November 7, 2025
KSDE SETS Special Education Administrators' Webinar
Agenda

Agenda Item	Presenter
Welcome	TASN Coordination
Director Updates • The Next 100-day Checklist: Oct-Dec	Brian Dempsey
618 MIS Data & SpedPro Data Reporting Reminder	Mason Vosburgh
Personnel Categorical Aid	Evelyn Alden
VI-B LEA Maintenance of Effort (MOE) and Excess Cost Reporting	Helen Swanson & Dean Zajic
Early Childhood: Indicator 12, Indicator 6, & Indicator 7	Angel Spann
State Assessments Accommodations & Alternate Assessment (DLM) Justifications	Cary Rogers
KASEA Updates	Angie Karraker

Personnel Categorical Aid (KGRS)

- Check reports
- ASK QUESTIONS
- PLEASE ask me if no one knows why someone is an error or a discrepancy
- Full year substitutes and ESY approvals will be done before the third payment

Save some time!

- Ask, and I'll send you my spreadsheet with notes about most errors and discrepancies!
  - I don't yet have notes on all the "endorsement not correct for …" errors as they will mostly be solved by teachers adding endorsements or waivers
  - I don't yet have notes on all para issues because they will mostly be solved by correcting the supervisor issues.
- evelyn.alden@ksde.gov

Reimbursement Deadlines

- Monday, December 1st -Final day to enter/update before the second payment.
  - You have all day on the 1st, at midnight the system locks
  - The second payment pays on ALL FTE that is claimed.
- February 1st – Final day to enter waivers for FY23
  - Apply as soon as possible!
- March 1st – Final day to enter/update before third payment
  - The third payment pays only on **ELIGIBLE** FTE!

Deadlines are in Appendix A of the Reimbursement Guide, in the KIAS calendar, and separately here: https://www.ksde.gov/Portals/0/SES/funding/CatAid/CatAid-Deadlines.pdf

Other Reminders

- KSDE license applications.
  - "In process" applications need to be watched closely. The status date is the last time the file had activity. 90 days and the application can be deleted. KSDE licensed staff can apply for renewal 6 months prior to expiration.
  - I can help a bit with "what's going on" but only teacher licensure can give definive answers.
- Non-KSDE license renewals are important as well. Most can apply at least 45 days prior to expiration.

Special Education Administrators Quarterly Meeting

IDEA LEA Maintenance of Effort (MOE) and Excess Costs

11/07/2025

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MOE and Excess Cost Reporting

The report is housed in Kansas Grants Reporting System (KGRS)
https://apps.ksde.org/authentication/login.aspx

November 14 to January 14 - Reporting collection window

- November 14 – Submission window opens
- December 15 - Submission deadline for coop/interlocal member districts
- January 14 - Submission window closes for stand alone, coop/interlocal LEAs

Resources

- Maintenance of Effort (MOE)
  - KGRS User Guide: Maintenance of Effort and Excess Costs (PDF)
  - Excess Cost and MOE Instructions (PDF)
  - MOE Explanation (PowerPoint)
  - IDEA MOE Tracker (Excel)
  - Understanding Maintenance of Effort (PDF)

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Early Childhood Special Education

Angel Spann, Early Childhood Special Education (619) Coordinator – Angel.Spann@ksde.gov

Amanda Petersen, Director of Early Childhood- Amanda.Petersen@ksde.gov

Beccy Strohm, Administrative Assistant for Early Childhood – Beccy.Strohm@ksde.gov

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Reminders/Updates

November 7, 2025

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Indicator 12: Part C to Part B Transition

Reminder:

- Window is currently open for Indicator 12 ***data verification***. The window closes on **November 15th**.
- Please reach out to Melissa Valenza melissa.valenza@ksde.gov or Angel Spann angel.spann@ksde.gov for assistance and support

Part C to Part B Electronic Referral System (CBER)

- Make sure your agency is regularly logging into the CBER system to review and accept/reject referrals.
  - KSDE is required by the Office of Special Education Programs (OSEP) to maintain a statewide system that tracks children who are transitioning from Part C to Part B.
  - The CBER system allows for confirmation of the accuracy of referral dates reported by both C and B programs.
  - The transition timeline for a referral ***begins*** on the date it is sent by Part C unless the referral is rejected by Part B.
    - *The only reason a school district can reject a Part C referral is if the child did not live in the district of residence <u>at the time</u> of the referral.*

Part C to Part B Electronic Referral System (CBER)

Part C to Part B Electronic Referral System site: https://ksits.kdhe.ks.gov

- Contact Beccy Strohm (Beccy.Strohm@ksde.gov) to add or remove users.
  - Do not share usernames between staff.
  - Notify Beccy when users need to be deleted.
- Email kdhe.ksits@ks.gov and CC Beccy for requests for technical assistance.
- CBER Part B User's Guide: Visit ksde.org, Special Education and Title Services, Special Education, KIAS, SPP and APR, Indicator 12

Transition Conferences

Indicator 12

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Who is considered LEA representative for Part C Transition Conferences?

