



State Performance Plan and Annual Performance Report

(SPP/APR) FFY 2020-2025 Stakeholder Involvement

Early Childhood SPP/APR Indicators



Kansas leads the world in the success of each student.

Early Childhood SPP/APR Indicators

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

- *Indicator 6:* Preschool Environments (Early Childhood Least Restrictive Environments-EC LRE)
- *Indicator 7:* Preschool Outcomes (Early Childhood Outcomes- ECOs)
- *Indicator 12:* Transitions from Part C to Part B



Three Requirements For Target Setting

1. Must be rigorous yet achievable
2. Must show improvement over baseline
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 6

Preschool Environments



Early Childhood Least Restrictive Environments (EC LRE)

Kansas leads the world in the success of each student.

What is Indicator 6?



- **Preschool Environments**

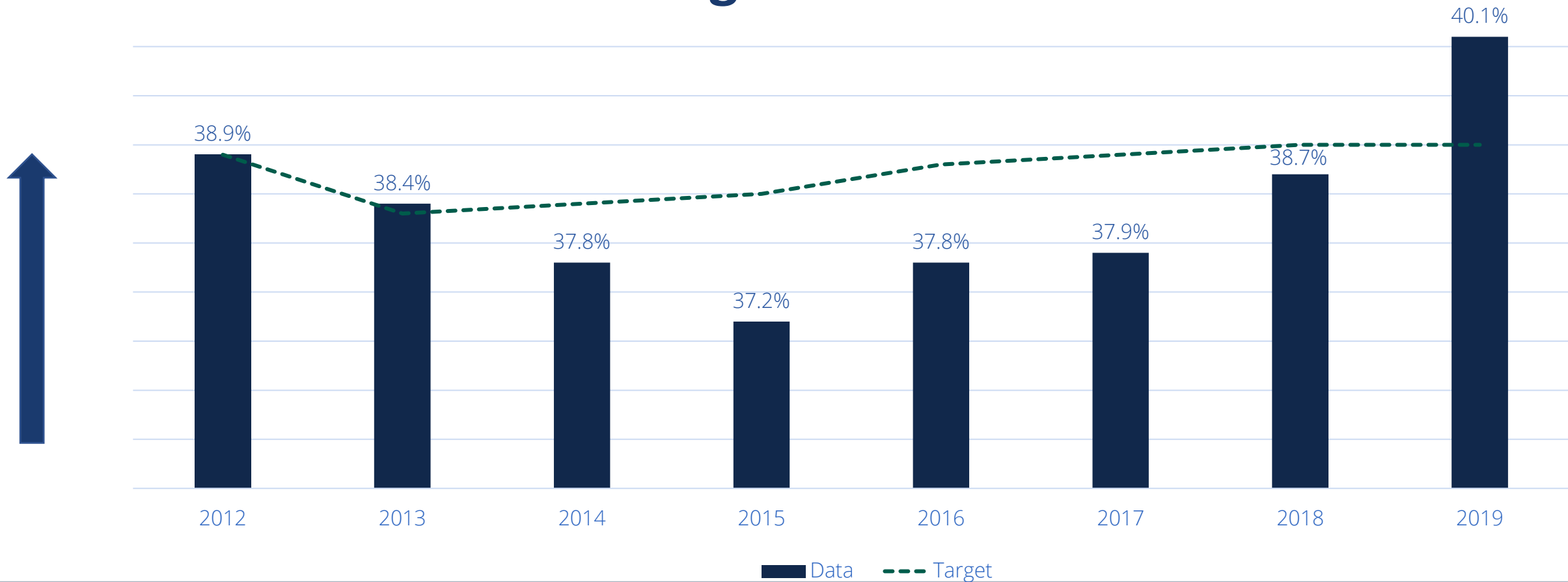
- Indicator 6 is divided into two categories, Indicator 6A and Indicator 6B.
 - Indicator 6A measures the percent of children ages 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.
 - Indicator 6B measures the percent of children ages 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.

- Starting in FFY 2020 the new 6C:
 - Indicator 6C measures the percent of children ages 3 through 5 with IEPs receiving special education and related services in the home setting.

Data source for Indicator 6:

- Data for Indicator 6 is collected from all districts in the state that is reported in the **December 1 count** of the 618 report.
- Verification is conducted as part of Special Education 618 data collection (Sped Pro) collection procedures on the KSDE authenticated web application.

