staff members developed a state plan that set the framework to address Cluster 1 Indicators. The work from this group served as a springboard for agency members to evaluate and expand activities of the Cluster 1 Indicators that increased collaboration with state and national and partners.

The following are two examples. Project TOPS, the State Transition Planning Team, and KSDE SES team members worked in concert to expand participation in Multi-Tiered System of Supports (MTSS) for the purpose of improving high school outcomes of students, including (a)

increasing student graduation rates, (b) decreasing student dropout rates, and (c) transitioning students from high school to post secondary education and/or transitioning students from high school to post school environments. As a result of this collaboration, districts implementing MTSS supported the Project TOPS through sharing strategies, networking, planning, coaching, and reinforcing the Kansas Board of Education Goals across all indicators in Cluster 1 Indicators. Furthermore, Project TOPS, in collaboration with KSDE staff members, provided assistance in the development of a transition mentor system for Kansas districts. Transition Mentors received extensive training on transition requirements and provision of mentor support.

Professional Development

Professional development activities commonly occurred in collaboration with interagency [e.g., Kansas Statewide Technical Assistance Resource System Projects (KSTARS), Targeted Improvement Plan Grants (TIP), Statewide Personnel Development Grant (SPDG), etc.), intra-agency partnerships (e.g., KSDE SES Team and KSDE Career and Technical Education Team (CTE); KSDE SES Team and KSDE Career, Standards, and Assessment Team, etc.), and national technical assistance providers [e.g., NSTTAC, MPRRC, TAESE, National Staff Development Council (NSDC), etc.]. Professional development partnerships assisted in leveraging resources to maximize the technical assistance activities provided during this time period.

Professional development, including technical assistance activities, were directed to audiences, including district personnel, school administrators, teacher leaders, curriculum directors, testing coordinators, transition mentors, MTSS Recognized Facilitators, general education and special education teachers, and families of children with and without disabilities. Technical assistance delivery was determined, in part, by the type of delivery format (i.e., statewide workshops and/or conferences, trainer of trainers models, mentors, facilitators, and product development and dissemination) and associated focus [e.g., MTSS, Positive Behavior Intervention and Supports (PBIS), Project TOPS, etc.) with a special emphasis on ensuring the fidelity of treatment and program sustainability.

Knowledge awareness and/or acquisition. The Kansas State Department of Education in collaboration with national technical assistance providers [e.g., NSTTAC, Cutting EDj, National Post School Outcomes Center (NPSOC), National Dropout Prevention Center for Students with Disabilities (NDPC-SD), TAESE, MPRRC, etc.] annually sponsored major professional development events that were perceived as essential for professional growth in gaining knowledge and awareness (e.g., The Annual Special Education Leadership Conference, MTSS Symposium, Spring Topical Conference for Administrators, etc.). The Annual Special Education Leadership Conference had either general and/or breakout sessions that related to multiple Cluster 1 Indicators.

The Annual Special Education Leadership Conference in FFY 2007 specifically consisted of sessions on SPP/APR Indicators (e.g., Cluster 1 Indicators, Cluster 2 Indicators, SPP 16-19, SPP 15, etc.) that featured districts which had met or exceeded targets on SPP Indicators, and those which were perceived to have made considerable progress in program improvement for meeting SPP Indicators. Networking opportunities during the breakout sessions were particularly designed for question and answer sessions that were facilitated by the presenters or KSDE SES team members.

The technical assistance provided by the MTSS Project (one of the KSTARS Projects) was perceived as instrumental in operationalizing the framework for school improvement which professional development and student interventions were focused. The MTSS recognized Facilitators worked directly with building level personnel pinpointing the integration of academics (i.e., reading and math) and behavior (i.e., PBIS), graduation rates (SPP 1), drop out rates (SPP 2), suspension and expulsion rates (SPP 4), transition services (SPP 13), and post school outcomes (SPP 14). The Kansas Instructional Support Network (KISN) (one of the KSTARS Projects) and Project Supporting Teachers and Youth (Project STAY-one of the KSTARS Projects) also interfaced with MTSS Project activities in the areas of individual student behaviors or Student Instructional Teams (SIT). These activities were perceived to have made a substantial difference in the reduction of student suspension and expulsion rates (SPP 4).

Additional support for districts to reorganize, expand, or implement activities that included Cluster 1 Indicators, were KSDE's SES TIP applications. Targeted Improvement Plan applications were considered invaluable resources for local implementation and evaluation of SPP/APR Indicator activities within individual districts, special education cooperatives, or interlocals. In FFY 2007, TIP the application process and focus was redesigned to target local district activity implementation related to SPP/APR Indicators.

Redesign of the State Technical Assistance System

The Kansas Statewide Technical Assistance Resource System (KSTARS) has been a major provider of evidenced-based special education technical assistance activities in Kansas. The KSTARS technical assistance providers continued to be perceived as one of the most effective delivery systems. Since July 2010 marked the end of a KSTARS grant cycle, Kansas began the redesign of the existing statewide delivery system of technical assistance to expand the breadth, depth, and amount of available support to all districts in FFY 2007. The process of statewide technical assistance delivery was aligned with the SPP Indicators based on the analysis of district data to identify districts that had the greatest need for resources and supports.

The redesign of statewide Technical Assistance Systems Network (TASN) occurred at several large and small group meetings which consisted of stakeholders, KSTARS Project members, and KSDE SES team members. Preparatory discussions centered on the aspects of successful technical assistance activities to improve district level and student outcomes. An operational framework emerged, based findings from work study groups, which examined Fixsen, et al. (2005) meta-analysis on stages of effective implementation from the National Implementation Research Network. The scope of the newly designed TASN encompassed the work of KSDE SES Team with the work of the KSTARS Projects. The Technical Assistance Systems Network intentionally supported the improvement activities described in the SPP/APR, including a new Cluster 1 priority area. The redesigned TASN system and newly awarded Cluster 1 statewide Technical Assistance (TA) project was launched July 1, 2010.

Family Involvement and Participation

Family involvement and participation was perceived as a common thread woven within and across all Cluster 1 Indicator activities. Members from the two family advocacy and resource centers [i.e., Families Together, Inc. and Kansas Parent Instructional Resource Center

(KPIRC)] were the main sources for collecting information on family and parent needs. Members from both groups participated on interagency committees and advisory councils [e.g., Special Education Advisory Council (SEAC)]. Additionally, both agencies widely disseminated information about SPP/APR Indicators (including Cluster 1 Indicators), through electronic sources, products, and loan library materials. Family participation was integrated in all professional development activities for MTSS (SPP 1, SPP 2, SPP 4, SPP 13, and SPP 14). Family engagement in MTSS was adopted as a standard of practice in FFY 2007.

Accountability

Data collection, data verification, integration of databases, and data analyses were perceived as one of the most common and necessary activities that impacted instructional change and student performance. Various types of data sets and data collection strategies were employed, in part, due to federal and state requirements for specific indicators (SPP 4, and 13). Technical assistance activities were perceived as the means in which appropriate school personnel were trained in data collection and data verification within specified timelines to ensure that data for students with disabilities were timely and accurate (SPP 1, SPP 2, SPP 4, SPP 13, SPP 14, and SPP 20).

Targeted technical assistance in data verification and data drill down was provided in one of Kansas' largest districts for significant discrepancy of students with disabilities who received suspensions / expulsions (SPP 4). During FFY 2008, data sources for graduation (SPP 1) and drop out (SPP 2) remained the same. Consistency of the definition for both categories of students, measurement formulas, and data sources from which graduates and drop outs were counted was perceived to assist in establishing a better relationship between data points.

Collaborative training with KSDE SES Team, MPRRC, and Project TOPS was provided to district staff members and transition mentors on a new electronic data collection system for SPP 13 and SPP 14 using the TOPS database. It was perceived that transition services for students with Individualized Education Programs (IEPs) and post school outcomes tracking showed substantial improvement. It appeared that transition aged students were provided with increased services and career planning as a result of these data collection and analysis efforts.

Training on data collection of students with disabilities (e.g., graduation and drop out) was ongoing throughout the reporting years. Data verification of graduates (SPP 1), drop outs (SPP 2), suspension/expulsion (SPP 4), transition services (SPP 13), and post school outcomes (SPP 14) appeared to strengthen data analysis. As databases became more integrated, decisions based on data outcomes led to improved activities within and across Cluster 1 Indicators.

Organizational Change

Cluster 1 Indicators that evolved into standard operating procedures were perceived to have substantially built capacity in implementing evidenced-based practices and/or meeting state and federal regulations during the reporting cycle. These operating procedures were, but not limited to, the following:

(1) Kansas State Department of Education SES Team utilized *The NSTTAC Indicator 13 Checklist* for on-site file reviews after data indicated *The NSTTAC Indicator 13 Checklist* was more rigorous and contained regulatory language needed to ensure districts were in compliance with state and federal regulations in FFY 2006 (SPP 13).

(2) Regularly scheduled workgroups with SES and CTE that resulted in the alignment and sharing of resources tools to districts through Kansas Career Pipelines for post secondary options in FYY 2006 (SPP 1 and SPP 14).

(3) Special Education Services Education Program Consultants', Assistant Directors', and Team Director's job responsibilities were realigned to support the implementation of continuous improvement activities. Each Education Program Consultant (EPC), Assistant Director, and Team Director was assigned Indicator(s) [or those Indicator(s) contained in a Cluster] to develop activities, conduct data analyses, assist in the provision of technical assistance to districts in FFY 2006 (SPP 1, SPP 2, SPP 4, SPP 13, and SPP 14).

(4) Kansas State Board of Education approved one of nine actions relative to promoting comprehensive redesign with integration and partnerships, "Support Individual Career Plans of Study," for all students who are in eighth grade or older in FFY 2007 (SPP 1, SPP 13, and SPP 14).

(5) Special Education Services utilization of the Project TOPS Transition Mentors to build and support district capacity for districts and assist in the implementation and monitoring of progress of transition services in FFY 2007 (SPP 1, SPP 2, SPP 13, and SPP 14).

(6) The Kansas State Department of Education and related agency teams agreement to collaborate with all family advocacy agencies. Family involvement must be a part of all activities related to school improvement models (e.g., MTSS) supported by Kansas in FFY 2007 (SPP 1, SPP 2, SPP 4, SPP 13, and SPP 14).

(7) Kansas State Board of Education adopted state guidelines on the use of seclusion and restraint in FFY 2006 (SPP 4).

(8) Kansas State Department of Education's, SES, CTE, and 21st Century Skills made the implementation of MTSS a priority. A common vision was embedded into multiple KSDE initiatives, across departmental teams within the agency, and KSBE initiatives that related to the implementation of MTSS as a means for school improvement, teacher instruction, and student achievement using a three tiered model in FFY 2007 (SSP 1, SPP 2, SPP 4, SPP 13, and SPP 14).

(9) Special Education Services Team targeted the TIP application resources available to districts to be used for activities related to the SPP Indicators in FFY 2007 (SPP 1, SPP 2, SPP 4, SPP 13, and SPP 14).

(10) Special Education Services redesign of the State technical assistance delivery system network during FFY 2007 and FFY 2008 (SPP 1, SPP 2, SPP 4, SPP 13, and SPP 14).

