



State Performance Plan and Annual Performance Report



(SPP/APR) FFY 2020-2025 Stakeholder Involvement
Assessment

Kansas leads the world in the success of each student.

Assessment SPP/APR Indicator

Each State is required to submit their FFY 2020 SPP/APR Part B Indicators 1-17 by February 1, 2022

Indicator 3: Assessment – Participation and performance of children with an individualized education program (IEP) on state-wide assessments.



Three Requirements For Target Setting

1. Must be rigorous yet achievable
2. Must show improvement over baseline

*Indicator 3A: The Office of Special Education (OSEP) requires states to assess at least 95% of students on IEP's on statewide assessments. *OSEP does not require states to show improvement above the 95% for Indicator 3A*

3. Must be set with advice of stakeholders



Last Thoughts Target Setting

- Targets may remain the same several years in a row.
- Targets must show improvement over baseline in the end.
- The state must clearly and completely explain the rationale and method used



Indicator 3

Assessment

What is Indicator 3?



Assessment

- Indicator 3 is now divided into four categories: Indicator 3A, Indicator 3B, Indicator 3C, and Indicator 3D
 - Indicator 3A measures the assessment participation rate for children with IEPs
 - Indicator 3B measures the assessment proficiency rate for children with IEPs against grade-level academic standards
 - Indicator 3C measures the assessment proficiency rate for children with IEPs against alternate academic achievement standards

- Indicator 3D measures the gap in proficiency rates for children with IEPs and all students against grade-level academic achievement standards.

Data source for Indicator 3:

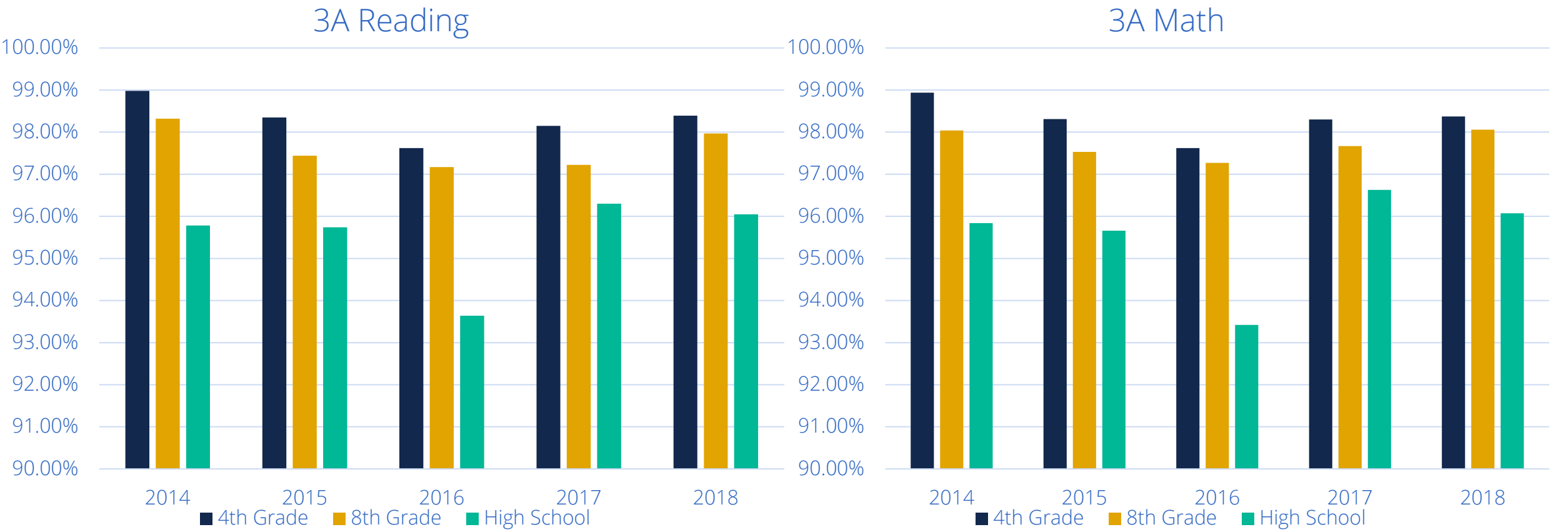
- Data for Indicator 3 is reported in the Consolidated State Performance Report (CSPR) reporting on ESEA (Elementary and Secondary Act)
- EDFacts file specifications C185 and 188 (participation). EDFacts file specifications C175 and 178 (proficiency and gap)