- The representative of Part B who attends the transition conference should be a person who is knowledgeable about the Part B preschool special education program, evaluation & eligibility processes, and the availability of services.
- The LEA representative should also be able to provide information about Part B program options, as appropriate, to inform parents in their decision making, and be able to answer questions from the family as they arise.
- Part B personnel can be but is not limited to:
    - School psychologist
    - Early childhood special education teacher
    - Related service providers
    - Sped director
    - Early childhood director

Indicator 12: Part C to Part B Transition

Resources:

- OSEP 2023 Early Childhood Transition Questions and Answers
- KSDE TASN Site: Indicator 12
- Indicator 12 FAQ's

Indicator 6: Preschool Environments (Updates)

Our state picture

- **2023-2024: 110 districts met state targets for Indicator 6**
  - Statewide rate for Indicator **6A: 47.42%** (higher is better)
  - Statewide rate for Indicator **6B: 30.00%** (lower is better)
- **2024-2025: 114 districts met state targets for Indicator 6**
  - Statewide rate for Indicator **6A: 49.74%** (higher is better)
  - Statewide rate for Indicator **6B: 26.89%** (lower is better)
- **Thank you** for your hard work to improve services for preschool students!

Projected Indicator 6 Report

- Districts/Agencies can run the Projected Indicator 6 report in SPEDPRO to evaluate how special education services are being delivered in your preschool programming
- Helpful Tips when Reviewing your Report:
  - Making sure the correct setting codes represent where the special education or related services are being delivered
  - Making sure the classroom codes are accurate:
    - B setting code represents the general education classroom
    - R setting code represents a SPED only classroom setting
  - Is there a service primarily being provided by pull out or the G-setting that could be altered?

Projected Indicator 6 Report

Please feel free to reach out to Angel Spann angel.spann@ksde.gov if you have questions/concerns about interpreting your indicator 6 report

Indicator 7: Early Childhood Outcomes

Outcomes Part B Web System (OWS)

Please make sure to:

- Conduct regular checks and update the OWS system as students enter and exit the district
- Complete COS forms for students qualifying for special education services, including students that qualify for speech only

OWS Tips

- If students leave your district but attend another district in Kansas, that is an organizational exit
- If students enter your district but previously attended another district in Kansas, that is an organizational entry
- Students that withdraw, move out of state or parents revoke SPED services needs to be permanently exit

Early Childhood Professional Development Opportunity

Kansas DEC 44th Annual Conference

February 26-27, 2026

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Upcoming Event

The Kansas Division of Early Childhood (KDEC) will host its annual conference February 26-27, 2026 in Wichita, KS.

This is a great opportunity for childcare providers, early childhood general and special education teachers to attend to learn new strategies, gain new ideas, and collaborate with other professionals in the field of early childhood.

- Link to register: Registration Type - The 44th Annual Kansas Division for Early Childhood Conference

Contact Information

Angel Spann

Early Childhood Special Education (619) Coordinator

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State Assessments Accommodations 2025-2026