CLUSTER 2 INDICATORS

Indicator 3(A)   **Districts Meeting Adequate Yearly Progress (AYP) for Disability Subgroup**
Performance Data
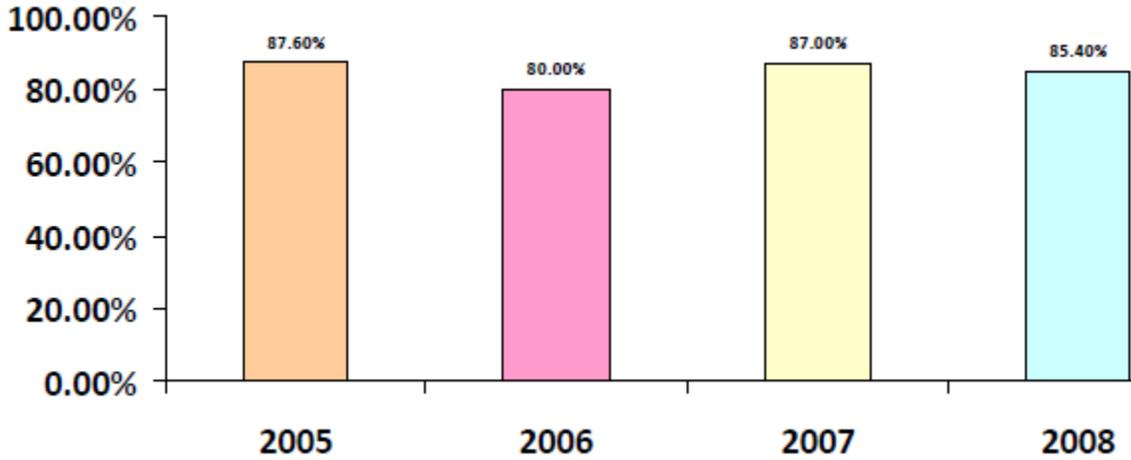
Caption

The number of districts meeting AYP for the disability subgroup in Kansas decreased during FFY 2005 through FFY 2008. Kansas has met the stated performance targets each year.

Indicator 3(B)   **Reading Assessment: Participation for Students with IEPs**
Performance Data
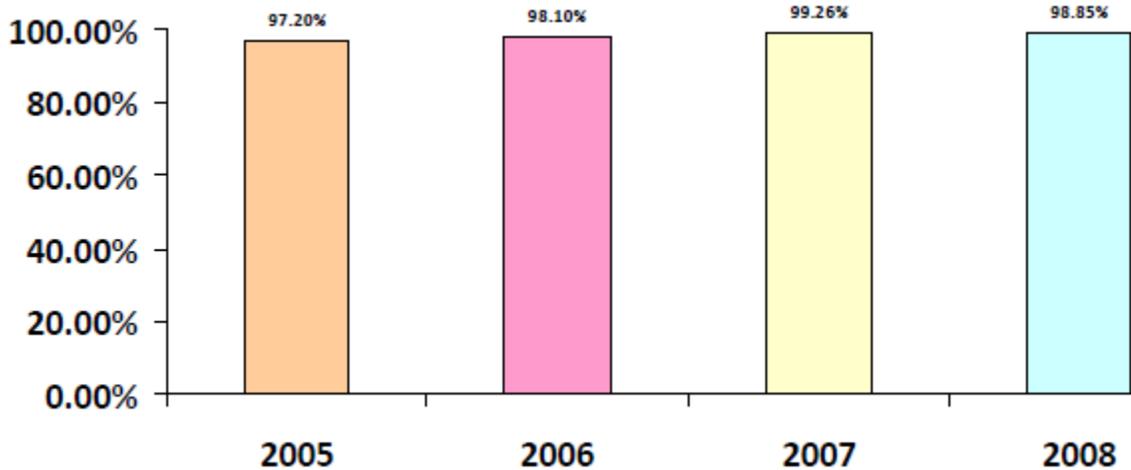
Caption

There has been a steady increase in the number of students with disabilities who participated in statewide reading assessments during FFY 2005 through FFY 2007. There was a very slight decrease (.41%) in the number of students with disabilities who participated in statewide reading assessments between FFY 2007 and FFY 2008. Kansas has met the stated performance targets during FFY 2006 through FFY 2008.

Indicator 3(B)   Math Assessment: Participation for Students with IEPs
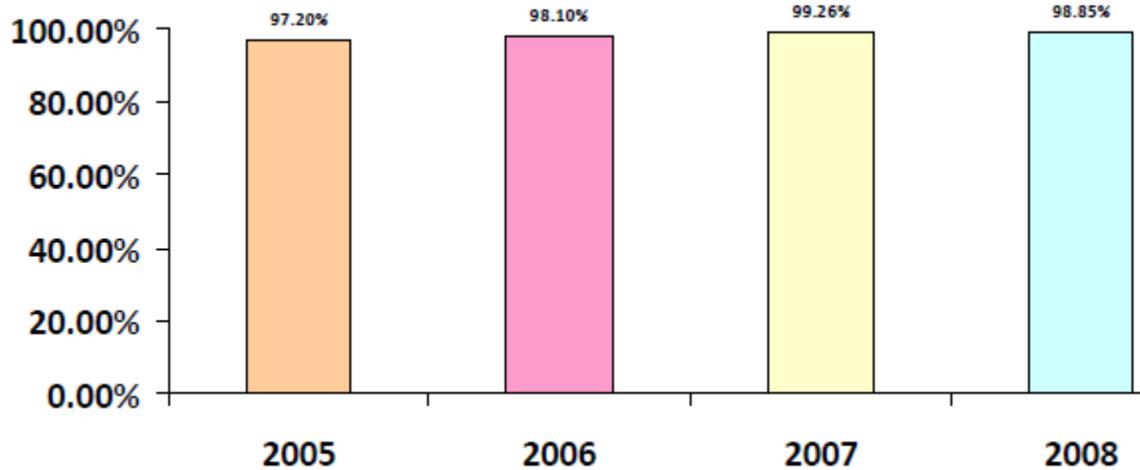
Performance Data

Caption

There has been a steady increase in the number of students with disabilities who participate in statewide math assessments during FFY 2005 through FFY 2007. There was a very slight decrease (.41%) in the number of students with disabilities who participated in statewide math assessments between FFY 2007 and FFY 2008. Kansas has met the stated performance targets each year.

Indicator 3(C)   Reading: Proficiency Rates for Students with IEPs
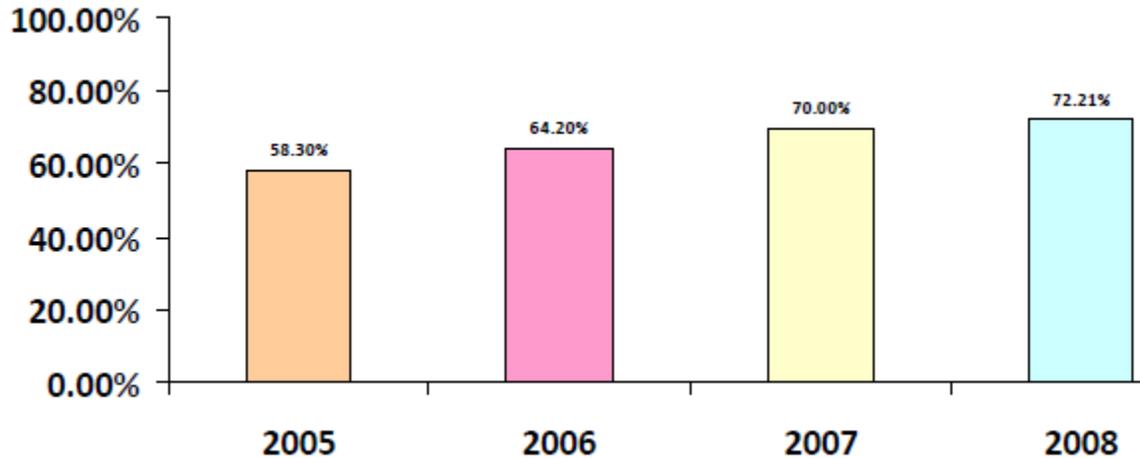
Performance Data

Caption

There has been a steady increase in reading proficiency rates for students with disabilities during FFY 2005 through FFY 2008. Kansas has met the stated performance targets each year.

Indicator 3(C)   Math: Proficiency Rates for Students with IEPs
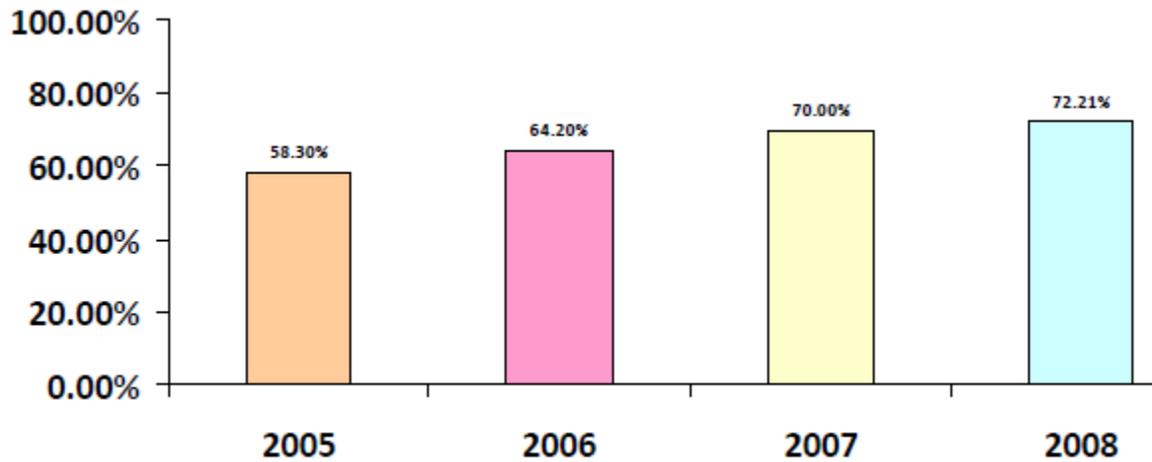
Performance Data

Caption

There has been a steady increase in reading proficiency rates for students with disabilities during FFY 2005 through FFY 2008. Kansas has met the stated performance targets each year.

Indicator 5(A)   Students Educated 80% in LRE

Performance Data
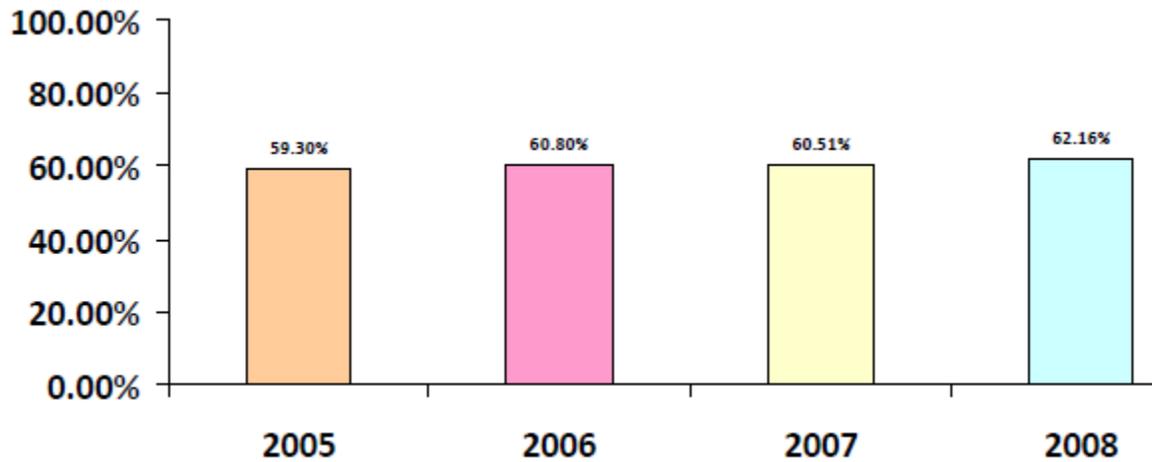
Caption

There has been a steady increase in the number of students with disabilities who are educated in the general education classroom for 80% or more during the school day during FFY 2005 through FFY 2006. There was a slight decrease in progress (.29%) between FFY 2006-FFY 2007. Progress increased by 1.65% between FFY 2007 and FFY 2008. Kansas has met the stated performance targets each year.