Changes to Indicator 3 for the 2020-2025 SPP/APR Reporting Period

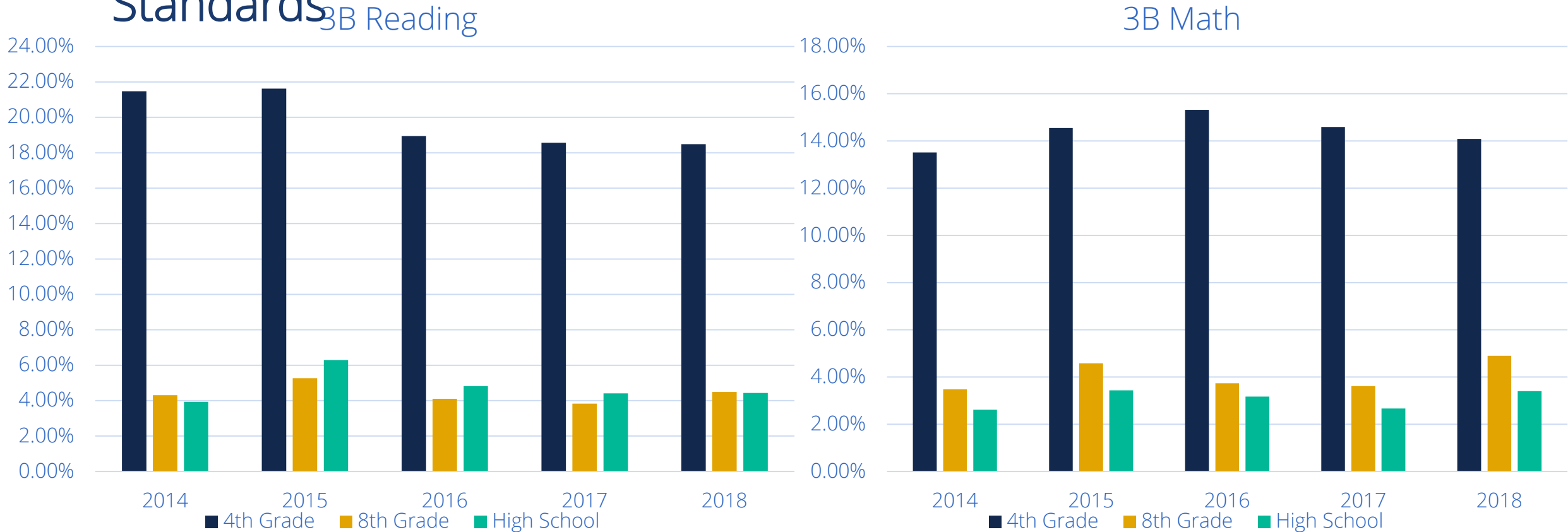
- Historically, States were required to report assessment data from students with IEPs in grades 3-12 (ESEA grades) as inclusive data, not separated by grade.
- Indicator 3 has been revised and now requires States to report on:
 - Participation rates for students with IEPs
 - Proficiency rates for children with IEPs against grade-level academic standards
 - Proficiency rates for children with IEPs against alternate academic achievement standards
 - The gap in proficiency rates for children with IEPs and all students against grade-level academic achievement standards.
- All of the above items will be reported separately for grades 4, 8, and high school. This has been done to provide the following advantages:
 - Helps prevent the masking of high performance/low performance or improvement/no improvement that would occur if all grades are combined to generate an “average”
 - Focuses on the effectiveness of early elementary instruction (e.g. early literacy programs), which is a critical time in literacy development
 - Focuses on the successful transition of students with IEPs from middle school to high school
 - Continues to focus on high school, which is a critical time for students with IEP’s that are transitioning to adult life.