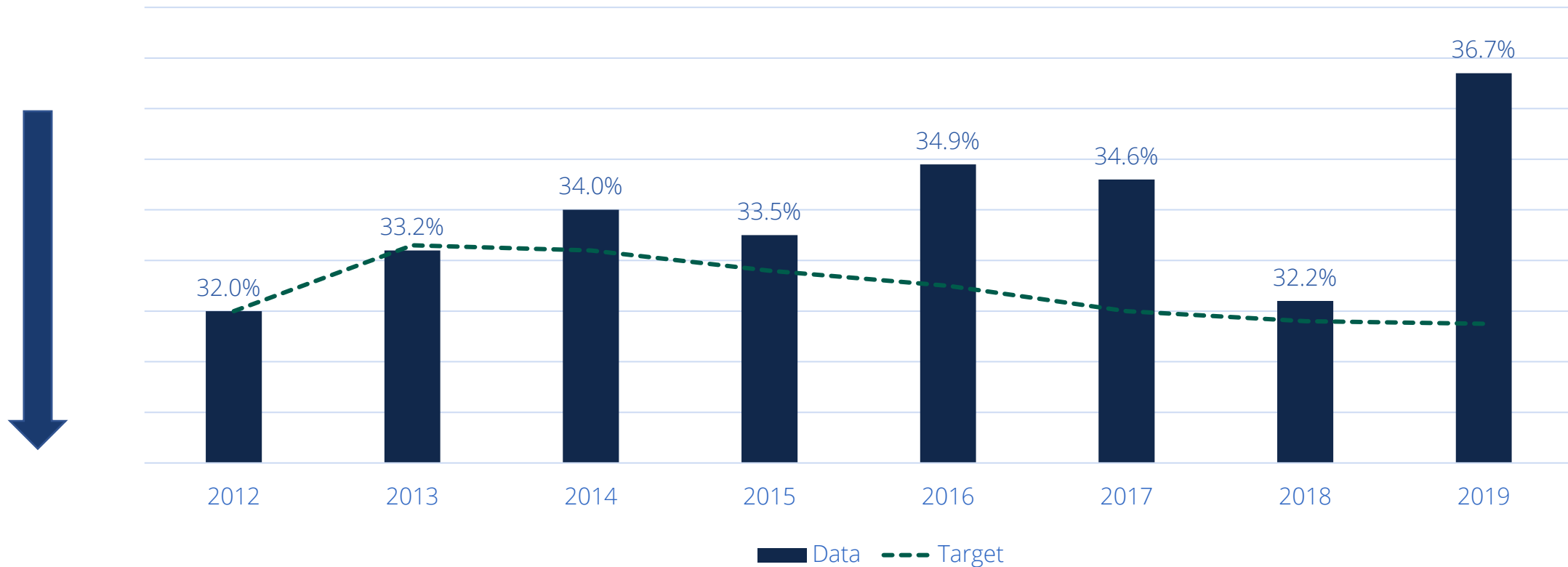
Indicator 6A: EC LRE Target and Results Over Time



Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.



Indicator 6B: EC LRE Targets and Results Over Time



Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.



Changes to Indicator 6 for the 2020-2025 SPP/APR Reporting Period

- States must report five-year-old children with disabilities who are enrolled in preschool programs in this indicator.
- Five-year-old children with disabilities who are enrolled in kindergarten are included in Indicator 5.
- Addition of 6C: Special education services in home setting



COVID-19 Impacts

- Due to the COVID-19 pandemic, there has been a decrease in preschool students receiving special education and related services in a regular early childhood program (Indicator 6A)
- Consequently, there has been an increase of preschool students receiving special education and related services in a separate class, school, or residential facility (Indicator 6B)
- This impact could potentially last a couple of years. More parents chose to opt out of preschool services and special education services, or brought their children for services only, which impacted all of Indicator 6 data.
- Indicator 6C has reported a significant drop in numbers as well, which may also have further implications to Indicator 6 data.



Targets for Indicator 6 for the 2020-2025 SPP/APR Reporting Period

States may choose to set one target that is inclusive of children ages 3, 4, and 5, or set individual targets for each age