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Indicator 5(B)   Students Educated 40% in LRE

Performance Data
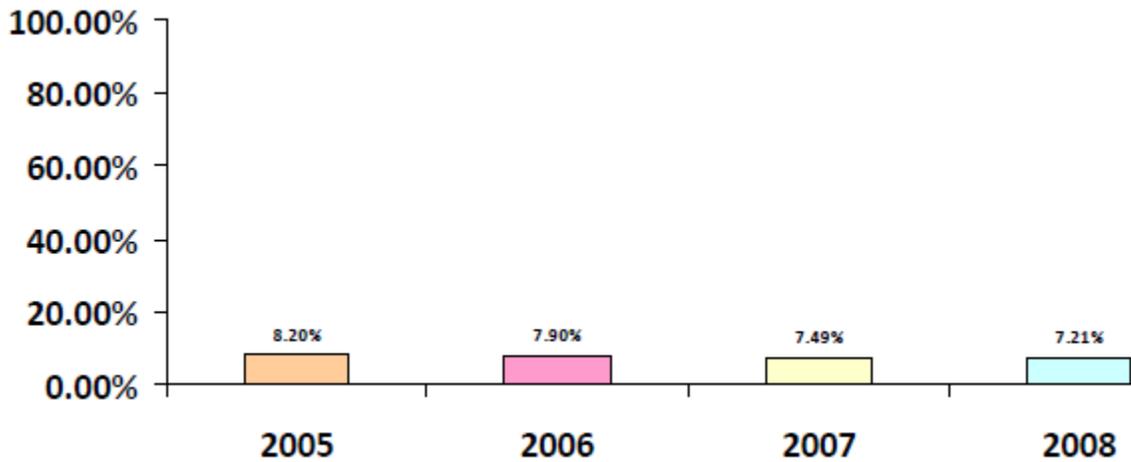
Year	Percentage
2005	8.20%
2006	7.90%
2007	7.49%
2008	7.21%

Caption

There has been a steady decrease in the number of students with disabilities who are educated in the general education classroom for 40% or less during the school day during FFY 2005 through FFY 2008. Kansas has met the stated performance targets each year.

Indicator 5(C)   Students Educated in Separate Settings

Performance Data
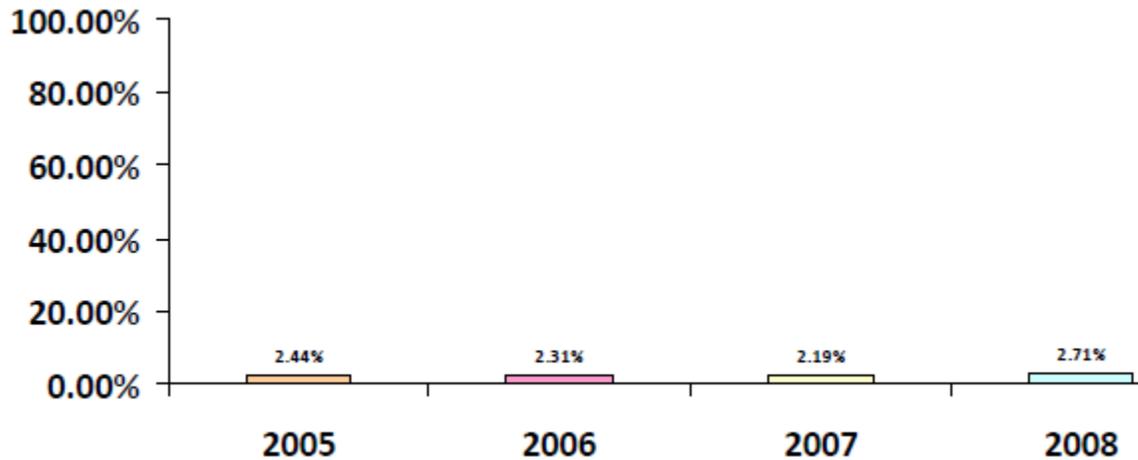
Year	Percentage
2005	2.44%
2006	2.31%
2007	2.19%
2008	2.71%

Caption

There has been a steady decrease in the number of students with disabilities who are educated separate settings during FFY 2005 through FFY 2007. There was a slight increase (.52%) in the number of students educated in separate settings in FFY2008. Kansas has met the stated performance targets during FFY 2005 through FFY 2007.

Indicator 9   Disproportionate Representation of Racial and Ethnic Groups in Special Education and Related Services

Performance Data
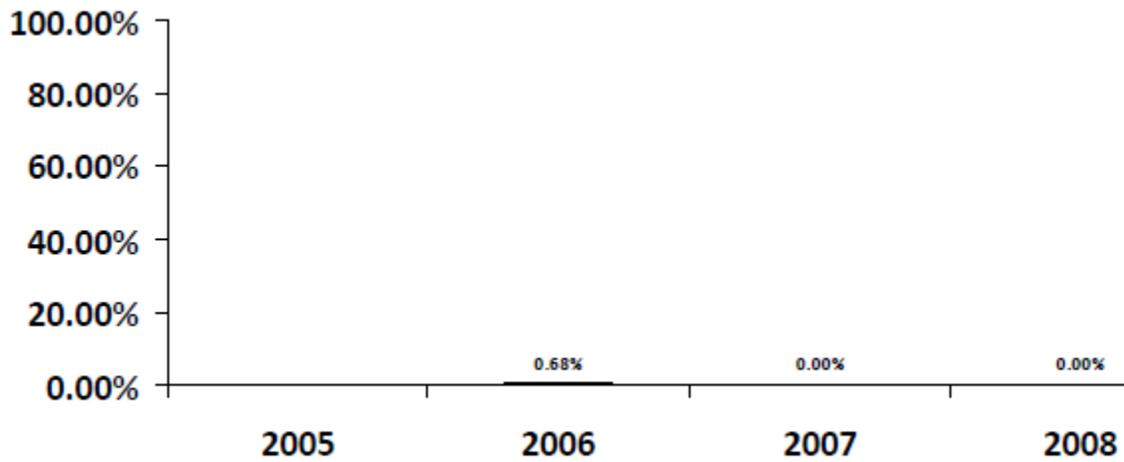
Caption

Data were not reported for FFY 2005 per OSEP guidance. During FFY 2007 through FFY 2008, 0% of the districts had disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification. Kansas has met the stated performance targets for these four reporting years.

Indicator 10   Disproportionate Representation of Racial and Ethnic Groups by Disability

Performance Data
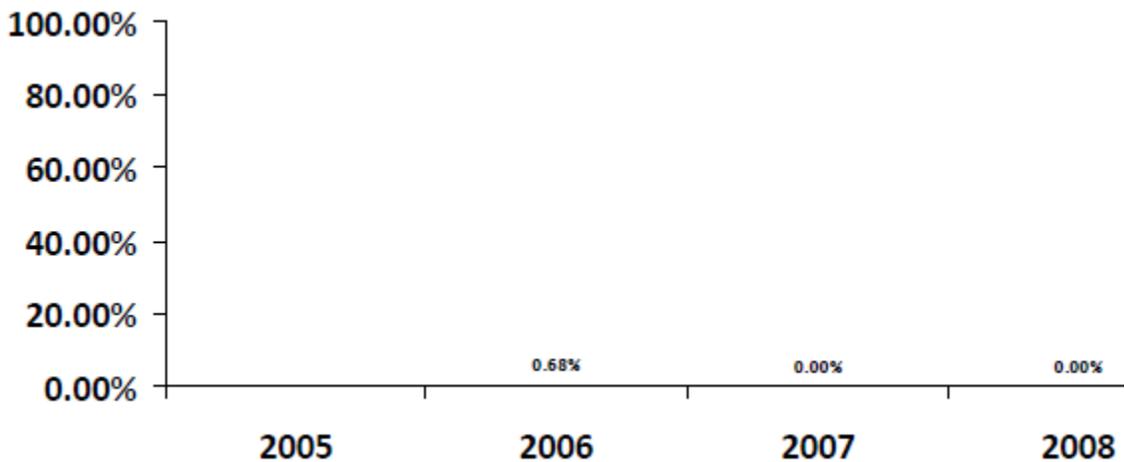
Caption

Data were not reported for FFY 2005 per OSEP guidance. Durin FFY 2007 through FFY 2008, 0% of the districts had disproportionate representation of racial and ethnic groups by disability that was the result of inappropriate identification. Kansas has met the stated performance targets for three of four reporting years.

CLUSTER 2 INDICATORS: SUMMARY OF COMMON AND PERSISTENT THEMES

Cluster 2 Indicators are related to statewide assessments, reading and math proficiency, education in the Least Restrictive Environment (LRE), and disproportionate representation of students by disability or ethnicity. There are four indicators (and sub-components) contained in this cluster group. (Refer to Appendix C for a complete description of Cluster 2 and associated indicators.)

Professional Development

Professional development opportunities at the national, state, and district levels were perceived strengths in substantially increasing knowledge awareness, knowledge acquisition, and knowledge implementation that affected teacher practices, improved instruction, increased accountability methods, and shaped organization reform at the district level. Activities for Cluster 2 Indicators commonly occurred in collaboration with interagency (e.g., KSTARS Projects, TIP Grants, etc.), intra-agency partnerships [e.g., KSDE SES Team and KSDE Career, Standards, and Assessment Team; KSDE SES Team and Center for Educational Testing and Evaluation (CETE) at the University of Kansas; KSDE SES Team and KSDE Title Programs and Services Team, etc.)], and national technical assistance providers, professional organizations [e.g., Assessing Special Education Students [ASES-a division of Council of Chief State School Officers (CCSSO)], National Assessment of Educational Progress (NAEP), TAESE/MPRRC, National Accountability Conference, etc.)].

Knowledge awareness/acquisition: Assessments. The Kansas State Department of Education, SES team members in partnership with a KSTARS Project, Inclusive Network of Kansas (INKs) conducted annual Interactive Distant Learning (IDL) inservice training sessions on developing alternate assessment portfolios and portfolio scoring which was perceived as highly effective in; (a) improving the quality of portfolio assessments, and (b) increasing students' participation in statewide assessments (SPP 3).

The annual topical workshop for administrators on literacy skills was perceived as highly effective in increasing the awareness and about literacy instruction for students with and without disabilities in general education settings (SPP 3 and SPP 5). This topical workshop was followed by two (two days each) workshops for teachers (both special education and general education) that focused on evidenced-based interventions and instructional strategies to increase literacy skills for students with disabilities. These follow-up workshops were perceived as highly effective in improving teachers' skills and increasing their knowledge bases on evidenced-based interventions. Both the topical workshop and the follow- up workshops were highly attended (approximately 600 total participants) during FFY 2008.

Knowledge implementation: Assessments. The week long annual alternate assessment portfolio work group activity was perceived as highly effective in scaling up the development of alternate assessments to a higher standard (SPP 3). Stakeholders of various educators and administrator (representative of both general and special education) reviewed and scored a stratified sample of portfolios. Recommendations targeted how to improve student portfolios, as well as how to improve portfolio training.

Knowledge acquisition: Assessments and curriculum for reading and math in LRE. Members from the KSDE SES Team, and KSDE Career, Standards, and Assessment Team, along

with a consortium of other State Education Agency (SEA) team members attended quarterly meetings conducted by ASES. These meetings were perceived as highly effective by consortium members for sharing resources, reporting on strategies to improve students' with disabilities academic outcomes and participating in statewide assessments, and developing professional development products for use in the respective states. Members produced three products to guide the improvement of literacy and numeracy instructional practices, and to identify accommodations that are necessary for supporting performance in statewide assessments for students with disabilities (SPP 3 and SPP 5). These three products are:

(1) *Research Based Practices for Creating Access to the General Curriculum in Reading and Literacy for Students with Significant Intellectual Disabilities* (FFY 2008);

(2) *Alternate Assessment and Extended Standards Accommodations Manual* (FFY 2007) (customized to meet each state's requirements); and

(3) *Literacy for Students with Significant Cognitive Disabilities* (i.e., modules, handouts, and video clips) (FFY 2008).

Both documents were widely disseminated, made accessible on KSDE websites, and utilized by Kansas testing coordinators, special education teachers, curriculum advisors, and other education professionals.

Knowledge implementation: LRE. Management Information Systems training sessions were conducted annually for special education administrators, as well as data clerk sessions. These sessions were perceived as highly effective in coding accurate data for the provision of LRE for students with disabilities (SPP 5). *The LRE Report Feature Tool* improved reporting measures at the building level in FFY 2008.

