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## WHAT IS THE STATE PERFORMANCE PLAN (SPP)?

The Individuals with Disabilities Act (IDEA) of 2004 requires all states to have in place a State Performance Plan (SPP) that describes how each state will improve results for students and comply with the IDEA.

The SPP is a 6-year plan with 17 Indicators that have set baselines and targets.

Annually, SEP reports district progress based on data collected to OSEP by February 1<sup>st</sup>. The federal Office of Special Education then reviews the SPP and issues a state determination. SEP also reviews individual district data and issues LEA determinations using the SPP data.

OSEP released a new SPP package in December of 2020. SEP gathered a group of stakeholders to assist with determining proposed targets, which we will go over in our presentation today.

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## 17 INDICATORS: COMPLIANCE VS RESULTS

RESULTS INDICATORS	COMPLIANCE INDICATORS
Indicator 1: Graduation	Indicator 4B: Suspension/Expulsion by Race/Ethnicity
Indicator 2: Dropout	Indicator 9: Disproportionate Racial/Ethnic Representation
Indicator 3: Statewide Assessment	Indicator 10: Disproportionate Racial/Ethnic Representations in Specific Eligibility Categories
Indicator 4A: Suspension/Expulsion	Indicator 11: Child Find
Indicator 5: Educational Environments	Indicator 12: Early Childhood Transition
Indicator 6: Preschool Environments	Indicator 13: Secondary Transition
Indicator 7: Preschool Outcomes	Indicator 15: Resolution Sessions
Indicator 8: Parent Involvement	Indicator 16: Mediation
Indicator 14: Post-School Outcomes	
Indicator 17: SSIP-SIMR (PILOT)	

Compliance Indicators have set targets by OSEP.

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DEPARTMENT OF EDUCATION  
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### Special Education Programs

State Performance Plan Indicator Contacts

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 • Instructional and State Assessment Accommodations  
 • High School Transition (Ind 13)  
 • Post-High school Outcomes data (Ind 14)

**Accountability**  
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 • Monitoring/Results Driven Accountability (RDA)  
 • Disproportionality (Ind 9&10)  
 • Significant Disproportionality  
 • Coordinated Early Intervening Services (CEIS) federal and state

**Alternate Assessment**  
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 • Alternate Assessment  
 • 1% Walker  
 • Assessment Data (Ind 3)  
 • Parent Surveys (Ind 8)  
 • IEPq System

**Evidence Based Practices**  
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 • State Systemic Improvement Plan (SSIP) (Ind 17)  
 • State Personnel Development Grant (SPDG)  
 • Multi-tiered Systems of Support (MTSS)  
 • RtI for eligibility  
 • Dyslexia

**Preschool Section 619 (children ages 3-5)**  
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 • Preschool Least Restrictive Environment (Ind 6)  
 • Preschool Outcomes (Ind 7)  
 • Initial Evaluation Timeline (Ind 11)  
 • Part C to B Transition (Ind 12)  
 • Battelle Developmental Inventory

**Professional Development**  
 Melissa Bothun- 605.280.9157  
 • Graduation (Ind 1)  
 • Dropout data (Ind 2)  
 • Special Education Conference  
 • SD Advisory Panel for Children with Disabilities  
 • Personnel Record Form (PRF)

**Special Education Data**  
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 • Child Count  
 • Sped Data Reporting  
 • Suspension/Expulsion data (Ind 4)

**Division of Finance and Management Data Office**  
 605.773.3248  
 • Infinite Campus data entry  
 • SD-STARS  
 • December 1 Child Count Reporting  
 • Federal IDEA allocation  
 • Maintenance of Effort

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## INDICATOR 17: STATE SYSTEMIC IMPROVEMENT PLAN (SSIP)

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### WHAT IS THE SSIP?

■ Multi-year plan to improve outcomes for students with disabilities. States choose their own focus, target group, and goal.

■ Based on stakeholder input and feedback (2014), South Dakota identified reading proficiency among students with learning disabilities entering grade four as the focus for the SSIP.

■ SSIP activities include training and support for both general education and special education staff.

Year 1 - FFY 2013 Delivered by April 2015	Year 2 - FFY 2014 Delivered by Feb 2016	Years 3-6 FFY 2015-18 Feb 2017- Feb 2020
<b>Phase I Analysis</b>	<b>Phase II Plan</b>	<b>Phase III Evaluation</b>
<ul style="list-style-type: none"> <li>• Data Analysis;</li> <li>• Infrastructure Analysis;</li> <li>• State-identified measurable result;</li> <li>• Coherent Improvement Strategies;</li> <li>• Theory of Action</li> </ul>	<ul style="list-style-type: none"> <li>• Multi-year plan addressing:                             <ul style="list-style-type: none"> <li>• Infrastructure Development;</li> <li>• Support EIS Program/LEA in Implementing Evidence-Based Practices;</li> <li>• Evaluation Plan</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Reporting on Progress including:                             <ul style="list-style-type: none"> <li>• Results of Ongoing Evaluation</li> <li>• Extent of Progress</li> </ul> </li> <li>• Revisions to the SPP</li> </ul>