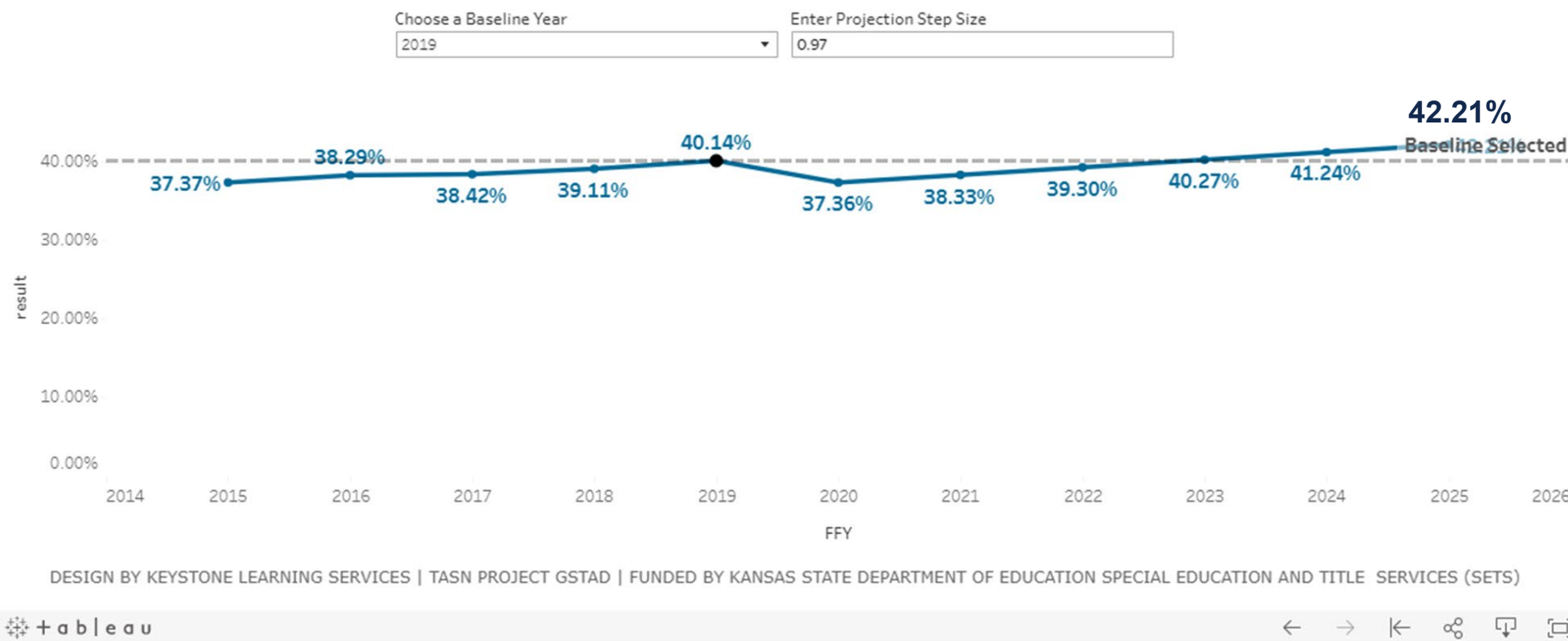


We will use 3 inclusive targets rather than 9 total targets because:

- Kansas Indicator 6 data has been stable over time even when separating data by age groups.
- In Kansas, three year olds with disabilities are predominately served in early care and education settings, not at home, in Kansas
- Efforts to decrease 6C will be more reasonable with inclusive targets, while still having a mechanism to serve preschoolers at home, as appropriate



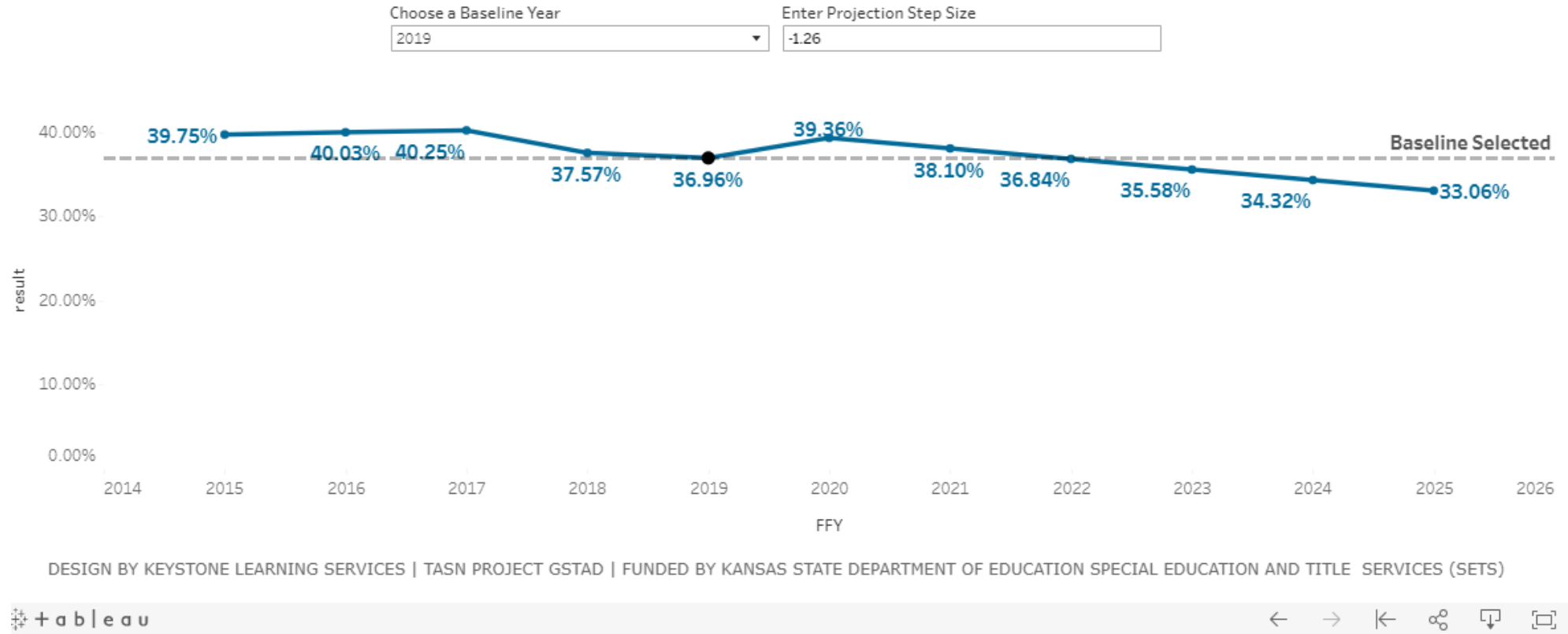
Indicator 6A: Changes for FFY 2020-2025:



Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.