Knowledge implementation: Reading and math strategies in LRE. The MTSS Project was perceived as critical to the training and implementation of districts in setting the foundation for school improvement activities that encompassed professional development, school leadership, and school culture. Within the MTSS framework, curriculum, instruction, and assessment were embedded in three tiers of evidenced-based interventions, with a particular emphasis on increasing student proficiency in reading and math (SPP 3) within general education settings (SPP 5), as well as improving student behavior (SPP 4). Educators acquired knowledge of diversified instruction in literacy and math for all students in the general education settings (SPP 3 and SPP 5).

After an analysis of the data was conducted for districts that did not meet targets in the areas of reading and math proficiency, and LRE, KSDE SES team members, in partnership with MTSS Project staff members, provided two follow-up workshops (two days per workshop) on intensified instruction for those district school teams in FFY 2008. Each district school team received resources (e.g., books) that were pertinent to the training they received. School teams were required to develop an action plan on practices, interventions, and/or strategies that team members planned on implementing during the following school year.

Knowledge implementation: Disproportionate representation. A multitude of knowledge implementation technical assistance activities were provided to districts on; (a) disproportionate representation of race and ethnicity in special education from inappropriate identification (SPP 9), and (b) disproportionate representation of race and ethnicity in specific disability categories from inappropriate identification (SSP 10). These technical assistance activities were based on OSEP clarification correspondence (FFY 2005). Technical assistance

activities that aligned with KSDE policies included, but were not limited to, the following; telephone and email correspondence, presentations at the Special Education Leadership Conference, district on-site visits, online resources (through the KSDE SES website) and regional workshops. Additionally, districts were instructed to use the newly developed self-tutorial (web-based training located on the KSDE SES website) that provided step-by-step instructions on how to conduct data analyses for these specific indicators. These activities were perceived as highly effective in assisting districts to utilize the newly designed data collection tool that was piloted in (FFY 2006). *The KSDE Self-Assessment Tool* (adapted by WestStat) and data drill down processes was adopted as a standard operating procedure.

Accountability

Technical assistance in data verification and data drill down was provided for Kansas' districts for disproportionate representation of race and ethnicity of students with disabilities (SPP 9 and SPP 10). Data sources and descriptions in the data dictionary for the three sub-components of LRE (SPP 5) were updated to meet the state and federal requirements.

As stated previously, technical assistance to districts on disproportionate representation by race and ethnicity (SPP 9 and SPP 10) resulted in a new data drill down process to determine root causes for overrepresentation and underrepresentation of students with disabilities in these subgroups. This led to the development and adoption of *The KSDE Self-Assessment Tool* that substantially improved data accuracy, as well as impacted the stated performance target of 0 % identification during FFY 2007 through FFY 2008.

Annual district data analyses for students with disabilities who participated in statewide math and reading assessments (SPP 3), student reading and math proficiency rates (SPP 3), and student participation in LRE (SPP 5) resulted in targeted technical assistance opportunities for districts to improve reading and math instruction (aligned with the KSDE curriculum academic standards) in general education environments (SPP 5). These efforts were perceived to have impacted student participation in statewide assessments and student academic performance.

Organizational Change

Targeted technical assistance was provided under the direction of KSDE SES team members and MTSS Project staff members to the state's largest school district resulting in a strategic plan for school improvement. These activities for school improvement were perceived as instrumental in changing the service delivery of students with disabilities to less restrictive settings. During FFY 2007, district administration initiated a district wide plan to reduce reliance on separate education buildings for students with disabilities (SPP 5 and sub-components). Many students with disabilities who previously were educated in separate education settings returned to neighborhood schools. Meetings with stakeholders including parents, teachers, administrators, and others developed transition plans during the first phase of the district restructuring plan. "Least Restrictive Environment Paraeducators" were hired for all elementary schools to assist in the transition and support the instruction for students with disabilities in general education settings (SPP 5). In FFY 2008, the district expanded the focus of LRE (SPP 5) to include middle school and high school students in transition to neighborhood schools.

Additionally, the district has committed to implementing the MTSS framework district wide. The MTSS Project staff members worked closely with district administrators and MTSS

Recognized Facilitators in establishing a framework for implementation and providing guidance in reading and math instruction, and behavior through the phases that were in process (SPP 3 and SPP 5).

Following the district's plan, all staff members (attended by building teams) were required to attend a two day inservice training on literacy specifically for students with the most significant intellectual disabilities (SPP 3) that was provided by KSDE SES team members. Participants who attended the training developed action plans for implementation. Progress made toward implementation of the action plans were followed by district administrators.

Improvement activities for SPP 9 and SPP 10 were perceived to have impacted change within KSDE as an agency and the SES Team. Processes were established as standard operating procedures to improve state and district practices, provide guidance, uphold accountability with the end goal of ensuring 0% stated performance target (meaning 100 % of compliance) was met for disproportionate representation by race and ethnicity. Examples of specific to SPP 9 and SPP 10 Indicators that evolved into standard operating procedures were perceived highly effective in ensuring state and federal compliance are located on the KSDE SES website. They include, but were not limited to, FAQs, *The KSDE Self-Assessment Tool*, tutorial, and Kansas Integrated Accountability System (KIAS) compliance process (SPP 15).

CLUSTER 3 INDICATORS

Indicator 6(A)   Regular Early Childhood Program[3]
Performance Data
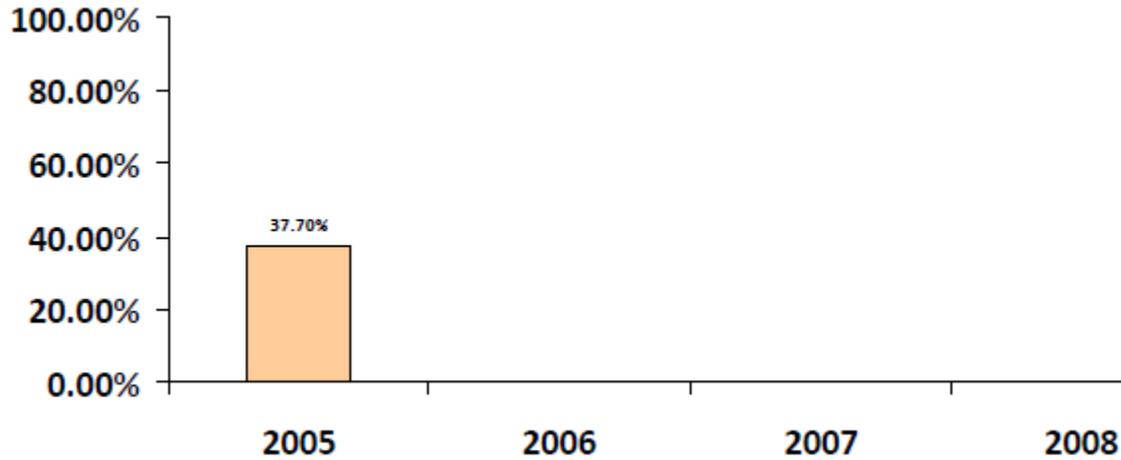
Caption
There was substantial increase in progress of districts who made the stated performance targets (68.43%) in FFY 2005.

Indicator 6(B)   Separate Special Education Class, Separate School, or Residential Facility[4]

Indicator 7 Table[5]

Indicator	Outcome	FFY	Performance
7A1	Positive Social Emotional Skills – Outcome 1	2008	85.93%
7A2	Positive Social Emotional Skills – Outcome 2	2008	65.16%
7B1	Acquisition and Use of Knowledge and Skills – Outcome 1	2008	86.38%
7B2	Acquisition and Use of Knowledge and Skills – Outcome 2	2008	63.06%
7C1	Use of Appropriate Behaviors – Outcome 1	2008	86.24%
7C2	Use of Appropriate Behaviors – Outcome 2	2008	76.79%

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[3] Data were not reported for this sub-indicator during FFY 2006 through FFY 2008 per OSEP guidance.

[4] Data were not reported for this sub-indicator per OSEP guidance.

[5] Data are presented in a table format due to the nature of this indicator and sub-indicators. The development of the data collection and data verification processes, and inservice training provided by KSDE SES and KDHE staff members, occurred during FFY 2005 through FFY 2008. *The Child Outcome Summary Form* (COFS) and the Outcome Webs System (OWS) data sources were used to collect and report child outcome data for Part B and Part C. Progress data were being reported on 3, 304 children. The data were inclusive of children entering at age 3 in April, 2006, when data collection began through children aging out of the programs in FFY 2008.

Indicator 8   Parental Involvement

Performance Data
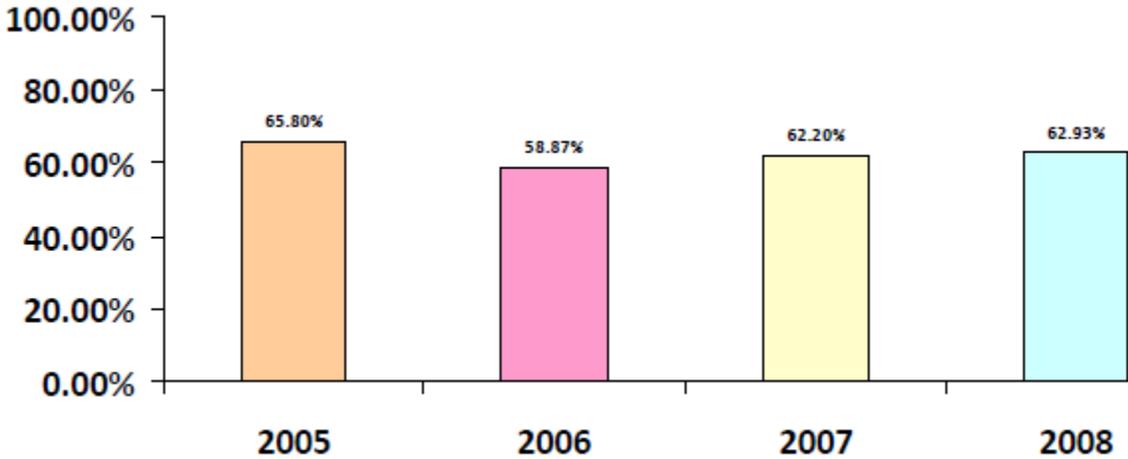
Caption
There has been a steady increase in progress in parent involvement during FFY 2006 through FFY 2008. Kansas has met the stated performance targets each year.

Indicator 12   Children Transitioning from Part C to Part B

Performance Data
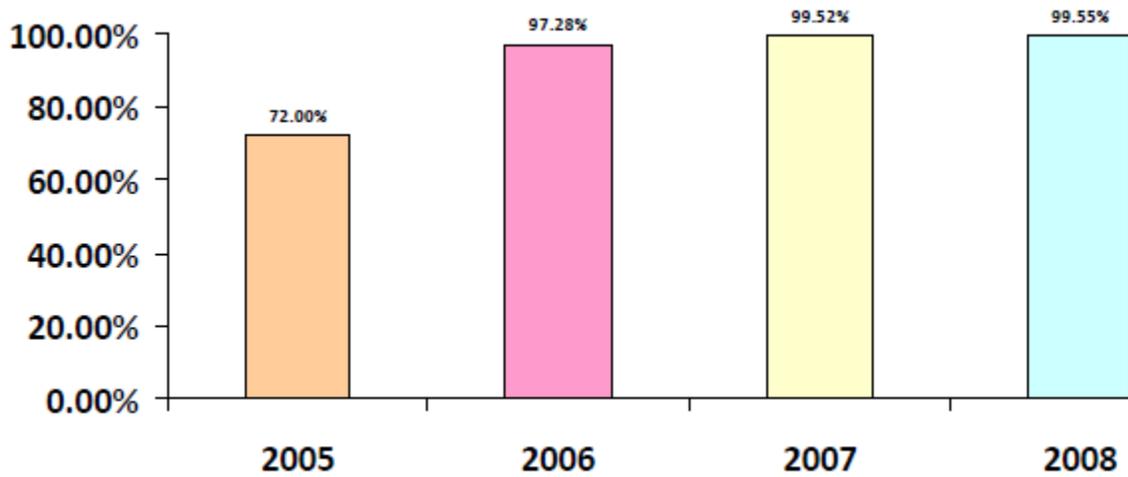
Caption
There has been a steady increase in progress during FFY 2005 through FFY 2008. Even though progress continues to be made through the reporting cycles, Kansas has come within less than 1% of meeting stated performance targets.