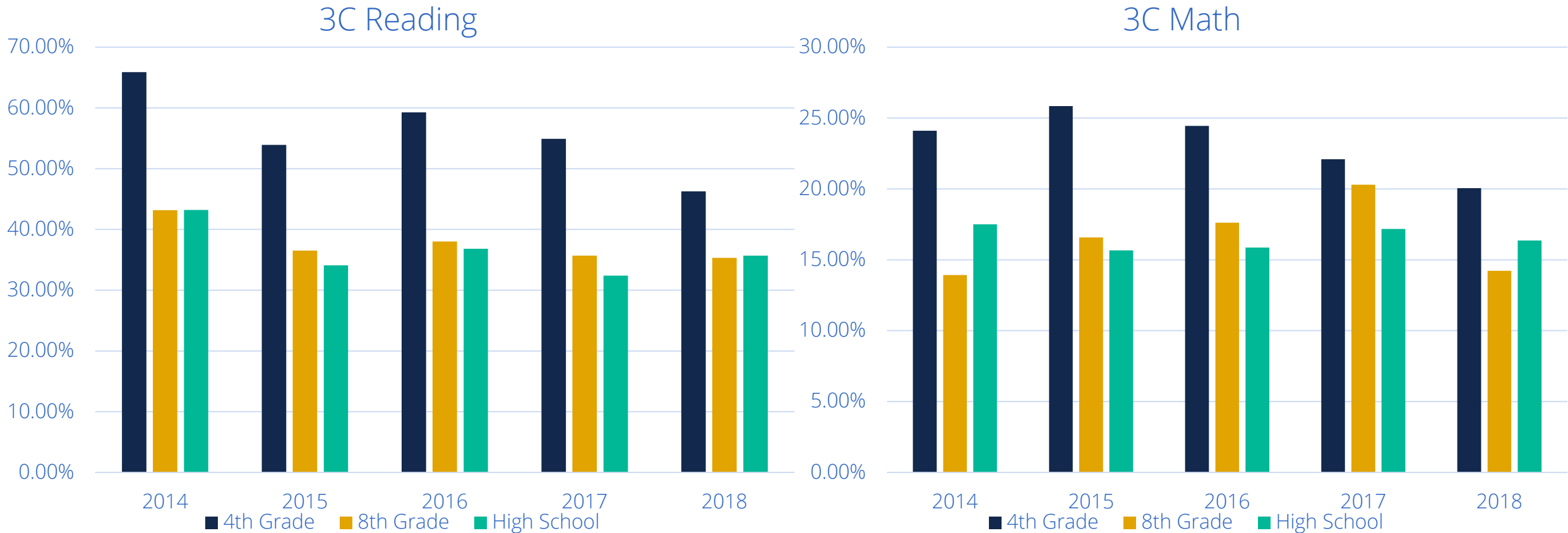
Indicator 3A: Historical Data for Participation Rates of Students with IEPs



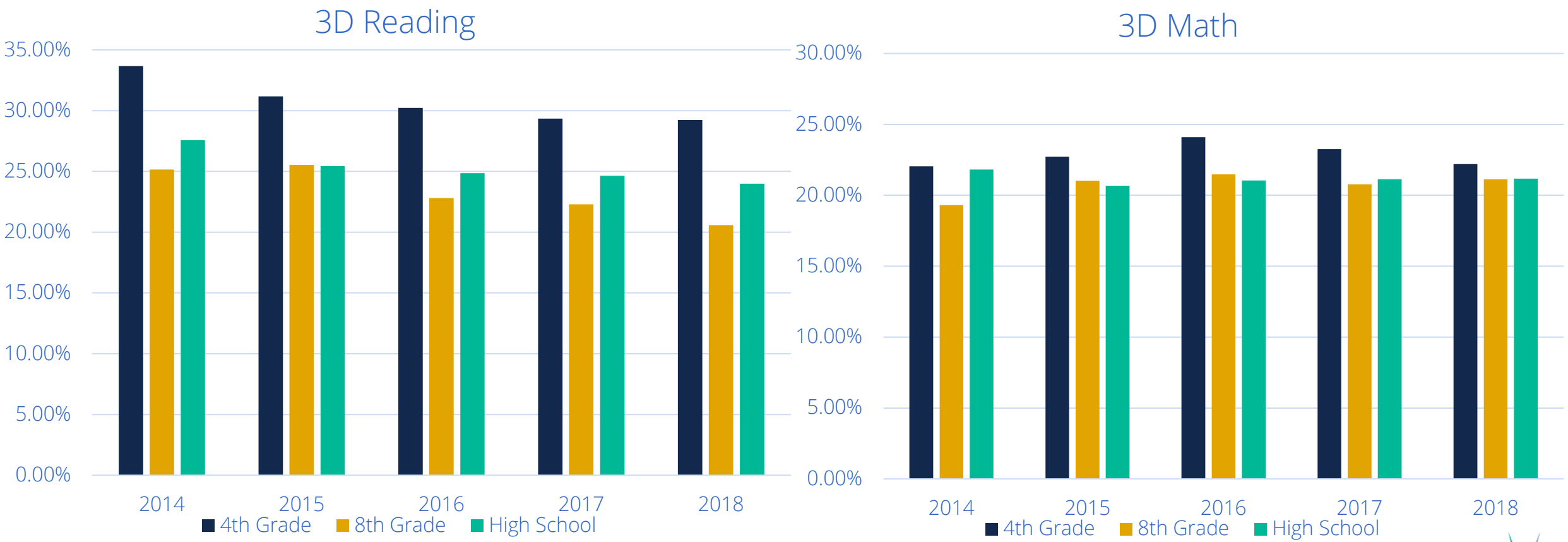
Indicator 3B: Historical Data for Proficiency Rates of Children with IEP's Against Grade Level Academic Achievement Standards