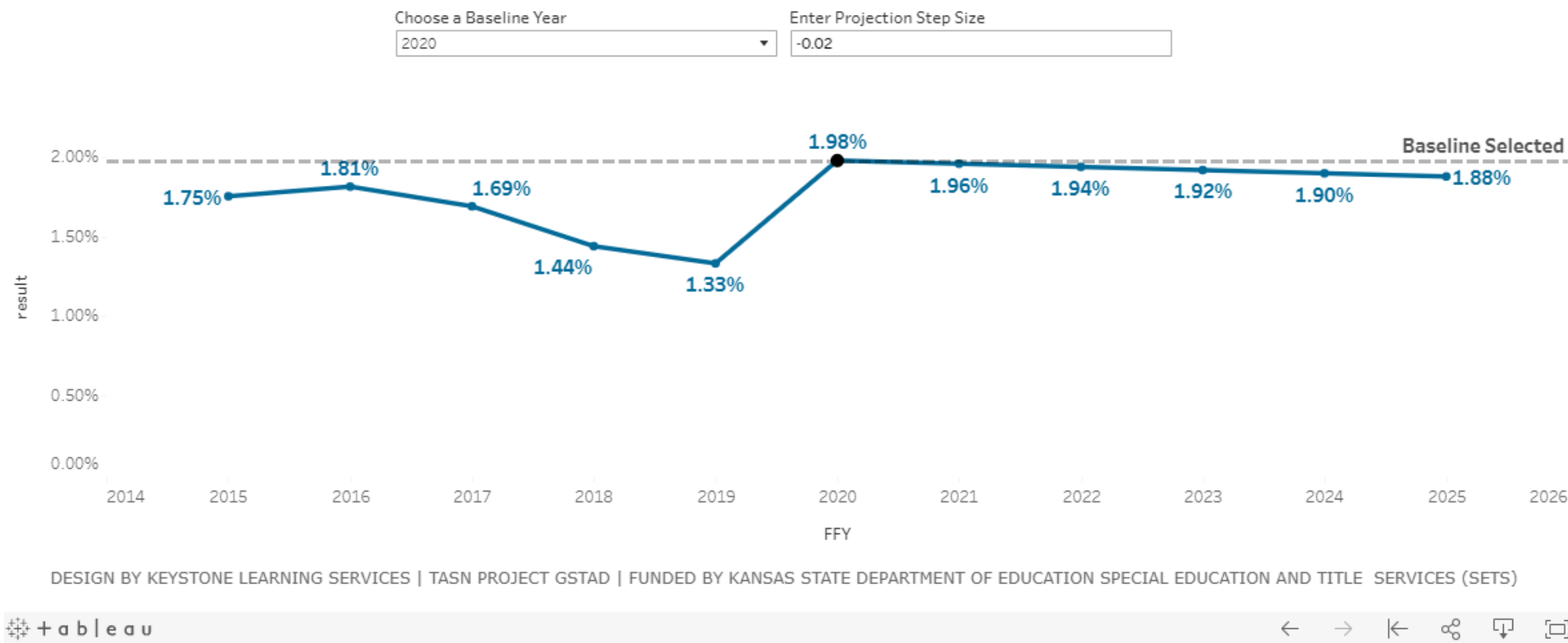
Indicator 6B: Changes for FFY 2020-2025:



Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.



Indicator 6C: Targets for FFY 2020-2025:



Percent of children aged 3 through 5 with IEPs receiving special education services in the home setting.



How did we determine the changes?

6A

- Used previous trend data from 2015 to present-removing 5 year old kindergarteners.
- Baseline was changed to 2019 and established by KSDE with OSEP guidance.
- Used standard deviation to determine projection step size of + 0.97%. We want to see an increase!
- Ensured final 2025 target was higher than baseline year 2019.

6B

- Used previous trend data from 2015 to present-removing 5 year old kindergarteners.
- Baseline was changed to 2019 and established by KSDE with OSEP guidance.
- Used standard deviation to determine projection step size of -1.26%. We want to see a decrease!
- Ensured final 2025 target was higher than baseline year 2019.

6C

- Used previous trend data from 2015 to present.
- Baseline is automatically set as 2020.
- OSEP clarified they want 6C targets to decrease.
- Standard deviation of 1.26% did not apply. KS 6C numbers are low-1.98%. We propose -0.02% to allow the continuous of the home setting for a child to receive services when appropriate.



Indicator 7

Preschool Outcomes



Early Childhood Outcomes (ECOs)

Kansas leads the world in the success of each student.



What is Indicator 7?



Preschool Outcomes

- Indicator 7 measures the percent of preschool children aged 3 through 5 with an individualized education program (IEP) 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.

Data source for Indicator 7:

- Data for Indicator 7 information is collected at two points in time:
 - 1) when a child first enters Part B Preschool Services and
 - 2) when a child permanently exits Part B preschool services.

Districts will submit child outcome information into a state data collection system administered through the Kansas State Department of Education called the Outcomes Web Based System (OWS) located on the [KSDE Web Application page](#).



Statewide

District

Cluster

Trends

Sig Dis

KSDE

Questions? Need Technical Assistance?
 Please contact Tim Berens at tberens@keystonelearning.org

Federal Fiscal Year:

Report Type:

Kansas IDEA State Performance Plan Early Childhood Report Federal Fiscal Year 2019 Data

Indicator 7 - Early Childhood Outcomes

Category	Positive Social-Emotional Skills		Acquiring and Using Knowledge and Skills		Taking Appropriate Action to Meet Needs	
	# of children	% of children	# of children	% of children	# of children	% of children
a - Children who did not improve functioning	9 / 4278	0.21%	3 / 4278	0.07%	7 / 4278	0.16%
b - Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers	325 / 4278	7.60%	399 / 4278	9.33%	266 / 4278	6.22%
c - Children who improved functioning to a level nearer to same-aged peers but did not reach it	1297 / 4278	30.32%	1300 / 4278	30.39%	764 / 4278	17.86%
d - Children who improved functioning to reach a level comparable to same-aged peers	1590 / 4278	37.17%	1543 / 4278	36.07%	1726 / 4278	40.35%
e - Children who maintained functioning at a level comparable to same-aged peersg	1057 / 4278	24.71%	1033 / 4278	24.15%	1515 / 4278	35.41%
Total	4278 / 4278	100.00%	4278 / 4278	100.00%	4278 / 4278	100.00%