CLUSTER 3 INDICATORS: COMMON AND PERSISTENT THEMES

Cluster 3 Indicators are related to early childhood programs, improved skill outcomes, parent involvement, and children transitioning from Part C to Part B. There are four indicators (and sub-components) in this cluster group. (Refer to Appendix C for a complete description of Cluster 3 and associated individual indicators.)

Collaboration

Collaborative partnerships with national level technical assistance providers and projects [e.g., MPRRC, National Early Childhood Technical Assistance Center (NECTAC), etc.] were perceived as highly effective in improving intra-agency partnerships [between Part C Kansas Department of Health and Environment (KDHE) and Part B (KSDE SES)] and enhancing all aspects of a systemic process to provide seamless transitions of children from Part C to Part B services (SPP 12). National Early Childhood Technical Assistance Center (NECTAC), MPRRC (FFY 2006), and OSEP guidance (FFY 2007 through FFY 2008) was perceived as instrumental in the facilitation of technical assistance activities that supported continued advancement of the State Improvement Plan (SIP) activities for SPP 12.

Families Together, Inc., KPIRC, and Kansas Inservice Training System (KITS-on of the KSTARS Projects), in partnership with KSDE SES team members, increased and improved; (a) the provision of evidenced-based practices to parents, agencies, and school districts through the development of guidance documents; (b) the installation of data collection and analyses, and (c) the involvement of stakeholders and workgroups that enhanced improvement activities. These collaborative partnerships were perceived as instrumental in the refinement of processes and activities incorporated into technical assistance implementation for districts and agencies, and state and local policy directives [e.g., SEAC, Families Together, Inc., KDHE Part C, Regional Kansas Association of Special Education Administrators (KASEA, etc.)].

The collaboration with family advocacy agencies (e.g., KPIRC and Families Together, Inc.) consistently were perceived as instrumental in providing guidance, product development, and dissemination of information about SPP/APR Indicators. Guidance and products were included on both agencies' websites and were written in a family-friendly format (SPP 8). Information contained on each agency's websites was expanded to include updated information pertinent to family involvement in schools. The addition of new information was perceived to have substantially influenced an increase in website usage that was captured by, family comments, the number of hits to the websites, and frequent keyword searches (SPP 8) during FFY 2007 through FFY 2008.

Family Involvement and Participation

All of the improvement activities directly focused on family involvement and participation for State Performance Plan Indicator 8. In accordance with KSDE SES requirements, all districts (approximately in the 200+) in Kansas facilitated the distribution and completion of *The KSDE Survey of Parent Involvement* during FFY 2006 through FFY 2008. Response rates ranged from 17% to 19% for all reporting years. The data analysis changed in FFY 2006 to a more sensitive measure of differences among questions and answers during FFY 2007 to FFY 2008. Based on the survey results and other accompanying information, it was perceived that parents generally believed schools facilitated family involvement, in part, by the increased number of family initiatives offered during FFY 2008. Additionally, it was perceived that parents generally believed the communication between schools and families was good, and that materials available to parents were understandable. In FFY 2007, it was perceived that parents generally believed evidenced-based practices were the basis of instructional strategies and interventions were used in schools.

A number of technical assistance activities that were perceived to have substantially influenced parents' perceptions and response rates to the survey questions related to understanding district policies and procedures, parental rights under IDEA (2004), and communication between schools and families. Professional development in the forms of workshops, meetings, district trainings, webinars, teleconferences, product development and dissemination, guidance documents in understandable formats, and website expansion provided parents with many opportunities to garner information and increase participation.

Professional Development

The Kansas State Department of Education SES team members in partnership with Families Together, Inc., and KPIRC, offered annual workshops and regularly scheduled training sessions on family involvement and participation in schools. These professional development activities were perceived as instrumental in increasing parental understanding of family partnerships with schools (SPP 8). Product dissemination and guidance documents were commonly distributed at these trainings. Families Together, Inc. and KPIRC hosted exhibits during the Annual Special Education Leadership Conference. Additionally, targeted technical assistance was provided to districts that were perceived to impact parental involvement (SPP 8).

Electronic and web-based systems that particularly focused on family involvement were perceived to have increased family access of information related to SPP Indicators, including early childhood resources (SPP 6, SPP 7, and SPP 12), behavior practices (SPP 4), educational advocacy, and after school tutoring. This information was located on Families Together, Inc., KPIRC, and KSDE SES websites. These websites were perceived to be the mainstream of communication and information centers commonly used by parents across all socio-economic strata and geographical locations across the state (based on the number of website hits and keyword searches) during FFY 2007 through FFY 2008. In FFY 2006, Families Together, Inc., KPIRC, and KSDE SES collapsed web-based materials on early childhood within the KITS (one of the KSTARS projects) website (SPP 6, SPP 7, and SPP 12). This resulted in the expansion of the Families Together, Inc., KPRIC, and KSDE SES websites for additional resources and information accessed during FFY 2007 through FFY 2008.

Kansas Identification Data Management System [(KIDMSS) part of the Management Information System (MIS) data collection on early childhood)] training sessions were conducted for data clerks and district administrators at different sites central to the State. These sessions were perceived as highly effective in improving the knowledge of district personnel on using data codes for recording on the transition of children from Part C to Part B (SPP 12). *The Entry and Verification of Data, Location, Duration, and Frequency* of the KIDMSS training was perceived to have dramatically improved the accuracy of data entry, as well as assisted KSDE in the general supervision (SPP 15) of districts that were in compliance or noncompliance with state and federal regulations (SPP 12 and SPP 15) during FFY 2006 through FFY 2007.

In FFY 2008, KIDMSS training was integrated into the annual MIS pre-conference workshop at the Annual Special Education Leadership Conference, and other regularly scheduled training sessions that occurred throughout each reporting year. Additionally, repeated breakout sessions on early childhood and transition from Part C to Part B were

conducted at the Annual Special Education Leadership Conference. These sessions provided additional information on reporting requirements for SPP 12.

    Knowledge implementation. A multitude of knowledge implementation technical assistance activities were provided to districts on transition of children from Part C to Part B (SPP 12). Revisions made in *The Special Education Process Handbook*, with input from the field, were perceived as instrumental in the continued refinement of data collection, training, and tracking procedures for the transition of children from Part C to Part B.

    Targeted technical assistance was provided by KSDE SES team members and the KITS project members to those districts that were reported noncompliance on the regulatory requirements of transition from Part C to Part B (SPP 12). All districts with findings of noncompliance corrected all instances of noncompliance within one year during FFY 2006 through FFY 2008. Targeted technical assistance activities, data analysis, and data verification activities were perceived to have substantially impacted progress toward meeting the target of 100% that is required by Office of Special Education Programs.

    Additional supports for districts to reorganize, expand, or implement improvement activities that included Cluster 3 Indicators (specifically SPP 8), were TIP applications. Targeted Improvement Plan applications were perceived as invaluable resources for the implementation and evaluation of SPP/APR Indicator activities within individual districts, special education cooperatives, or interlocals. In FFY 2007, TIP applications were specifically targeted for the purpose of assisting districts with implementing activities related to SPP/APR Indicators.

    Targeted Improvement Plan applications typically were used by districts to improve; (a) parental involvement, or (b) district data analysis of policies, practices, and procedures for the delivery of parental information and guidance (SPP 8) with the intent of acquiring and implementing knowledge learned. Evaluation plans and report summaries were submitted to ensure that application agreements were met.

Accountability

    Technical assistance activities were perceived as the means in which appropriate school personnel were trained in data collection and data verification within specified timelines to ensure that data for the transition of children from Part C to Part B were accurate and timely (SPP 12, SPP 15, and SPP 20). Data sources for the transition of children from Part C to Part B (SPP 12) were updated to meet the state and federal requirements during FFY 2007 through FFY 2008. These data processes assisted districts in addressing the most commonly cited delays in IEP development; (a) summer breaks, (b) school breaks, and (c) weekends. Additionally, districts were monitored by the KIAS (SPP 15). The Kansas Integrated Accountability System provided an additional source of data accuracy by including processes to analyze district data and identify resources for districts that did not meet targets or required a Corrective Action Plan (CAP) during FFY 2007 through FFY 2008.

Organizational Change

    Organizational changes that occurred for Cluster 3 Indicators resulted in dissemination of information and resources, and revision of state guidance based on federal and state regulations. The SPDG contractual partners (i.e., Families Together, Inc. and KPIRC) were the primary dissemination points of information and parent resources was instituted as a standard

operating procedure for KSDE SES team members in FFY 2008. Additionally, family involvement and participation (SPP 8) were represented in all KSDE SES initiatives, projects, and stakeholders. It was perceived that increased family involvement by the SPDG family contractors were instrumental in ensuring that targets were met for SPP 8 during the reporting years.

The adoption of guidance documents, and practices, policies, and procedures were perceived to have impacted change within the KSDE SES Team and the Kansas Department of Health and Environment. These changes resulted in the establishment of standard operating procedures to improve state and district practices, provide guidance, assist instruction, and uphold accountability with the end goal of ensuring that children are transitioning from and to agency recognized programs (Part C to Part B) (SPP 12).

CLUSTER 4 INDICATORS

Indicator 11   Child Find

Performance Data
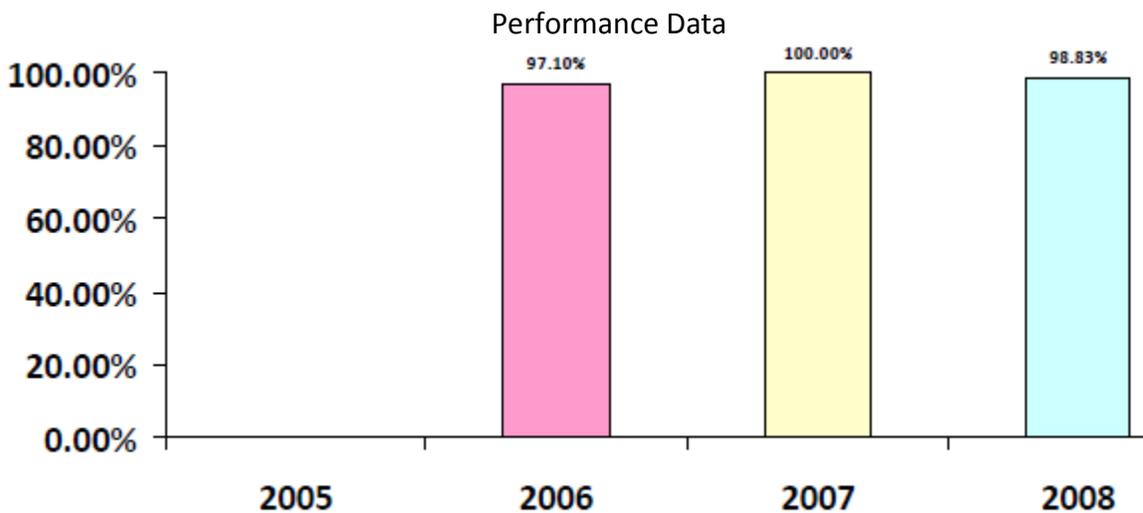
Caption

Data were not reported in FFY 2005 per OSEP guidance. There was a marked increase in progress (2.9%) during FFY 2006 through FFY 2008. Kansas has continued to make progress toward meeting targets durin the reporting cycles.