Indicator 3C: Historical Data for Proficiency Rates of Children with IEP's Against Alternate Academic Achievement Standards



Indicator 3D: Historical Data for the Gap in Proficiency Rates of Children with IEP's and All Students Against Grade Level Academic Achievement Standards



COVID-19 Impacts

- Due to the COVID-19 pandemic, assessment data for FFY 2019 does not exist. The US Department of Education waived all state assessments for FFY 2019.
- KSDE will closely monitor statewide assessment data for the next several years for the impact of COVID-19 on data quality, completeness and accuracy.



Baseline Changes to Indicator 3 for the 2020-2025 SPP/APR Reporting Period

- Due to the revision of Indicator 3, the Kansas State Department of Education (KSDE) must now change the baseline for all four sub-indicators comprising Indicator 3.
- KSDE will use FFY 2018 for its baseline for all four sub-indicators.
- This has been decided due to FFY 2018 being the most recent data containing participation rate and proficiency rates for students with IEP's on statewide assessments



Targets for Indicator 3 for the 2020-2025 SPP/APR Reporting Period



- Indicator 3A– KSDE will use 95% as a target for grades 4, 8, and high school.
- Indicators 3B and 3C- Due to an anticipated learning recovery lag, KSDE will not increase FFY 2020 and FFY 2021 targets for both reading and math in sub indicator 3B and 3C. Then, KSDE will increase the target for FFY 2022 – 2025 $\frac{1}{4}$ of each standard deviation per year, resulting in 1 standard deviation increase by FFY 2025.
- Indicator 3D – KSDE will not increase FFY 2020 and FFY 2021 targets for both reading and math, then a decrease of $\frac{1}{4}$ of each standard deviation per year, resulting in 1 standard deviation decrease by FFY 2025



How did we determine the targets?

3A

- Reviewed data from FFY2014 to FFY2018.
- Set baseline to FFY2018 to reflect our most current assessment data.
- Considered and discussed setting target to 95%. The Office of Special Education (OSEP) requires states to assess at least 95% of students on IEP's on statewide assessments. *OSEP does not require states to show improvement above the 95% for Indicator 3A*

3B and 3C

- Reviewed data from FFY2014 to FFY2018.
- Set baseline to FFY 2018 to reflect our most current assessment data.
- Standard deviation of 1% was considered and discussed. We want to see an increase!
- Linear forecasting was used as another tool for discussion
- Accounted for an anticipated learning recovery lag for FFY2020 and FFY2021.
- Ensured the final FFY2025 target was higher than baseline year FFY2018 per OSEP's guidance.

3D

- Reviewed data from FFY2014 to FFY2018.
- Set baseline to FFY 2018 to reflect our most current assessment data.
- Standard deviation of -1% was considered and discussed. We want to see a decrease!
- Linear forecasting was used as another tool for discussion
- Accounted for an anticipated learning recovery lag for FFY2020 and FFY2021.
- Ensured the final FFY2025 target was lower than baseline year FFY2018 per OSEP's guidance.



Data Visualizations and Feedback

- KSDE has partnered with TASN GSTAD to create interactive visualizations of each indicator's historical and projected data on a site called Tableau Public.
- These visualizations allow you to look at each indicator in depth, and break down indicator data by part, year, and percentages.
- They also allow you to see the KSDE targets, and you can change the projection step sizes to see how data from 2020-2025 could change. This tool will help you when leaving feedback about these targets.
- Finally, each visualization has the survey results embedded within it for you to review stakeholder feedback received on the targets.
- By clicking the link below, you will be routed to the Tableau Public webpage. Please be sure to look at the visualizations for each indicators.
- [General Supervision Timely and Accurate Data - Profile | Tableau Public](#)



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