Summary Statements:	# of children	% of children	# of children	% of children	# of children	% of children
1. Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited. (c+d) / (a+b+c+d)	2887 / 3221	89.63%	2843 / 3245	87.61%	2490 / 2763	90.12%
2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited. (d+e) / (a+b+c+d+e)	2647 / 4278	61.87%	2576 / 4278	60.22%	3241 / 4278	75.76%



Kansas APR Reports

[View Targets](#) [View APR Reports Guide](#)

Statewide **District** **Cluster** **Trends** **Sig Dis** **KSDE** Questions? Need Technical Assistance?
Please contact Tim Berens at tberens@keystonelarning.org

Trend Report: Start Year:

Mode/Attribute: End Year: ☐ Show Years Ascending

District:

State Indicator 7 Trend Analysis

FFY	Indicator 7A1 Positive Social-Emotional Skills		Indicator 7A2 Positive Social-Emotional Skills		Indicator 7B1 Acquiring and Using Knowledge & Skills		Indicator 7B2 Acquiring and Using Knowledge & Skills		Indicator 7C1 Taking appr Action to Meet Needs		Indicator 7C2 Taking appr Action to Meet Needs	
	Target	State Rate	Target	State Rate	Target	State Rate	Target	State Rate	Target	State Rate	Target	State Rate
2019	87.00%	89.63%	67.00%	61.87%	86.50%	87.61%	64.00%	60.22%	88.00%	90.12%	79.50%	75.76%
2018	87.00%	88.56%	67.00%	63.37%	86.50%	89.69%	64.00%	62.25%	88.00%	89.94%	79.50%	77.25%
2017	86.75%	90.68%	66.80%	65.94%	86.49%	89.06%	63.75%	63.03%	87.80%	90.56%	79.25%	78.02%
2016	86.65%	89.42%	66.60%	63.34%	86.47%	89.67%	63.50%	61.79%	87.60%	88.77%	79.00%	75.76%
2015	86.50%	88.13%	66.40%	65.52%	86.45%	87.53%	63.00%	63.32%	87.40%	88.61%	78.80%	77.62%
2014	86.50%	87.74%	66.40%	65.61%	86.45%	86.78%	63.00%	63.90%	87.40%	87.66%	78.80%	77.89%
2013	86.50%	87.74%	66.40%	65.61%	86.45%	86.78%	63.00%	63.90%	87.40%	87.66%	78.80%	77.89%
2012	86.00%	87.74%	66.00%	66.47%	86.50%	87.68%	64.00%	63.94%	86.74%	87.66%	77.93%	78.90%
2011	86.00%	87.37%	66.00%	67.88%	86.50%	86.75%	64.00%	65.84%	86.74%	89.12%	77.93%	79.96%
2010	86.43%	86.82%	65.66%	65.85%	86.88%	86.24%	64.10%	63.42%	86.74%	86.97%	77.29%	78.42%

Indicator 7 Trend Data 2010-2019



Changes to Indicator 7 for the 2020-2025 SPP/APR Reporting Period

- Set new targets and consider setting new baseline
- Improve Data quality
 - Update Indicator 7 trainings and resources
- Consider updating Curriculum Based Assessment (CBA) tools
 - Analyze CBA survey results



COVID-19 Impacts

- COVID-19 impacted all parts of Indicator 7's data because there were a high number of preschool students with no permanent or organizational exit.
- Because of this, there will be a two-year “recovery window” for each target.