Indicator 15   General Supervision
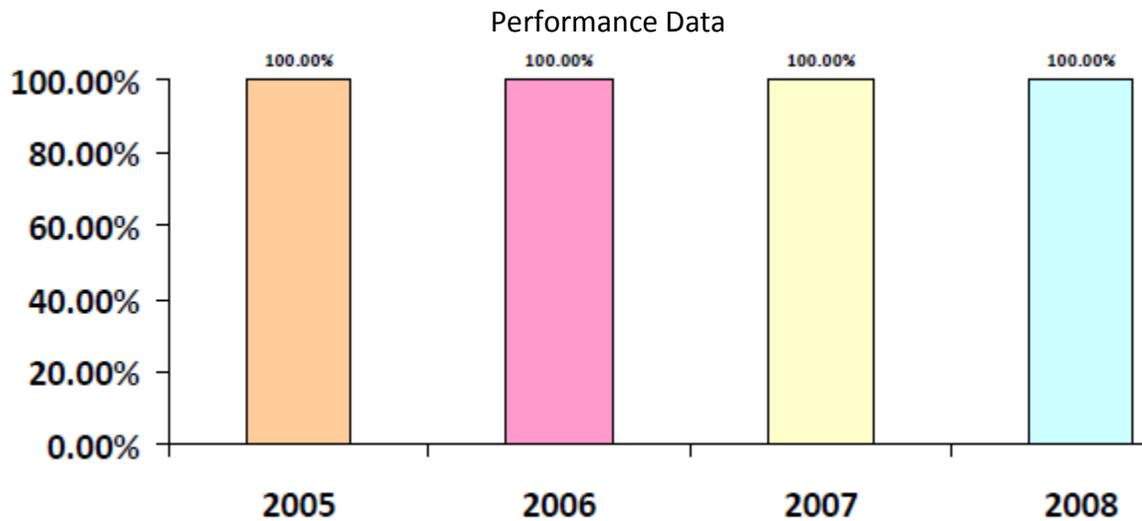
Performance Data

Progress for SPP 15 (General Supervision) has been maintained at 100% compliance during FFY 2005 through FFY 2008. Kansas has continued to meet the stated performance targets across the reporting years.

Indicator 20   Timely and Accurate Data
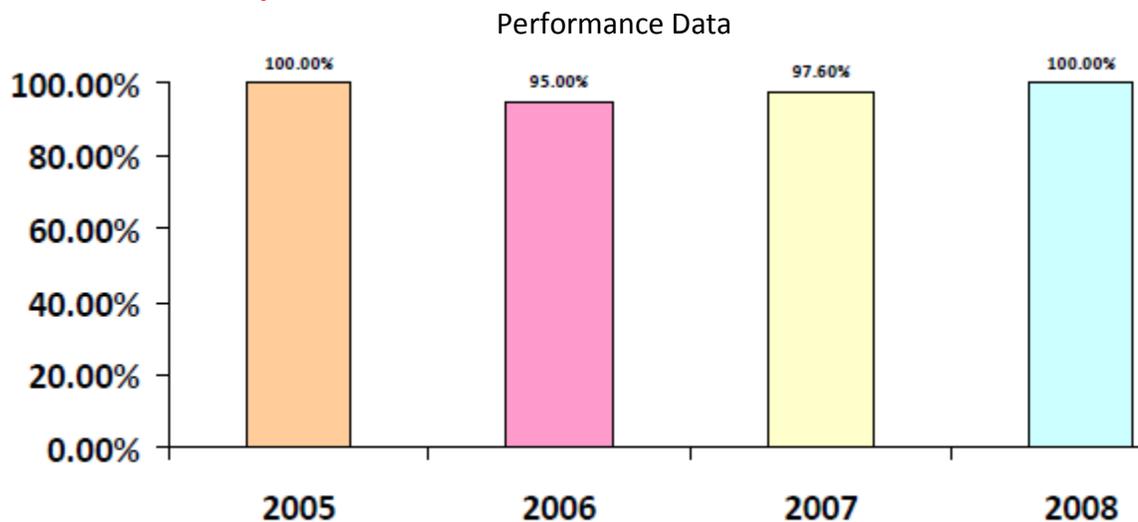
Performance Data

There has been a decrease in progress (5%) for timely and accurate data between FFY 2005 and FFY 2006. There has been a steady increase in progress during FFY 2006 through FFY 2008 meeting the stated performance targets during FFY 2005 through FFY 2007. Kansas has met the stated performance target for two of four reporting years.

CLUSTER 4 INDICATORS: COMMON AND PERSISTENT THEMES

Cluster 4 Indicators are related to child find, general supervision, and timely and accurate data. There are three indicators in this cluster group. (Refer to Appendix C for a complete description of Cluster 4 Indicators.)

Professional Development

Professional development opportunities at the national, state, and district levels were perceived strengths in substantially increasing knowledge awareness, knowledge acquisition, and knowledge implementation that affected child count, general supervision, and submission of timely and accurate data for Cluster 4 Indicators (SPP 11, SPP 15, and SPP 20). Professional development activities for Cluster 4 Indicators commonly occurred in collaboration with interagency, intra-agency, national technical assistance providers, and OSEP guidance during FFY 2006 through FFY 2008. These activities were directed to audiences, including state agency personnel (KSDE SES), district personnel, and data clerks (KIDMSS).

Knowledge awareness and/or acquisition. The Kansas State Department of Education SES team members in partnership with MPRRC offered annual workshops and regularly scheduled training sessions on child find information (i.e., initial evaluations) (SPP 11), general supervision (SPP 15), and submission of timely and accurate data (SPP 20). These professional development activities were perceived as instrumental in increasing knowledge of administrators regarding accountability practices, timelines for data submission, and state and federal requirements to meet compliance targets. Product dissemination and guidance documents were distributed at these trainings.

A pre-conference session for MIS (i.e., 618 data) was conducted about changes in data collection systems, data definitions, and data entry timelines for district administrators and data clerks (SPP 11, SPP 15, and SPP 20) at the Annual Special Education Leadership Conference. These training sessions were widely attended. Nonattendance at the annual pre-conference event was sanctioned by the subtraction of one point from SPP Indicator 20 requirements. General and repeated breakout sessions that occurred during the same conference provided explanations about changes in general supervision [i.e., general supervision changed from Focused Assistance Monitoring (FAM) to KIAS in FFY 2007 and FFY 2008)], the development and revision of guidance documents, the Regional Resource and Federal Centers' (RRFC) Network Calendar, and KSDE SES tools.

Additional training sessions were conducted about data collection and data system changes. Examples of training sessions in collaboration with national technical assistance projects, and neighboring SEAs included;

(1) The Mountain Plains Regional Resource Center and KSDE SES team members conducted a two day work shop for district administrators on data required for each SPP Indicator (SPP 20) in FFY 2006.

(2) Training sessions for district data clerks and administrators on the use of the Kansas Individual Data on Students (KIDS) database resulted in Data Quality Certification in FFY 2006.

(3) The Annual Tri-State Law Conference (Iowa, Nebraska, and Kansas, as well as invited states including Montana, Alaska, Utah, etc.) sponsored by TAESE/MPRRC for district administrators, district attorneys, and SEA personnel provided legal cases, and interpretations of federal requirements related to SPP Indicators and general supervision (SPP 11, SPP 15, and SPP 20) were perceived helpful and timely for participating States' in any necessary revisions that needed to be made to individual state guidance documents.

(4) The Kansas Statewide Technical Assistance Resource System Projects (i.e., Project SPOT) provided regional training sessions on IEP core training elements and legal requirements. These training sessions were attended by district and or building teams, and other educators associated with the education for students with disabilities (SPP 15).

Electronic and web-based systems that particularly focused on timelines, data collection and verification tools, and public reports (reviewed by districts prior to public dissemination) were perceived to substantially increased improvement in meeting compliance targets (SPP 11, SPP 15, and SPP 20). Website links that were updated regularly to support documents and notifications of changes were perceived as particularly helpful in meeting areas of noncompliance within the specified timelines during FFY 2006 through FFY 2007.

Knowledge implementation. A multitude of knowledge implementation technical assistance activities were provided to districts on Cluster 4 Indicators (SPP 11, SPP 15, and SPP 20). Revisions made in *The Special Education Process Handbook*, with input from stakeholders, was perceived instrumental in assisting districts with meeting state and federal requirements.

Targeted technical assistance activities on continued refinement of data collection, data verification, data entry, data tracking, and improved data collection systems, were provided by KSDE SES team members. These activities kept district personnel updated on new or revised requirements on a consistent basis. Prior to implementing new accountability systems and other general supervision requirements, districts were selected to pilot new processes for guidance, input, and feedback. An updated electronic file review system for data collected on initial evaluation for student eligibility to receive special education services (SPP 11) was piloted in 30 districts (from all geographic areas across the state) in FFY 2007. Pilot projects became instituted as standard operating procedures and systemic change at the state level. It was perceived as Kansas continued to improve state accountability practices, pilots of those practices substantially contributed to the improvement process and progress toward meeting 100% compliance targets.

The Kansas State Department of Education, SES team members provided measures to ensure that timelines were kept, questions from district personnel were answered, and district personnel were informed of current information. Some of these activities included; (a) utilized improved data systems, (b) provided follow-up activities with directors on a regularly scheduled basis, (c) made the timelines shorter on timeline requirements, and (d) provided monthly director calls to discuss requirements and clarify information.

Accountability

Accountability (e.g., data entry, data collection, data verification, data drill down processes, and data analyses) was perceived as one of the most common and necessary activities that impacted initial evaluations to determine student eligibility (SPP 11), general supervision (SPP 15) and the timely and accurate submission of data associated with the Cluster 4 Indicators. Improvement in State required data collection and reporting, data processes, and data collection tools were employed, in part, due to federal and state requirements. Technical assistance activities were perceived as the means in which appropriate school personnel were trained in data collection and data verification within specified timelines to ensure that data for students with disabilities were accurate and timely across the Cluster 4 Indicators.

Each Cluster 4 Indicator experienced numerous revisions in Kansas accountability systems. In FFY 2007, the general supervision system (SPP 11, SPP 15, and SPP 20) changed from FAM to KIAS. The Kansas Integrated Accountability System included data systems to track compliance for all areas of general supervision (SPP 15). Additionally, all written findings of districts that received a finding of noncompliance required CAPs to be submitted within specified timelines. This requirement was consistent with the OSEP 09-02 Memorandum. In FFY 2007, a new web-based data system enabled State Education Agency Management Information System (SEAMIS) and Local Education Agency Management Information System (LEAMIS) to be compatible with other KSDE data collections systems (SPP 20). Data features were developed to include initial evaluation for student eligibility and ineligibility for special education services (SPP 11) in the existing data managements system (LEAMIS) in FFY 2008. Data reporting for SPP 20 changed to *The SPP Indicator 20 Data Rubric* per OSEP guidance in FFY 2008. Again, all districts in Kansas received continued updates, training, and technical assistance through a multiple sources including, but were not limited to, the following; guidance documents, websites, web-based data managements systems, webinars, on-site technical assistance, and electronic and telephone correspondence on Cluster 4 Indicators in order to meet state and federal regulatory requirements.

Many of the above changes in data collection and accountability were perceived to have substantially impacted accountability for the Cluster 4 Indicators. The majority of changes that occurred resulted in the adoption of standard operating procedures and organizational change. Kansas made substantial progress in toward meeting or attaining 100% compliance targets.

Organizational Change

Organizational changes occurred for Cluster 4 Indicators that resulted in the adoption of guidelines, and practices, policies and procedures were aligned with KSBE Goals and Objectives during FFY 2006 through FFY 2008. These activities, included;

(1) Improvement activities associated with individual Cluster 4 Indicators were perceived to have impacted change within the KSDE SES Team that resulted in district level changes in accountability (SPP 11, SPP 15, and SPP 20). These changes affected the establishment of standard operating procedures to improve state and district practices, provide guidance, assist instruction, and uphold district accountability with the end goal meeting federal and state requirements.

(2) The reassignment of KSDE SES team members to districts provided an additional level of responsibility for program improvement.

(3) The Kansas State Department of Education SES Team weekly staff meeting agendas includes time for discussion about data of the SPP/APR Indicators.

(4) The Cluster 4 Indicator improvement activities were perceived to build capacity and sustainability in state and federal accountability systems.

