KANSAS STATE DEPARTMENT OF EDUCATION

FACT SHEET

Kansas State Performance Plan (SPP) and Annual Performance Report (APR)

Kansas State Performance Plan (SPP) Overview

- Serves as a blueprint to improve teaching and learning
- Supports rigorous academic standards
- Results in improved performance for students with disabilities
- Utilizes numerous data sources that include the KSDE process for general supervision (KIAS)
- Specifies 18 indicators for statewide performance: results and compliance
- Includes the State Systemic Improvement Plan (SSIP) (Indicator 17) evidence-based intervention outcomes for children and youth with disabilities

Kansas Annual Performance Report (APR) Overview

- Solicits stakeholder input from multiple state, local, and professional organizations, including families, and community members
- Establishes targets in the SPP to analyze the performance of local districts and early childhood special education programs
- Reports on data annually for all 18 Indicators of the SPP window occurs during this period and schools were unable to collect the data during this period

Kansas Annual Performance Report (APR) Results

- Earned the highest level of determination "meets requirements" from FFY 2006 to FFY 2024
- Levels of determination and/or enforcement are reported and posted annually

FFY 2020-25 Compliance and Performance Indicators

*Part B SPP Indicators

1) Graduation. % of youth with IEPs graduating with regular diploma.
2) Drop Out. % of youth with IEPs dropping out.
3) Assessment. (A) Participation rate for children with IEPs, (B) Proficiency rate for children with IEPs against grade-level academic standards, (C) Proficiency rate for children with IEPs against alternate academic achievement standards, (D) Gap in proficiency rates for children with IEPs and all students against grade-level academic achievement standards.
4) Suspension/Expulsion. (A) % of LEAs with significant discrepancy, (B) % of LEAs with significant discrepancy by race/ethnicity.
5) Education Environments (Children 6-21). % of children with IEPs, age 5 and enrolled in kindergarten and ages 6–21, served (A) Inside regular class 80% or more of day; (B) Inside regular class less than 40% of day; (C) In separate schools, residential facilities, or homebound/hospital placements.
6) Preschool Environments. % of children with IEPs, ages 3, 4, and 5 who are enrolled in a preschool program, (A) Receiving majority of special education and related services in regular early childhood program; (B) Attending separate special education class, separate school, or residential facility; (C) Receiving special education and related services in the home.
7) Preschool Outcomes. % of preschool children ages 3-5 with IEPs with improved (A) Positive social-emotional skills, (B) Acquisition and use of knowledge and skills,

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(C) Use of appropriate behaviors to meet their needs.

8) Parent Involvement. % of parents who report that the school facilitated parent involvement.
9) Disproportionate Representation. % of districts with disproportionate representation of racial/ethnic groups due to inappropriate identification.
10) Disproportionate Representation in Specific Disability Categories. % of districts with disproportionate representation of racial /ethnic groups in specific disability categories due to inappropriate identification.
11) Child Find. % of children evaluated within 60 days of parental consent or state timeframe.
12) Early Childhood Transition. % of children found Part B eligible with IEP implemented by 3rd birthday.
13) Secondary Transition. % of youth ages 16+ with measurable, annually updated IEP goals & appropriate transition assessment, services, and courses.
14) Post-School Outcomes. % of youth with IEPs, no longer in school, (A) Enrolled in higher education; (B) Enrolled in higher education or competitively employed; (C) Enrolled in higher education, other postsecondary education, or training program or competitively employed or in some other employment, within one year of leaving high school.
15) Resolution Sessions. % of hearing requests resolved through resolution session settlement agreements.
16) Mediation. % of mediations held resulting in mediation agreements.
17) State Systemic Improvement Plan. SPP/APR includes comprehensive, ambitious, achievable, multi-year SSIP, with Phase I analysis, Phase II plan, Phase III implementation and evaluation, with stakeholder engagement in all phases, for improving results for children with disabilities

*Compliance Indicators are boldface. Performance Indicators are underlined.

18) General Supervision. % of findings of noncompliance corrected within one year of identification.

Resources

IDC-IDEA Data Center. (206). *Part B SPP Indicator Cards.* Retrieved from: https://ideadata.org/resource-hub/resource/206/sppapr-indicator-cards

Kansas State Department of Education. (2026). Kansas state report card 2024-2025. Retrieved from: https://ksreportcard.ksde.org/home

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