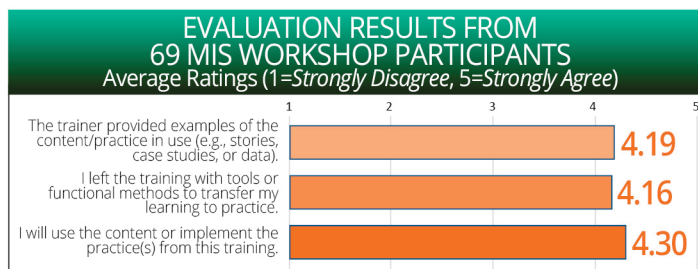


The **General Supervision, Timely and Accurate Data (GSTAD)** project is a partnership between the **Kansas State Department of Education (KSDE)** Special Education and Title Services division and **Keystone Learning Services**. GSTAD supports Kansas districts by collaborating with KSDE leadership to provide professional development and technical assistance on the Kansas Integrated Accountability System, analyze and report timely and accurate data for the Individuals with Disabilities Education Act (IDEA) State Performance Plan, and facilitate the Technical Assistance Team and a community of practice for special education administrators.

## FACILITATING PROFESSIONAL DEVELOPMENT

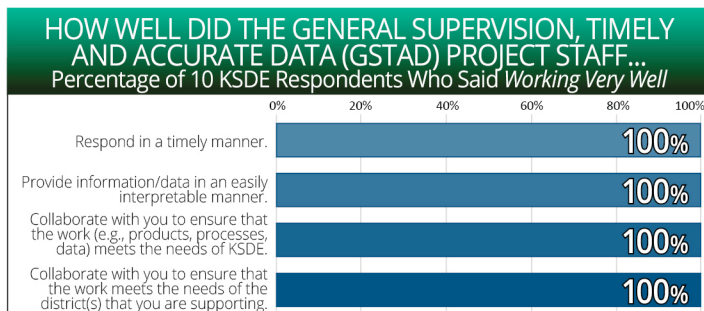
In Fall 2020, GSTAD, in collaboration with KSDE, provided a virtual workshop to support Management Information System (MIS) data clerks and administrators in accurate and timely data reporting. A total of 141 participants, representing 40 districts, 27 special education cooperatives/interlocals, three state schools, and a variety of other educational institutions, attended the live two-hour session. A video recording of this session was archived on <https://www.ksdetasn.org/gstad>, allowing anyone access to the professional learning at any time. Following the workshop, 69 participants completed evaluations, indicating that they are equipped with the tools and skills to implement the content within their practice. Of the survey respondents, 82%

agreed or strongly agreed they are well-supported by the MIS project, and 83% reported that the project is responsive to their needs and concerns.



## PROVIDING DATA ANALYSIS AND TECHNICAL ASSISTANCE

The GSTAD project analyzes accountability data collected by KSDE from all Kansas school districts and provides technical assistance to KSDE regarding the Kansas Integrated Accountability System process. These data are used for both federal reporting requirements and state accountability measures. All 10 KSDE staff who provided feedback regarding the effectiveness of the GSTAD project reported that the collaboration was effective.



Each year, KSDE provides targeted technical assistance to districts based on their accountability data. A 12-member Technical Assistance Team, coordinated by GSTAD, supports district leadership to adhere to compliance requirements and prepare for file reviews. Additionally, the Technical Assistance Team provides training for educators in districts based on identified corrective actions for adhering to the Individuals with Disabilities Education Act (IDEA). Topics include Individualized Education Program (IEP) requirements such a prior written notice, determining accommodations, confidentiality, and providing services documented in the IEP.

*"The professional development plan will provide all staff included in the training with the skills and knowledge to meet KSDE and federal compliance expectations."*

— District Administrator

Of the 19 administrators on the leadership teams working to address corrective actions, 100% agreed or strongly agreed that:

- The corrective action identified all relevant staff who needed to participate in the training.
- The training ordered by the corrective action provided relevant staff with the skills and knowledge they needed to remedy the noncompliance identified in the complaint report.
- The training ordered by the corrective action adequately addresses the root cause of the noncompliance.

Training participants were asked to report their level of knowledge and ability to apply their knowledge before and after the training session. After receiving training, participants reported that the training had a positive impact on their knowledge and practices. Three to six months after training was completed, participants were asked to complete a follow-up survey. The vast majority of the 92 respondents agreed that they gained knowledge of the training topic and were using that knowledge to improve district compliance. Of the respondents, 63% reported that they implemented the practices while 24% had not yet had the opportunity to implement the practices.

*"I carefully review all paperwork and am mindful of every student's individual needs in my classroom."*

— Special Education Teacher