Targets for Indicator 7 for the 2020-2025 SPP/APR Reporting Period

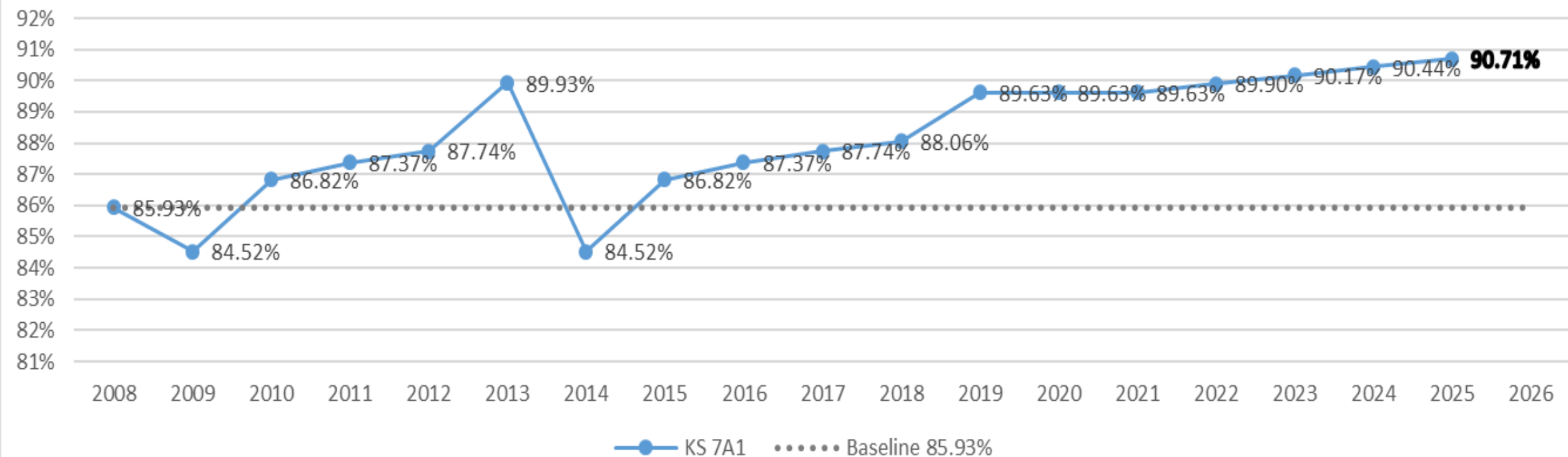


- 7A1: 2-year “recovery window” then an increase of +0.27% in the years that follow
- 7A2: Two-year “recovery window” then an increase of +0.83% in the years that follow
- 7B1: Two-year recovery window” then an increase of 0.22% in the years that follow
- 7B2: Two-year “recovery window” then an increase of 0.34% in the years that follow
- 7C1: Two-year “recovery window” then an increase of 0.24% in the years that follow



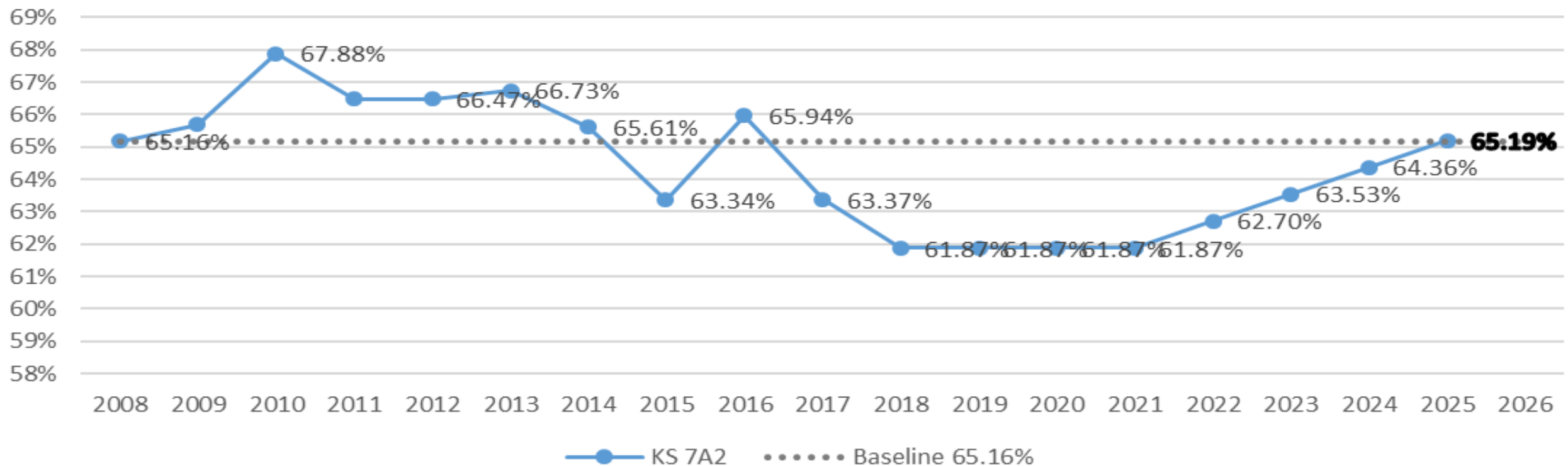
7A1: Projected targets (+0.27 for final 4 years)

Indicator 7A1 Percentage of preschool children who increased their rate of growth in positive social-emotional skills



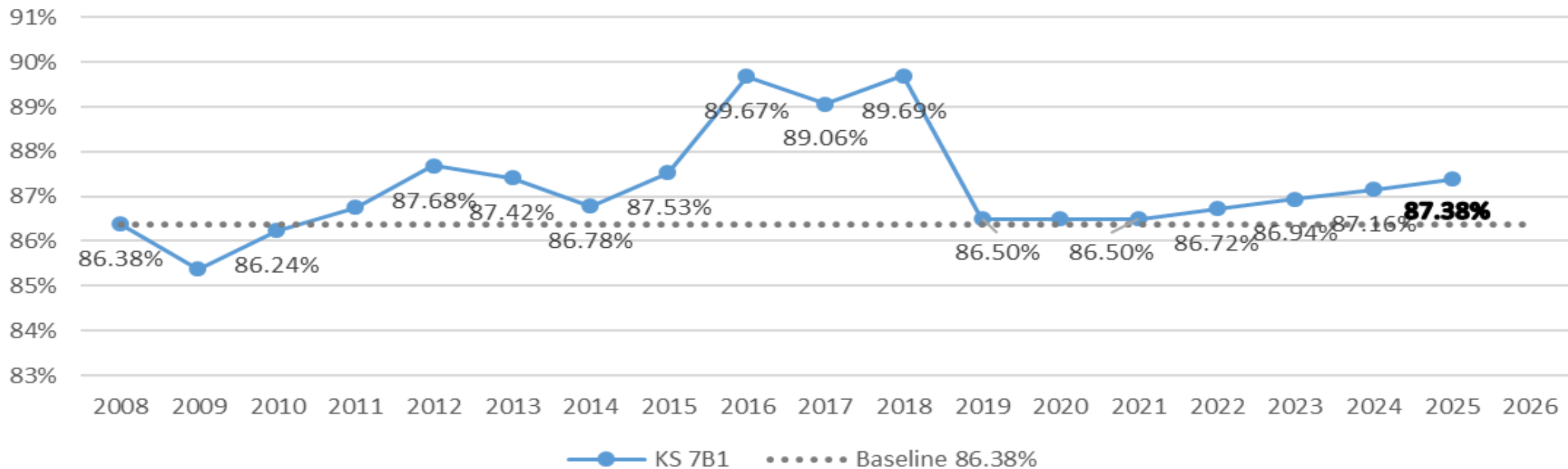
7A2: Projected targets (+0.83 for final 4 years)