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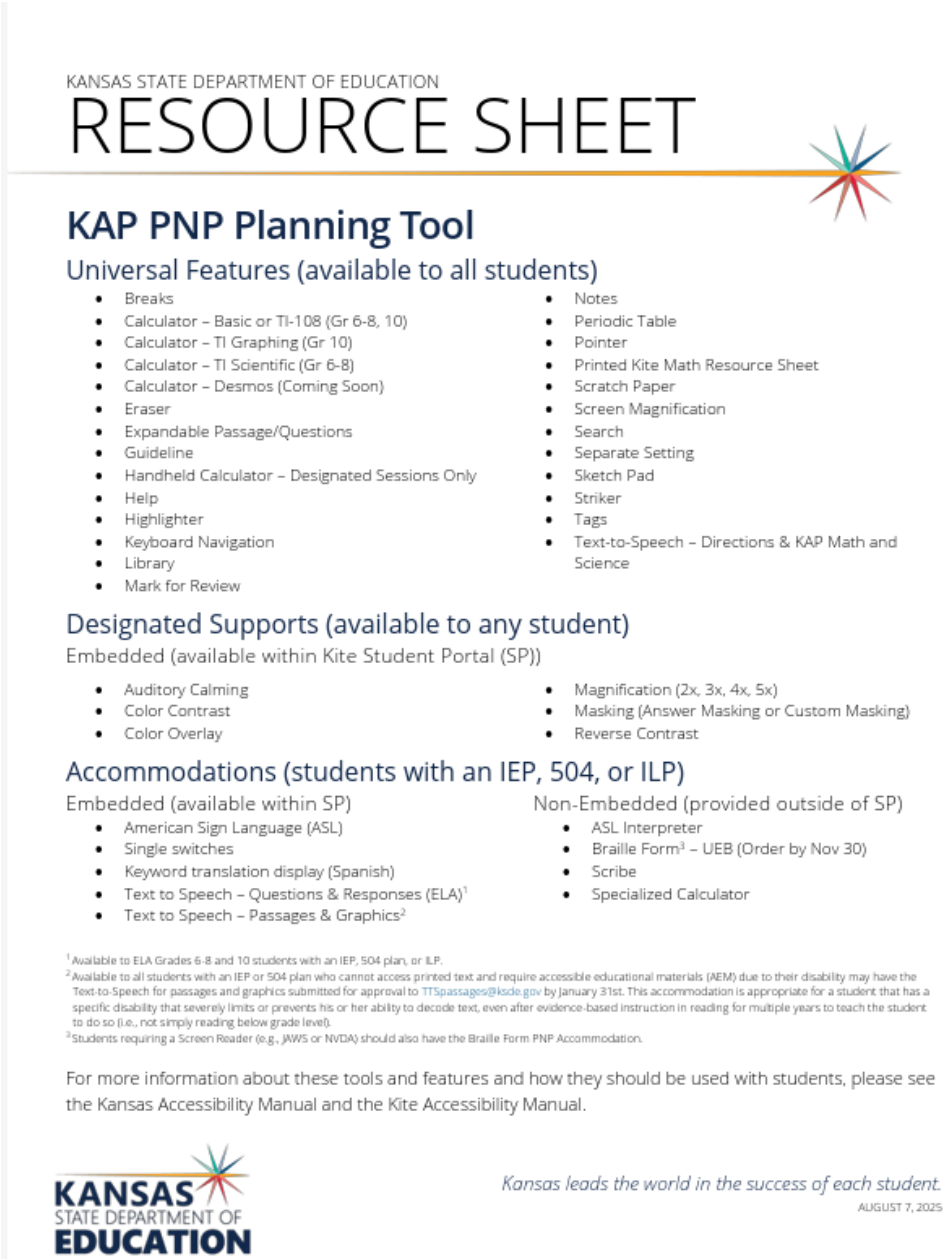
PNP Planning Tool



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RESOURCE SHEET

KAP PNP Planning Tool

Universal Features (available to all students)

- Breaks
- Calculator – Basic or TI-108 (Gr 6-8, 10)
- Calculator – TI Graphing (Gr 10)
- Calculator – TI Scientific (Gr 6-8)
- Calculator – Desmos (Coming Soon)
- Eraser
- Expandable Passage/Questions
- Guideline
- Handheld Calculator – Designated Sessions Only
- Help
- Highlighter
- Keyboard Navigation
- Library
- Mark for Review
- Notes
- Periodic Table
- Pointer
- Printed Kite Math Resource Sheet
- Scratch Paper
- Screen Magnification
- Search
- Separate Setting
- Sketch Pad
- Striker
- Tags
- Text-to-Speech – Directions & KAP Math and Science

Designated Supports (available to any student)

Embedded (available within Kite Student Portal (SP))

- Auditory Calming
- Color Contrast
- Color Overlay
- Magnification (2x, 3x, 4x, 5x)
- Masking (Answer Masking or Custom Masking)
- Reverse Contrast

Accommodations (students with an IEP, 504, or ILP)

Embedded (available within SP)

- American Sign Language (ASL)
- Single switches
- Keyword translation display (Spanish)
- Text to Speech – Questions & Responses (ELA)[1]
- Text to Speech – Passages & Graphics[2]

Non-Embedded (provided outside of SP)

- ASL Interpreter
- Braille Form[3] – UEB (Order by Nov 30)
- Scribe
- Specialized Calculator

[1] Available to ELA Grades 6-8 and 10 students with an IEP, 504 plan, or ILP.

[2] Available to all students with an IEP or 504 plan who cannot access printed text and require accessible educational materials (AEM) due to their disability may have the Text-to-Speech for passages and graphics submitted for approval to TTSpassages@ksde.gov by January 31st. This accommodation is appropriate for a student that has a specific disability that severely limits or prevents his or her ability to decode text, even after evidence-based instruction in reading for multiple years to teach the student to do so (i.e., not simply reading below grade level).

[3] Students requiring a Screen Reader (e.g., JAWS or NVDA) should also have the Braille Form PNP Accommodation.

For more information about these tools and features and how they should be used with students, please see the Kansas Accessibility Manual and the Kite Accessibility Manual.

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AUGUST 7, 2025

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Ordering Braille Booklets

- Request braille booklets through the Personal Needs Profile (PNP) in Educator Portal.
- Booklets will be ordered for students who have "Braille" selected on the "Language & Braille" tab of their PNP.

Assessment	PNP Must Be Selected in Educator Portal by:
Fall and Spring Interim	September 19
Summative	November 21

- **If any changes are made to your orders after these dates or if you have questions, please contact KAPaccommodations@ku.edu**

TTS Universal Features

- Universal feature – available for all students
  - Synthetic voice is available to read directions on all assessments.
  - Synthetic voice is available to read assessment content on KAP math and science assessments.