CLUSTER 5 INDICATORS

Indicator 16   Formal Complaint Timelines
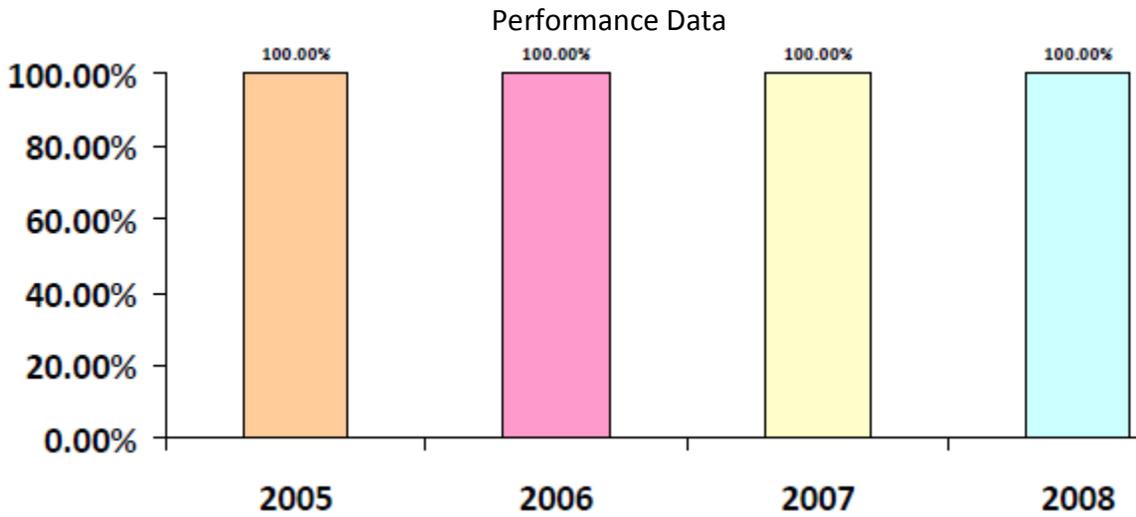
Performance Data

Progress for SPP 16 (Complaint Timelines) has been maintained at 100% compliance during FFY 2005 through FFY 2008. Kansas has continued to meet stated performance targets across the reporting years.

Indicator 17   Due Process Hearing Timelines
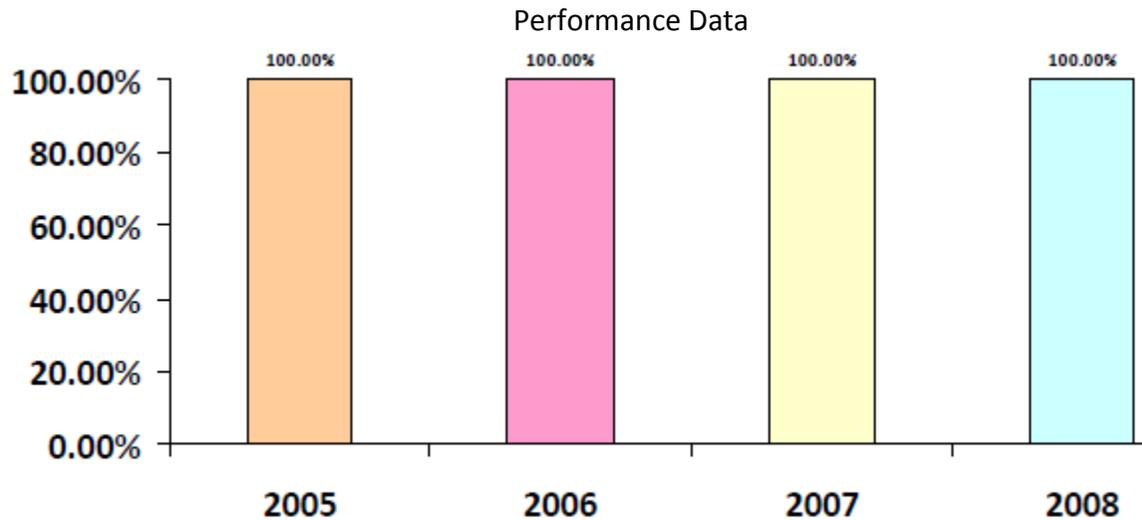
Performance Data

Progress for SPP 17 (Due Process Hearing Timelines) has been maintained at 100% compliance during FFY 2005 through FFY 2008. Kansas has continued to meet stated performance targets across the reporting years.

Indicator 18   Resolution Sessions

Performance Data

Caption
Data were not reported in FFY 2005 per OSEP guidance. There has been a decrease in progress for resolution sessions during FFY 2006 through FFY 2008. Kansas has continued to meet stated performance targets across the reporting years.

Indicator 19   Mediation Agreements

Performance Data

Caption
There has been a decrease (6%) in progress of mediation agreements during FFY 2005 through FFY 2006. There was an increase in progress (4.9%) between FFY 2007 and FFY 2008. Kansas has met stated performance targets during three of four reporting years.

CLUSTER 5 INDICATORS: COMMON AND PERSISTENT THEMES

Cluster 5 Indicators are related to formal complaints and reports, due process hearings, resolution sessions, and mediation timelines. There are four indicators included in this cluster group. (Refer to Appendix C for a complete description of Cluster 5 Indicators.)

Professional Development
Professional development opportunities at the national, state, and district levels were perceived strengths in substantially increasing knowledge awareness, knowledge acquisition,

and knowledge implementation that affected formal complaints, mediations, due process hearings, and resolutions for Cluster 5 Indicators (SPP 16, SPP 17, SPP 18, and SPP 19). Professional development activities for Cluster 5 Indicators commonly occurred in collaboration with interagency divisions, a multi-state consortium, and national technical assistance providers (e.g., TAE/SE, MPRRC, Nebraska Department of Special Education, Iowa Department of Public Instruction, etc.). These activities were directed to audiences, including state agency personnel (KSDE SES), district personnel, hearing officers, complaint investigators, and mediators.

Professional development, including technical assistance activities, took on many forms that were determined, in part, by the type of technical assistance requested, or the type of that required a particular way in which technical assistance was delivered (i.e., quarterly multi-state workshops and/or conferences, inservice training, electronic correspondence, KASEA Region Meetings, and product development and dissemination) with a special emphasis on federal and state statutes and regulations.

Knowledge awareness and/or acquisition. The Kansas State Department of Education SES team members in partnership with TAESE/MPRRC conducted The Annual Tri-State Law Conferences (Iowa, Nebraska, and Kansas, as well as invited states including, Montana, Utah, Alaska, Montana, etc.). This professional development activity was perceived as instrumental in increased knowledge about mediations (SPP 19), formal complaints (SPP 16), due process hearings (SPP 17), and state and federal requirements necessary to meet compliance targets. An additional pre-session for Kansas complaint investigators (SPP 16) in conjunction with the Tri-State Law Conference was conducted. Additionally, product dissemination and guidance documents were distributed at these training sessions.

Current legal issues were presented during repeated breakout sessions at The Special Education Leadership Conference. These training sessions were widely attended. The conference breakout sessions provided participants with updated state and federal requirements; implications of school district practices for meeting compliance; reviews of Free Appropriate Public Education (FAPE), LRE (SPP 5), IEP (SPP 11, SPP 15, and SPP 20), recent Kansas due process hearing results, and Office Civil Rights (OCR) complaints. These sessions were perceived as instrumental in ensuring that school district personnel had accurate knowledge of legal processes for formal complaints, due process hearings (including resolutions), and mediations in accordance with Kansas' statutes and regulations.

The Kansas State Department of Education SES website hosted a variety of material relating to legal practices and processes that include, but were not limited to, parent rights, formal complaints, due process hearings, mediations, *The Special Education Process Handbook*, and application forms. The content on this website was updated regularly to ensure accurate information and consistency with changes in state and federal requirements. *The Special Education Process Handbook* was perceived as particularly useful to district personnel on the implementation of special education practices in accordance with federal and Kansas' statutes and regulations (SPP 16, SPP 17, SPP 18, and SPP 19).

Knowledge implementation. Targeted technical assistance activities on notifications of timelines were sent to complaint officers and due process hearing officers regarding due dates to ensure the timely and accurate reporting of resolutions and outcomes of proceedings required by federal and state statutes. Reminder notifications were sent to districts regarding an opportunity for and timeliness of resolution sessions for due process hearings (SPP 17).

Notifications were sent to complaint investigators of approaching due dates if needed (SPP 16). Copies of all hearing extensions of time were submitted to KSDE SES team members. These targeted technical assistance activities were perceived to have substantially impacted progress made toward of meeting compliance targets.

Accountability

Accountability (e.g., data entry, data collection, data verification, and data analyses) was perceived as one of the most common and necessary activities that impacted completion of complaints (SPP 16), adherence to due process timelines (SPP 17), successful timely resolutions (SPP 18), and mediation agreements (SPP 19). Technical assistance activities were perceived as the means in which appropriate school personnel and hearing officers were trained in data collection and data verification within specified timelines to ensure that data for students with disabilities were timely and accurate.

A Dispute Resolution Database was constructed to assist in tracking timely completion of state complaint, due process hearings (SPP 17), and mediation conclusions (SPP 19) was developed as an accountability tool for monitoring by KSDE SES team members. This improvement activity was perceived as crucial in making progress toward stated compliance targets.

Organizational Change

Organizational changes that occurred for Cluster 5 Indicators that resulted in the adoption of standard operating procedures aligned with state and federal policy, procedures and practices in FFY 2007. The institution of a KSDE Special Education listserv that included complaint investigators, and provided LRP subscriptions increased access to readily available information necessary for job performance and reporting accuracy (SPP 16, SPP 15, and SPP 20). This was perceived to substantially impact the timeliness of complaint findings.

SLIPPAGE

Slippage in progress across the 20 SPP/APR Indicators were perceived to have occurred across one of three themes: (1) data oversight, (2) change in federal requirements, and (3) data entry verification. Not one or the three themes was isolated to a specific indicator within the five clusters. If slippage occurred with indicator targets specific to compliance, the issue of noncompliance was corrected within the specified timelines and documented in the section, *"Information required by the OSEP APR Response Letter."*

SUMMARY

This inquiry revealed common and persistent themes that emerged through continual observations and prolonged engagement with the documents, meeting notes, and Indicator Leads. Common themes that emerged and perceived to be of relative importance across indicator clusters included: (1) professional development, (2) accountability, and (3) organizational change. The continuous improvement activities that emerged from the above categorical themes that were important to the development, refinement, and expansion of

activities until organizational change was achieved. Responsiveness to activities and personnel who were affected most by the dynamics of these activities was perceived as timely. Collaboration and family involvement were perceived as two important themes across three clusters. This was most likely due to the nature of the indicators, and the focus of the improvement activities. Even though collaboration and family involvement were evident across two of five clusters; this did not lessen the importance.

This data analysis documents that Kansas, under the leadership of KSDE, is making substantial progress toward SPP targets for the 20 Indicators listed in the State Performance Plan/Annual Performance Report. The Kansas State Department of Education, SES Team will continue to pursue collaboration, professional development, family involvement, accountability, and organizational change as strategies to achieve these worthy targets regardless of economic conditions. The Kansas State Department of Education, SES Team, and the State of Kansas have, and will continue, to provide appropriate educational supports and services for educators, families, and children.