Indicator 7A2: Percentage of preschool children who maintained functioning within age expectations in positive social-emotional skills



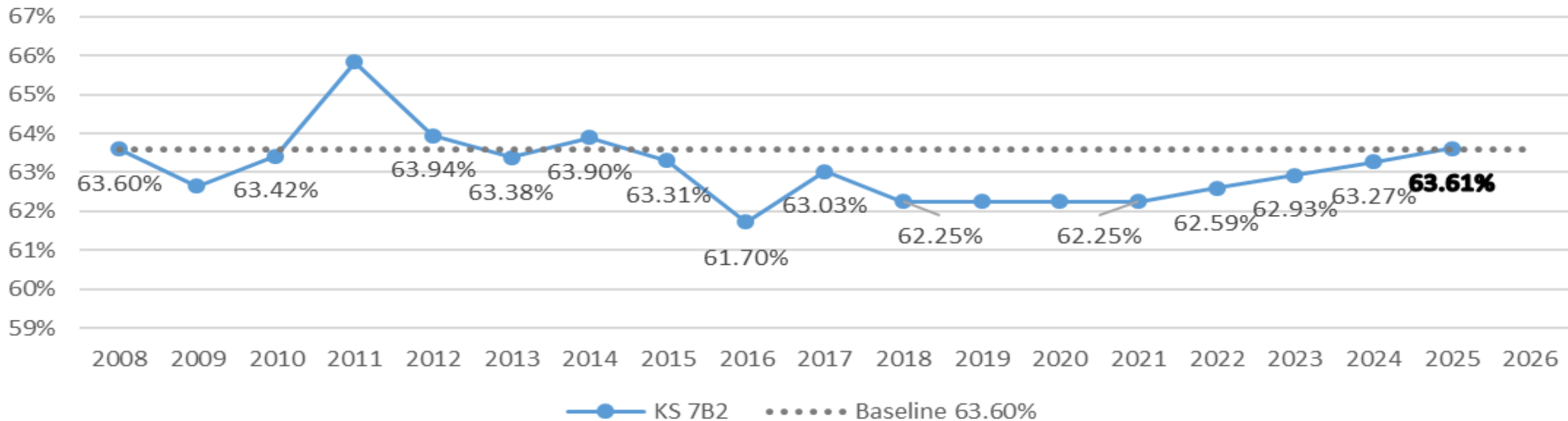
7B1: Projected targets (+0.22 for final 4 years)

Indicator 7B1: Percentage of preschool children who increased their rate of growth in acquisition and use of knowledge and skills



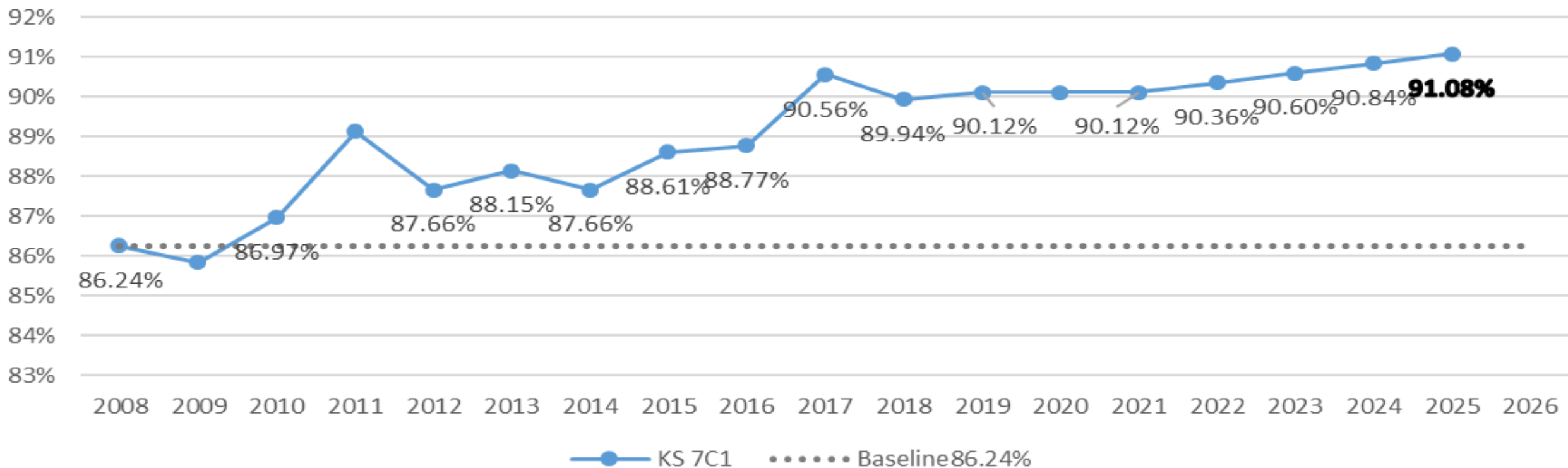
7B2: Projected targets (+0.34 for final 4 years)