Text to Speech Options

Questions & Responses (ELA)	Passages & Graphics – [Requires KSDE approval]

• For students in Grades 6-8 and 10.
• Students must have an IEP, 504 plan, or ILP (for English learners) that states they must have questions and responses read aloud.
• Synthetic voice reads questions and responses only, NOT PASSAGES.
• This is for ELA only.
  ◦ Math and Science automatically include TTS on all test content.
	• For students with and IEP or 504 plan in all grades and subjects
	• Synthetic voice reads detailed descriptions of visual elements
	• Synthetic voice reads ELA passages
	• Must be approved by KSDE
	  ◦ Application due by January 31.

- TTS Passages and Graphics FAQ

Text-to-Speech (TTS) Options

Embedded Text-to-Speech (TTS)	Available to all students?	Is PNP required?
TTS Directions	Yes	No
TTS Science	Yes	No
TTS Math	Yes	No
TTS ELA Questions and Responses (6th-10th IEP, 504, or EL ILP)	No	Yes
TTS Passages and Graphics (all grades)	No	Yes, AND requires KSDE approval

Fact Sheet on TTS

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FACT SHEET

Text-to-Speech Available on the Kansas Assessment Program (KAP)

Text-to-Speech (TTS)	English Language Arts (ELA)	Math	Science
Universal Feature	Not available.	Universal support available to all students.	Universal support available to all students.
Accommodations 1	Grades 6–8, and 10 ELA Questions and Responses.	Not available.	Not available.
Accommodations 2	Grades 3–8, and 10 read all text, including passages. Description of graphics.	Grades 3–8, and 10 all text read. Description of graphics.	Grades 5, 8, and 11 all text read. Description of graphics.

Universal Feature

Directions, Math and Science: The Kansas State Department of Education (KSDE) has moved Math TTS to a universal feature. All students can choose to have a synthetic voice read directions, test questions and answers choices on the math and science assessments.

Accommodations

1. **ELA Questions and Responses for 6–8, and 10 grades only:** Students with **Individualized Education Plan (IEP)**, **504 plan**, or English learners who qualify for ESOL services on an **Individual Learning Plan (ILP)**, who need the test items and answer choices for the ELA assessment, a synthetic voice will read test questions and responses. KSDE's expectation is these students have received evidence-based instruction in reading for multiple years. The student must be using TTS or a screen reader as the primary mode of accessing grade level text during instruction and assessment. This accommodation must be selected on student's personal needs profile (PNP).

   Please note: This accommodation is not intended for students who are just slow readers. The read-aloud accommodation does not refer to an adult reading an occasional word, an occasional distractor, an occasional stem, or an occasional question to the student. However, an adult reading any words in the ELA passage is prohibited. **Students on SIT plans no longer qualify for this accommodation.**

2. **TTS passages and graphics:** For a very limited number of students with disabilities, TTS of reading passages in ELA may be permitted. A synthetic voice will read the text including ELA passages and detailed description of the graphics. **Students with an IEP or 504 plan who cannot access printed text and require accessible educational materials (AEM) due to their disability may have the Text-to-Speech Application submitted for approval to** ttspassages@ksde.gov **by Jan. 31 annually.** This accommodation is appropriate for a student whose IEP/504 Plan explicitly indicates the student's primary mode of accessing printed materials is through text-to-speech or a screen reader.

   A student who has a specific disability that severely limits or prevents his or her ability to decode text, even after evidence-based instruction in reading for multiple years to teach the student to do so. Students using Job Access With Speech (JAWS®) or NonVisual Desktop Access (NVDA) – the screen reader will navigate the page while the Kite TTS will provide the audio of the page content.

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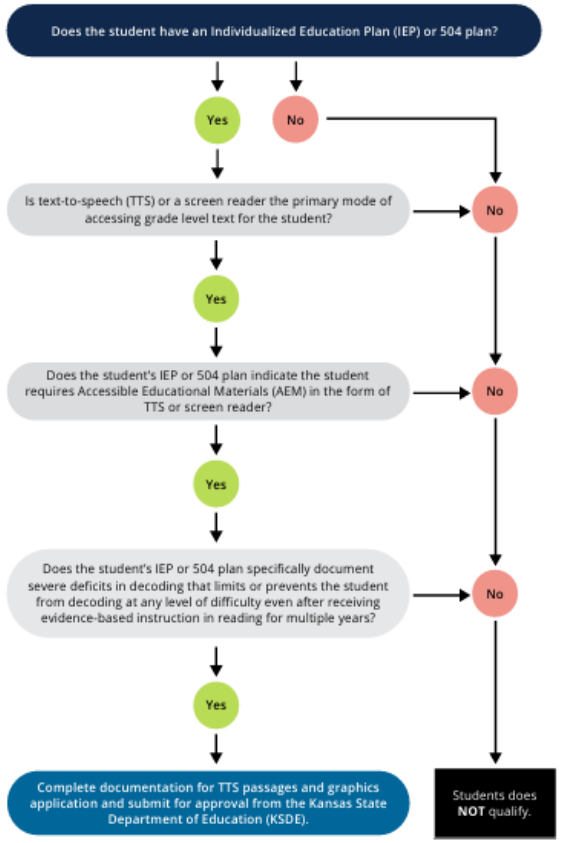
July 2, 2025