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APPENDICES

APPENDIX A
ACRONYMS

APR	Annual Performance Report
ASES	Assessment for Special Education Students
AYP	Annual Yearly Progress
CCSSO	Council of Chief State School Officers
CETE	Center for Education Testing and Evaluation
COFS	The Child Outcome Summary Form
CTE	Career and Technical Education
EPC	Education Program Consultant
FAM	Focused Assistance Monitoring
FAPE	Free Appropriate Public Education
FAQ	Frequently Asked Questions
FFY	Federal Fiscal Year
IDEA	Individual with Disabilities Education Improvement Act
IDL	Interactive Distance Learning
IEP	Individualized Education Program
INKS	Inclusive Network of Kansas
KASEA	Kansas Association of Special Education Administrators
KDHE	Kansas Department of Health and Environment
KIAS	Kansas Integrated Accountability System
KIDMSS	Kansas Integrated Data Management and Support System
KIDS	Kansas Individual Data on Students
KISN	Kansas Instructional Support Network
KITS	Kansas Inservice Training System
KPIRC	Kansas Parent Information Resource Center
KSBE	Kansas State Board of Education
KSDE	Kansas State Department of Education
KSTARS	Kansas Statewide Technical Assistance Resource System
LEA	Local Education Agency
LEMIS	Local Education Agency Management Information System
LOD	Levels of Determination
LRE	Least Restrictive Environment
MIS	Management Information System
MPRRC	Mountain Plains Regional Resource Center
MTSS	Multi-Tiered System of Supports
NAEP	National Assessment for Educational Progress
NDPC-SD	National Drop Out Center for Students with Disabilities
NECTAC	National Early Childhood Technical Assistance Center
NPSO	National Post School Outcomes

NSCD	National Staff Development Council
NSTTAC	National Secondary Transition Technical Assistance Center
OCR	Office of Civil Rights
OSEP	Office of Special Education Programs
OWS	Outcomes Web System
PBIS	Positive Behavior Intervention and Support
Project SPOT	Supporting Program Outcomes and Teachers
Project STAY	Supporting Teachers and Youth
Project TOPS	Transition Outcomes Project
RRFC	Regional Resource and Federal Centers
SEA	State Education Agency
SEAMIS	State Education Agency Management Information System
SEAC	Special Education Advisory Council
SES	Special Education Services
SPDG	State Personnel Development Grant
SPP	State Performance Plan
TA	Technical Assistance
TAESE	Technical Assistance for Excellence in Special Education
TASN	Technical Assistance Systems Network
TIP	Targeted Improvement Plan

APPENDIX B
QUALITATIVE ANALYSIS METHODOLOGY

Analysis of the Kansas' State Performance Plan/Annual Performance Report
of Improvement Activities, Impact Statements, Progress, and Slippage for
FFY 2006 through FFY 2008

An adapted qualitative inquiry was conducted to understand emergent themes and patterns that have perceived impact on the progress or slippage of the continuous improvement activities for the 20 results and/or compliance indicators that are contained in the SPP/APR for FFY 2006 through FFY 2008. The analysis is limited to data previously reported to OSEP which includes the FFY 2006 to FFY 2008 timeframe or from July 1, 2006 to June 30, 2009. This approach was selected because it provides an effective means to address the complexities of the dynamic processes that are inherent in a qualitative design.

The procedural steps and conceptual foundations are organized into the following; (a) the design framework, (b) sampling procedures, (c) data collection strategies, and (d) the description of the data analysis that includes the trustworthiness of the inquiry.

DESIGN FRAMEWORK

The theoretical framework is based on the primary assumption that the phenomenon naturally unfold during the course of the inquiry. New, different, and multiple construct surface as participants interact with changing context are not known at the beginning of the study. When multiple realties are revealed, the inquiry follows a different course and different aspects of the data ensue. Aspects of the data are gleaned to better understand the meaning of the problem, discovers new problems as they are generated by the data through the phases of the process. The data analysis progresses through phases of inquiry to shape and refine the design.

Three phases of inquiry were used to define what is salient, discoverable, and trustworthy to better capture the changes and progression of the perceptions and understanding during the inquiry. The inquiry processes included: (a) the inquiry of sections of documents pertaining to impact and progress and/or slippage (i.e., SPP/APR Reports from FFY 2006 through FFY 2008, and internal monthly SPP/APR meeting observation notes), and (b) open-ended interview questions of Indicator Leads. Data were categorized and analyzed in order to probe emergent issues in more depth. Interviews and observations assisted in the exploration of salient issues that emerged while engaging in the inquiry process. A case study report was written after the member check to verify the inquiry interpretation and analysis of the data expressed in the preliminary summary of findings of the case study report. The participants validated the credibility of the findings through their submissions, revisions, corrections and expansions of the information contained in the preliminary summary of findings that was incorporated in to the final case study report.

SAMPLING PROCEDURES

Purposive sampling is used to collect in-depth and rich information from participants within the contexts that are of central importance to the inquiry. The types of purposive sampling used in this inquiry were: (a) mixed variation, and (b) criterion. Mixed variation sampling covers a wide range of dimensions (i.e., variations that occur under changing conditions). Criterion sampling includes the selection of participants that meet specific criteria. The Kansas State Department of Education, SES Team is comprised of EPCs, two Assistant Directors, and the State Director who met the criteria of having direct responsibility for writing and reporting on assigned SPP/APR Indicators or Indicator Clusters (e.g., Cluster 1 Indicators, include SPP 1, SPP 2, SPP 4, SPP 13, and SPP 14). This group of participants was selected since they were central to the purpose of the inquiry.

DATA COLLECTION STRATEGIES

Multiple modes of data collections sources are necessary to ensure the trustworthiness of the inquiry. Trustworthiness is the value that guarantees the inquiry is credible. Using multiple methods of data collection increases validity (i.e., credibility and transferability) and reliability of the data (i.e., dependability) by objectivity achieved through triangulation of multiple data sources (i.e., conformability).

Data collection methods used in this inquiry included interviews, observations, unobtrusive measures, and document reviews. Interviews were recorded and conducted face to face with participants. Running, written narrative observations were conducted during monthly SPP/APR staff meetings. Unobtrusive measures were data collected about the surrounding influences (e.g., contrived observations, or nonreactive) where meaning was inferred. (Since they are inferential, unobtrusive measures were used in conjunction with other sources of information.) Documents were collected that pertained to the nature of the inquiry.

DATA ANALYSIS

Data analysis occurred throughout the course of the inquiry. It continued through the member check until the case study report was written in its final form. As the inquiry progressed, each new piece of data was incorporated into the previous findings making data analysis an interactive process until redundancy was reached. Since data analysis relies heavily on tacit knowledge (i.e., intuitiveness), data collection skills, and interpretation of data, guidance in making judgments included the four fundamental actions of unitizing, categorizing, filling in patterns, and constructing the final case study report. The fundamental actions used in this inquiry directed the course of the activities

Unitizing data directs understanding or acting using the smallest piece of holistic data. Units of data served as a basis for defining categories in the data analysis process. Units were categorized by codes (e.g., numerical date the activity took place-09032010; participant's name-10 stands for J and 8 stands for H, etc.).

Categorizing is organizing units into groups of conceptually related information. A modified constant comparison method was used to move back and forth among units to detect

patterns in the data. Units were coded and labeled that categorized and described the content so each unit was internally consistent. Categories were organized into an outline whereby related categories were connected by similarities or differences. Categories were reorganized, renamed and subdivided as the data analysis progressed to show new and emergent themes.

As categories were being constructed, gaps in information became apparent. Several strategies were used to best fill the gaps (i.e., filling in patterns) in information once the information was analyzed in each category, specifically (a) extension (built on known information through further interviews or document analysis), (b) bridging (determined if disconnected pieces were related); and (c) surfacing (used the inquirers' knowledge to discover and verify new information through data analysis).

A case study approach was used during this inquiry. Data from observations, interviews, and documents were analyzed using the unitizing and categorizing processes. As the analysis progressed, an initial draft of the case study report was written. The case study report was revised based on the Indicator Leads' input during the member check.

TRUSTWORTHINESS

Trustworthiness uses techniques that provide credibility, transferability, dependability, and conformability. Criteria for establishing trustworthiness correspond to research design elements in qualitative research. These criteria include: (a) credibility that corresponds to internal validity; (b) transferability that corresponds to external validity or generalization; (c) dependability that corresponds to reliability; and (d) conformability that corresponds to objectivity or neutrality. The techniques used to establish credibility were (a) persistent observation, (b) triangulation, and (c) member check. Triangulation was embedded in the content of each indicator cluster.

The member check occurred immediately after individual Indicator Lead's interview, in which individual Indicator Leads were asked to clarify information provided during the interview and the document summaries for their particular clusters. A purposive sample of the Indicator Leads participated in the member check to determine if the findings were reflective of their knowledge, perceptions, and understanding of emergent themes that occurred during the analysis. During the member check, Indicator Leads were asked to address issues, such as accuracy; errors of fact, omission, and interpretation. The member check ensured credibility the interpretation of themes and findings until redundancy was reached. All Indicator Leads checked the credibility of the individual Cluster Indicator Reports that pertained to their assigned indicator(s). Errors were corrected and incorporated into the Cluster Indicator Reports. There were a few sections in which Indicator Leads wanted further content descriptions to improve content accuracy, or changes in the qualifiers.

The narrative descriptions of the inquiry are organized into three major sections across elements of time (i.e. FFY 2006 through FFY 2008). The State Performance Plan /Annual Performance Report Indicators were clustered into five groups for purposes of relatedness and/or previous cluster assignments (e.g., Cluster 1 Indicators, include SPP 1, SPP 2, SPP 4, SPP 13, and SPP 14). Continuous improvement activities for each SPP/APR Indicator were sorted into one of three categories (i.e. technical assistance, state infrastructure, and targeted technical assistance). The clusters of SPP/APR Indicators are as follows:

    (A) Cluster 1-(Indicators SPP 1, SPP 2, SPP 4, SPP 13, and SPP 14)
    (B) Cluster 2-(Indicators SPP 3, SPP 5, SPP 9, and SPP 10)
    (C) Cluster 3-(Indicators SPP 6, SPP 7, SPP 8, and SPP 12)
    (D) Cluster 4-(Indicators SPP 11, SPP 15, and SPP 20)
    (E) Cluster 5-(Indicators SPP 16, SPP 17, SPP 18, and SPP 19)

Recurrent and persistent themes contained in the improvement activities that were perceived to have, (a) the greatest impact on meeting the intent of the indicators, and (b) the recurrent themes of slippage and/or progress of the indicators were described in each applicable sections of the inquiry.

STATE PERFORMANCE PLAN / ANNUAL PERFORMANCE REPORT INDICATORS

Cluster 1 Indicators

SPP/APR Indicator 1-Percent of youth with IEPs graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))

SPP/APR Indicator 2-Percent of youth with IEPs dropping out of high school. (20 U.S. C. 1416 (a)(3)(A))

SPP/APR Indicator 4-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.
   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 the 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))

SPP/APR Indicator 13-Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measureable 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 post secondary goals, and annual IEP goals related to the student's transition service needs. There also must be evidence that the student was invited to the IEP Team meeting where the transition services are to be discussed and evidence that, if appropriate, a representative of any participation 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))

SPP/APR 14-Percent of youth, who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school. (20 U.S.C. 1416(a)(3)(B))

Cluster 2 Indicators

SPP Indicator 3-Participation and performance of children with disabilities on statewide assessments:
   A. Percent of districts meeting the State's AYP objectives for progress for disabilities subgroup.

B. Participation rate for children with IEPs in regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; and alternate assessment against alternate achievement standards.

C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards. (20 U. S. C. 1416 (a)(3)(A))

SPP Indicator 5-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.
C. In separate schools, residential facilities, or homebound/hospital placements. (20 U. S. C. 1416 (a)(3)(A))

SPP Indicator 9-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))

SPP Indicator 10-Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. (U. S. C. 20 1416 (a)(3)(C))

Cluster 3 Indicators

SPP Indicator 6-Percent of preschool children with individualized education programs (IEPs) who received special education and related services with (typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings). (20 U. S. C. 1416(a)(3)(A))

SPP Indicator 7-Percent of preschool children 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))

SPP Indicator 8-Percent of parents with a child receiving special education services and results for children with disabilities. (20 U. S. C. 1416(a)(3)(A))

SPP Indicator 12-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))

Cluster 4 Indicators

SPP Indicator 11-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))

SPP Indicator 15-General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible, but in no case later than one year from identification. (20 U. S. C. 1416(a)(3)(B))

SPP Indicator 20-State reported data (618) and State Performance Plan and Annual Performance Report) are timely and accurate. (20 U. S. C. 1416(a)(3)(B))

Cluster 5 Indicators

SPP Indicator 16-Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolutions. (20 U. S. C. 1416(a)(3)(B)

SPP Indicator 17-Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or, in the case of an expedited hearing, within the regular timelines. (20 U. S. C. 1416(a)(3)(B))

SPP Indicator 18-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))

SPP Indicator 19-Percent of mediations held that resulted in mediation agreements. (20 U. S. C. 1416(a)(3)(B))