Indicator 7B2:
Percentage of preschool children who maintained functioning within age expectations acquisition and use of knowledge and skills



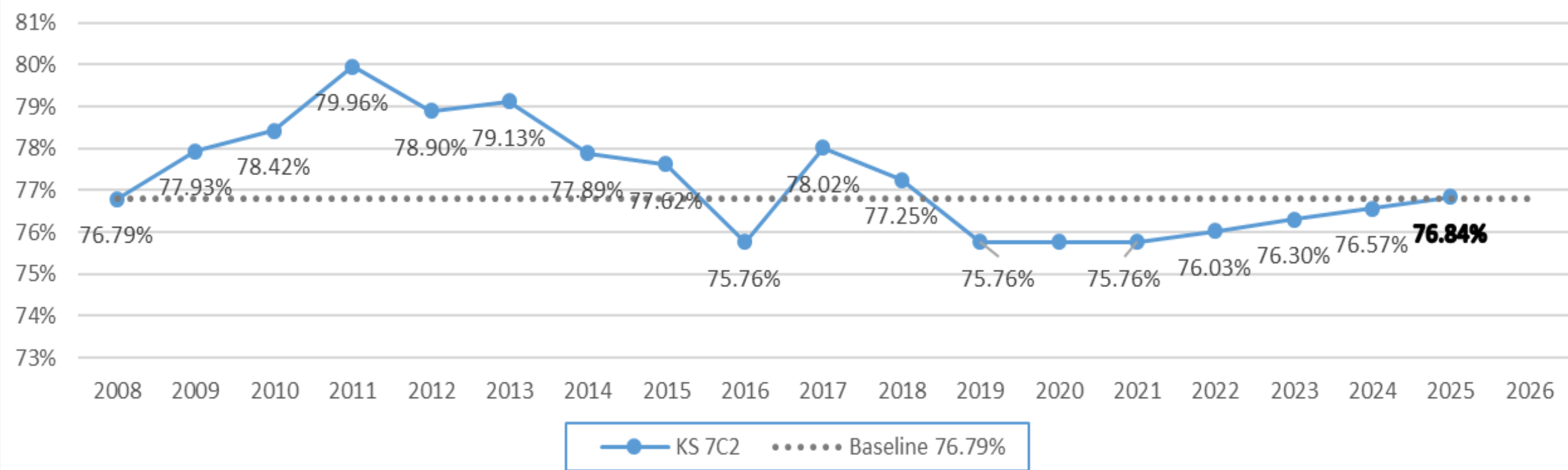
7C1: Projected targets (+0.24 for final 4 years)

Indicator 7C1: Percentage of preschool children who increased their rate of growth in use of appropriate behaviors to meet their needs



7C2: Projected targets (+0.27 for final 4 years)

Indicator 7C2: Percentage of preschool children who maintained functioning within age expectations in the use of appropriate behaviors to meet their needs



How did we determine the changes?

- Due to the COVID impact on Part B, we determined a two-year maintenance “recovery window” for targets
- Baseline was not changed, as state did not meet the requirements needed. Started with the suggested standard deviation and adjusted to allow the final target be greater than the baseline as required by OSEP.
- For 7A2, 7B2 and 7C2, Kansas has not been meeting targets consistently (in some cases since 2013)
- Data appears to provide evidence that when consistent, ongoing training is not provided to districts, it impacts the state’s ability to meet the target



Indicator 12

Transitions from Part C to Part B



What is Indicator 12?



Early Childhood Transition from Part C to Part B

- Indicator 12 is a compliance indicator that measures the 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).

Data source for Indicator 12:

- KDHE submits and uploads data fields from the Part C database into a secure site at KSDE annually. A file is generated by KSDE and is uploaded into KSDE authenticated website KIAS along with data submitted by districts. The KIAS runs verification checks specifically designed to find errors in the data and student data that needs follow-up. KIAS then calculates the measurement variables for Indicator 12.

COVID-19 Impacts

- There has been no indication to date that COVID-19 has impacted the data for Indicator 12.





Kansas APR Reports

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Statewide **District** **Cluster** **Trends** **Sig Dis** **KSDE** Questions? Need Technical Assistance?
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Trend Report: Start Year:

Mode/Attribute: End Year: ☐ Show Years Ascending

District:

FFY	Indicator 12 Transition C to B	
	Target	State Rate
2019	100.00%	99.82%
2018	100.00%	99.87%
2017	100.00%	99.69%
2016	100.00%	99.52%
2015	100.00%	99.85%
2014	100.00%	99.89%
2013	100.00%	99.20%
2012	100.00%	99.56%
2011	100.00%	99.88%
2010	100.00%	99.30%

Indicator 12 Trend Data 2010-2019



Changes to Indicator 12 for the 2020-2025 SPP/APR Reporting Period

- As this is a compliance indicator with goals set by the US Department of Education, no changes will be made to this indicator.
 - Target will remain 100%



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](#)



Contact Information



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