FACT SHEET TTS ON THE KAP



For more information, contact:

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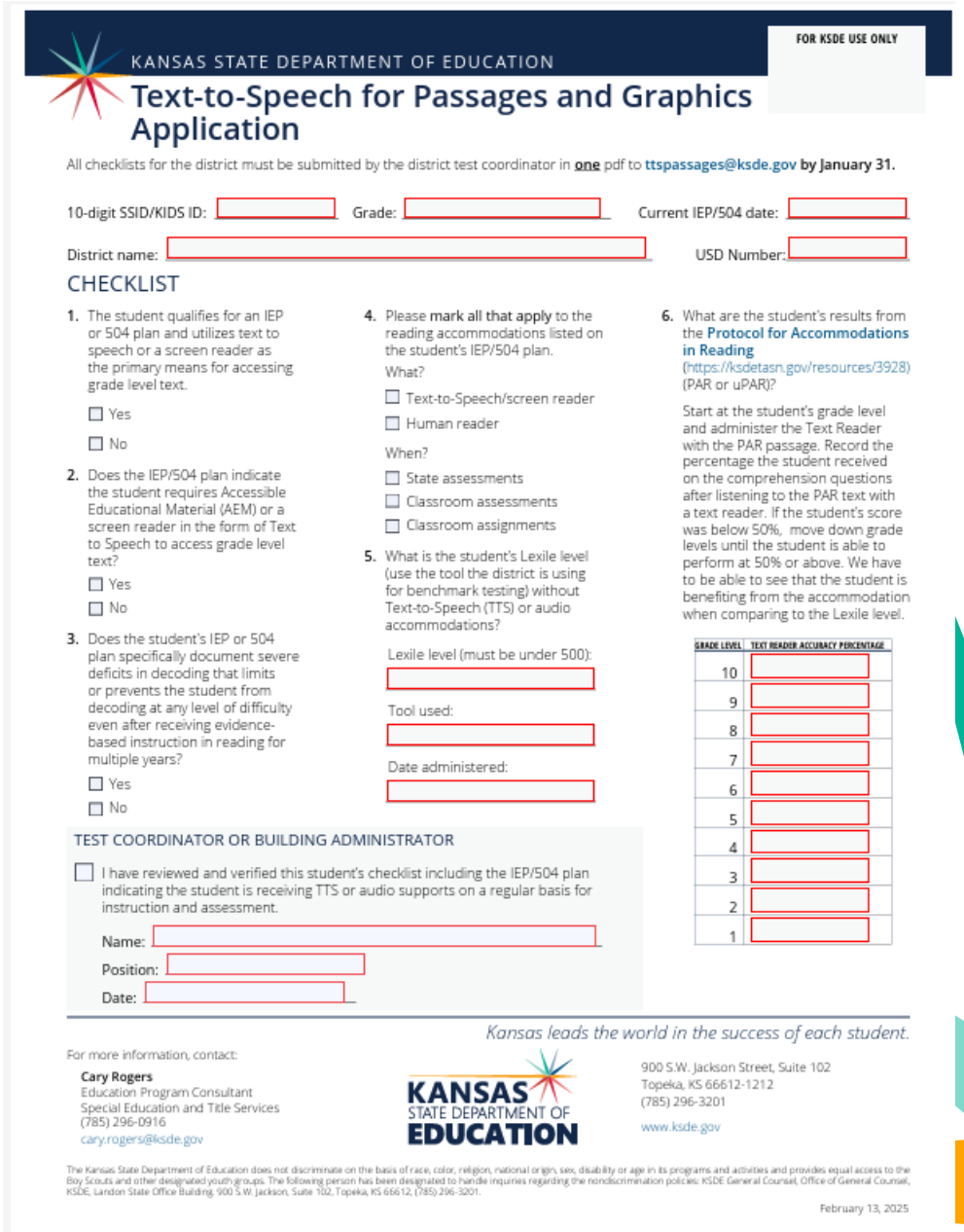
TTS for Passages and Graphics Application



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FOR KSDE USE ONLY

Text-to-Speech for Passages and Graphics Application

All checklists for the district must be submitted by the district test coordinator in **one** pdf to **ttspassages@ksde.gov** **by January 31.**

10-digit SSID/KIDS ID: _____ Grade: _____ Current IEP/504 date: _____

District name: _____ USD Number: _____

CHECKLIST

1. The student qualifies for an IEP or 504 plan and utilizes text to speech or a screen reader as the primary means for accessing grade level text.
   - ☐ Yes
   - ☐ No
2. Does the IEP/504 plan indicate the student requires Accessible Educational Material (AEM) or a screen reader in the form of Text to Speech to access grade level text?
   - ☐ Yes
   - ☐ No
3. Does the student's IEP or 504 plan specifically document severe deficits in decoding that limits or prevents the student from decoding at any level of difficulty even after receiving evidence-based instruction in reading for multiple years?
   - ☐ Yes
   - ☐ No
4. Please **mark all that apply** to the reading accommodations listed on the student's IEP/504 plan.

   What?
   - ☐ Text-to-Speech/screen reader
   - ☐ Human reader

   When?
   - ☐ State assessments
   - ☐ Classroom assessments
   - ☐ Classroom assignments
5. What is the student's Lexile level (use the tool the district is using for benchmark testing) without Text-to-Speech (TTS) or audio accommodations?

   Lexile level (must be under 500): _____

   Tool used: _____

   Date administered: _____
6. What are the student's results from the **Protocol for Accommodations in Reading** (https://ksdetasn.gov/resources/3928) (PAR or uPAR)?

   Start at the student's grade level and administer the Text Reader with the PAR passage. Record the percentage the student received on the comprehension questions after listening to the PAR text with a text reader. If the student's score was below 50%, move down grade levels until the student is able to perform at 50% or above. We have to be able to see that the student is benefiting from the accommodation when comparing to the Lexile level.

GRADE LEVEL	TEXT READER ACCURACY PERCENTAGE
10	
9	
8	
7	
6	
5	
4	
3	
2	
1	

TEST COORDINATOR OR BUILDING ADMINISTRATOR

☐ I have reviewed and verified this student's checklist including the IEP/504 plan indicating the student is receiving TTS or audio supports on a regular basis for instruction and assessment.

Name: _____

Position: _____

Date: _____

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For more information, contact:

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February 13, 2025

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Question 1 and 2

The student qualifies for an IEP or 504 plan and utilizes text to speech or a screen reader as the primary means for accessing grade level text.

Yes

No

Does the IEP/504 plan indicate the student requires Accessible Educational Material (AEM)) or a screen reader in the form of Text-to-Speech to access grade level text?

Yes

No

Considerations for Accessible Educational Materials (PDF)

Question 3 and 4

Does the student's IEP or 504 plan specifically document severe deficits in decoding that limits or prevents the student from decoding at any level of difficulty even after receiving evidence-based instruction in reading for multiple years?

Yes

No

Please mark all that apply to the reading accommodations listed on the student's IEP/504 plan.

What

- Text-to-speech/screen reader
- Human reader

When?

- State assessments
- Classroom assessments
- Classroom assignments

Documentation Accommodations in the IEP

- Example 1: Consistent with the accommodations that Sean is using in the classroom, he will receive the following accommodations on statewide assessments: Simultaneous visual and auditory access to text through the independent use of text-to-speech for all allowable parts of the assessment.
- Example 2: The district will apply for approval of TTS for passages and graphics on the state assessment. If approved the student would receive TTS for passages and graphics, if it is not approved, the student would receive questions and responses for ELA through TTS when allowed (grades 6-8 and10).

- Examples of Frequency, Location, and Duration for Accommodations & Modifications (PDF)
- Assuring the Documentation of Frequency, Location, and Duration of Accommodations on the IEP (PDF)
- Documenting Frequency, Location, and Duration of Accommodations and Modifications on the IEP during the school year (PDF)

Question 5

What is the student's Lexile level (use the tool the district is using for benchmark testing) without Text-to-Speech (TTS) or audio accommodations?

Lexile level

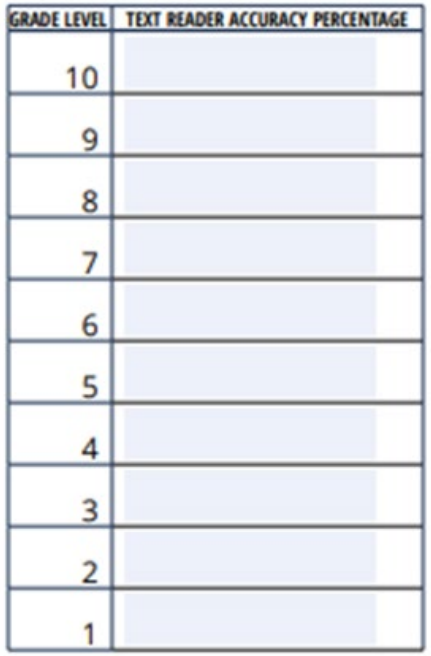
Tool used

Date administered

- Lexile level must be from current school year.
- Must provide Lexile not grade level.
- The Lexile level will help support severe deficits in decoding skills.
- A Lexile of 500 or above will not be approved.
- If a Lexile can't be determined without TTS due to visual impairment/blindness, please indicate that on the form.

Question 6

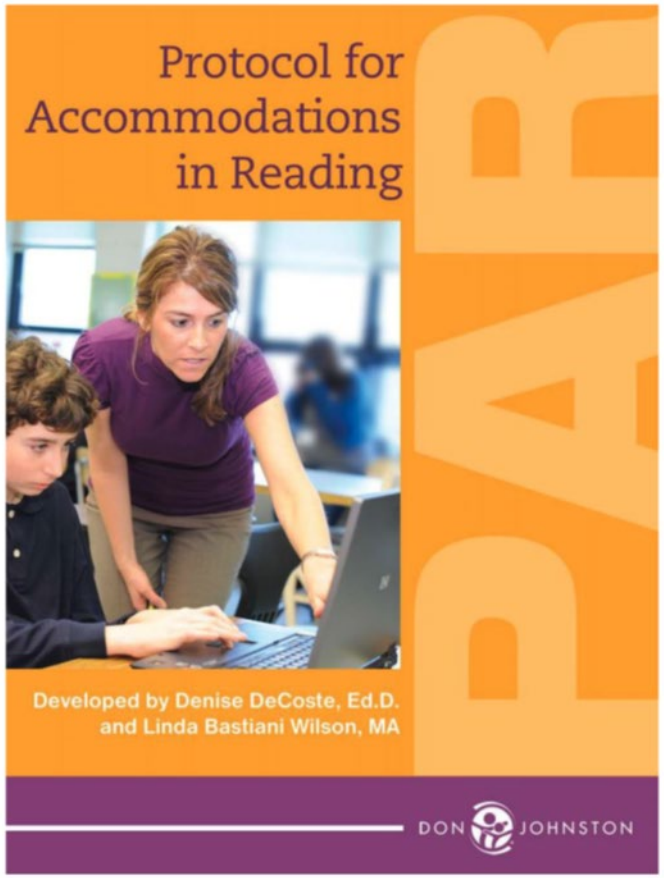
What are the student's results from the Protocol for Accommodations in Reading (PAR or uPAR)?



GRADE LEVEL	TEXT READER ACCURACY PERCENTAGE
10	
9	
8	
7	
6	
5	
4	
3	
2	
1	

- Start at the student's grade level and administer the Text Reader with the PAR passage.
- Record the percentage the student received on the comprehension questions after listening to the PAR text with a text reader.
- If the student's score was below 50%, move down grade levels until the student is able to perform at 50% or above.
- Student's not achieving a 50% at any grade level will not be approved.
- We have to see that the student is benefiting from the accommodation when comparing to the Lexile level.

Protocol for Accommodations in Reading (PAR)



- The Protocol for Accommodations in Reading (PAR) is **a formative assessment tool** that can be used with any student struggling with reading.
- The PAR is intended to help educators **make informed decision about reading accommodations.**

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Unique Accommodations

- If you have a unique situation and accommodation request for a student, please email cary.rogers@ksde.gov or call Cary Rogers at 785-296-0916 to discuss the student's specific needs.
  - We do have a Unique Accommodations form that we will provide to the DTC after the initial conversation.

KAP
Kansas Assessment Program

Alternate Assessment (DLM) Justifications

Justification window open **December 1-22, 2025**

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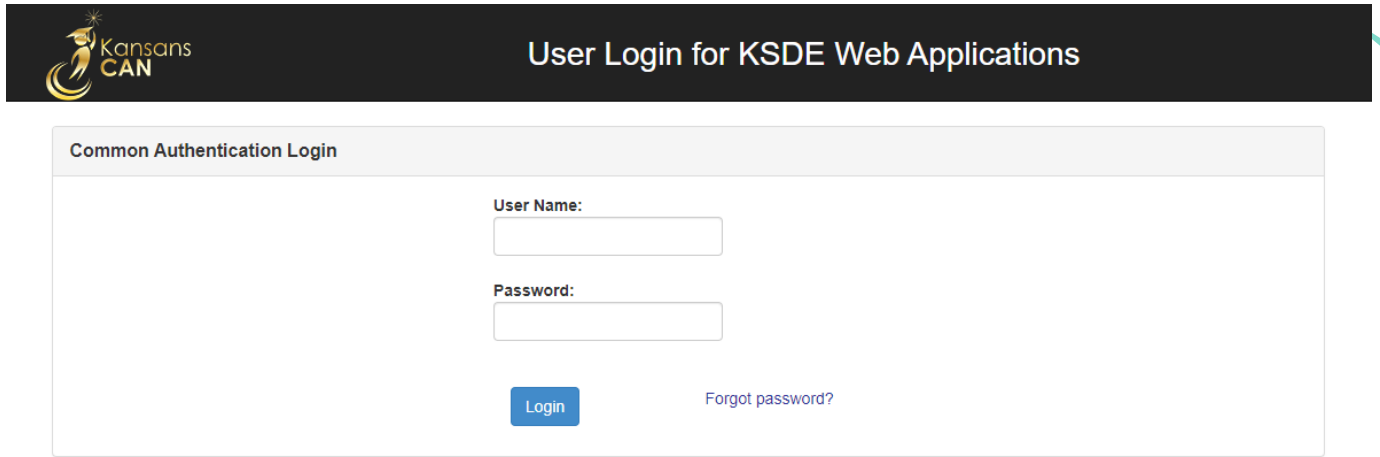
Kansas integrated accountability system (KIAS)

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



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Data collection

1. Subjects and DLM Percent

Subjects and DLM Percent			
Subject	**DLM**	**Total**	**DLM Percent**
Math	13	1297	1.00%
Reading	13	1288	1.01%
Science	5	530	0.94%

USDOE is calculating 1.01% as being over the 1%, therefore, justifications will be required by districts if any subject is 1.01% or higher.

Data collection

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

Disproportionality Data

10/16/2025 10:35:29 AM **Alternate Assessment Participation by Subject Subgroup - Reading** Page 1

Monitoring School Year: 2024 - 2025 | Assessment School Year: 2023 - 2024 | All Districts

Student Sub-Group	Comparison Group	Students Participating in Regular Assessment	# Students Participating in Alternate Assessment	Total # Students Assessed	Percentage Participating in Alternate Assessment	Percent of Comparison group participating in Alternate Assessment	Risk Ratio
		Year 1, Year 2, Year 3	Year 1, Year 2, Year 3	Year 1, Year 2, Year 3			
All Students	N/A	237151 236740 232977	2263 2295 2251	239414 239035 235228	0.954073061		
American Indian or Alaska Native	All Other Races	1713 1619 1690	20 18 20	1733 1637 1710	1.141732283	0.952727714	1.198382566
Asians	All Other Races	6460 6664 6550	76 67 80	6536 6731 6630	1.120771976	0.949292283	1.180639510
Native Hawaiian or Pacific Islander	All Other Races	542 532 553	7 8 8	549 540 561	1.393939394	0.953053747	1.462603131
African-American Students	All Other Races	15687 15539 15079	207 224 212	15894 15763 15291	1.369600409	0.924813530	1.480947634
White	All Other Races	148958 147914 144558	1310 1340 1271	150268 149254 145829	0.880429145	1.076302706	0.818012572
Multi-Racial	All Other Races	14241 14655 14759	140 133 138	14381 14788 14897	0.932691871	0.955480122	0.976149948
Hispanic	All Other Races	49550 49817 49788	503 505 522	50053 50322 50310	1.015363175	0.937668741	1.082859149
Free and Reduced Lunch	All Self-Paid Lunch	103438 116130 114750	1310 1495 1487	104748 117625 116237	1.267534922	0.671080100	1.888798255
Migrant	All non-Migrant Students	1149 1055 1044	6 10 8	1155 1065 1052	0.733496333	0.955088999	0.767987417

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Data collection (continued)

- Please provide a narrative that includes the data types and processes that the IEP teams are utilizing to qualify students for the Alternate Assessment (DLM).
- What are the district's next steps to ensure that annually the appropriate test is administered to each student?
- Based on the data for our district, our LEA needs additional training. (Yes/No)

District DLM assurances

2024 - 2025 District DLM Assurances

Please submit assurances for each of the following five items:

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

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

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

Superintendent Name **Date**

[redacted] [redacted]

Special Education Director Name **Date**

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DLM fall test window

Test window closes December 20th

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DLM Monitoring

- Dashboard
  - First Contact Survey Status: not started, in progress, Ready to Submit,and Completed
  - Testing Outside Hours
  - Short Duration Testing
- Reports – Data Extracts – Test Administration and Monitoring
  - DLM Instructionally Embedded Monitoring - Monitor this extract to ensure blueprint requirements are met for both ELA and Math
  - TIP Access – This extract identifies if the teacher accessed the testlet information page prior to administering the testlet. This is required.

Data Extract – DLM Instructionally Embedded Monitoring

State	District	School ID	School Na	Grade	Student Last Name	Student First Name	Student State ID	Window	ELA Educator Last Name	Blueprint Requirement ELA % Met	Total Number of ELA Testlets Taken	ELA Blueprint Requirement 1	ELA Blueprint Requirement 2	ELA Blueprint Requirement 3	ELA Blueprint Requirement 4	Math Educator Last Name	Blueprint Requirement Math % Met	Total Number of Math Testlets Taken	Math Blueprint Requirement 1	Math Blueprint Requirement 2	Math Blueprint Requirement 3	Math Blueprint Requirement 4	Science Educator Last Name	Science Testlets Completed
Kansas				6				Fall Window		50	4	Met	Not Met	Not Met	Met		25	3	Not Met	Not Met	Not Met	Met	NA	NA
Kansas				8				Fall Window		100	7	Met	Met	Met	Met		100	7	Met	Met	Met	Met		0
Kansas				8				Fall Window		100	7	Met	Met	Met	Met		100	7	Met	Met	Met	Met		0

Contact Information

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KASEA Winter Conference

- Student Programs
- Shirt Design
- Membership Meeting/Social

Connecting with KASEA

- Advocacy and the Legislative Session

Professional Development

- USA-KS AI Conference Dec. 3rd

Thank you for Joining us today!!!

Next webinar is scheduled December 5th, 2025