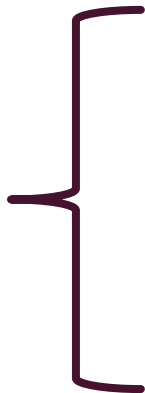
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## SSIP Theory of Action

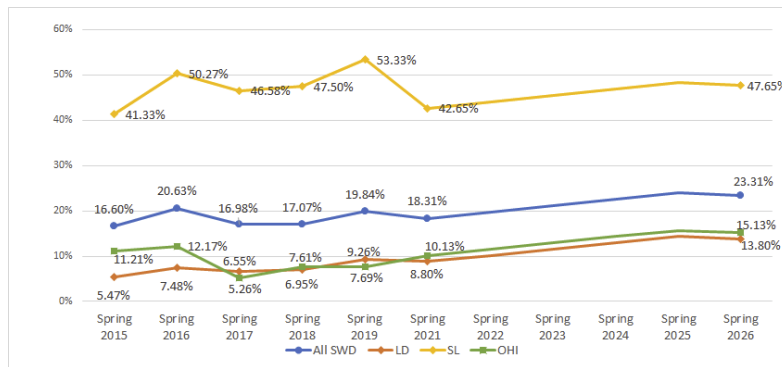


State-identified Measurable Results (SiMR): Students with specific learning disabilities will increase reading proficiency prior to fourth grade from 4.84% in spring 2015 to 44.49% by spring 2020 as measured by the statewide assessment.



Standards of Action	If...	Then...	Near Result(s)	Far Result(s)
<b>MTSS/Data-Driven Decision Making</b>	General and special education teachers understand and apply evaluation data knowledge for instructional decision making...	Instructional practices will improve.	Students with specific learning disabilities will receive evidence-based foundational reading instruction.	Increased reading proficiency rates of students with specific learning disabilities.
<b>Literacy/Instruction</b>	The state supports LEAs in the implementation of evidence-based foundational reading instruction...	Teachers will implement effective reading instruction for all students.		
<b>Coaching</b>	Schools have building-level coaches who provide technical assistance and feedback surrounding the implementation of evidence-based foundational reading instruction...	Students with learning disabilities will receive consistent support, accommodations and learning across settings (i.e., support the SLO goal).	Students with specific learning disabilities will receive instruction from well-trained teachers across all settings.	
<b>Family Engagement</b>	Schools share and explain information on a child's progress related to foundational reading and discuss how family can be involved in the development of those skills...	Families will be engaged with the school and be able to assist the child with specific learning disabilities.	The family will become a stronger participant in the IEP process and support learning at home.	

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### SSIP TARGET UPDATES

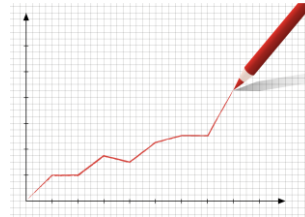
- **Changes in subgroup:** Will now include students in the following categories: Specific Learning Disability (SLD), Speech & Language (S/L), and Other Health Impairment (OHI).
- **Change in State-identified Measurable Results (SiMR):** Students with SLD, S/L, and OHI will increase reading proficiency prior to fourth grade by 5 percentage points from the spring 2021 baseline.

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## DATA COLLECTION:

See the full Evaluation Plan here:  
<https://bit.ly/SSIPeval>

- Professional Development/Trainings
- Classroom Observations
- Intervention Tracking
- Implementation Fidelity
- Effectiveness of Instructional Coach/Coordinator
- Family Engagement Effectiveness
- Student Benchmark, LRE, and State Test Data



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## IMPROVING RESULTS:

### State:

- Align initiatives with similar focus/supports (SPDG, MTSS, SSIP)
- Development of State Literacy Plan
- Offer ongoing trainings in target areas (MTSS, Literacy/Instruction, Coaching, and Family Engagement)
- Development of data/report website.

### District:

- Participate in state-sponsored trainings and programs.
- Data collection and review.



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## INDICATOR 1: GRADUATION

Results Indicator : Percent of youth with IEPs graduating from HS with a regular diploma

- ❖ TO IMPROVE THE GRADUATION RATE OF STUDENTS WITH DISABILITIES
- ❖ HELP REDUCE THE GAP BETWEEN STUDENTS WITH DISABILITIES AND WITHOUT DISABILITIES

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INDICATOR 1: GRADUATION

### CHANGES OVER LAST YEAR

#### Previous Calculation

4-year cohort

- Graduated with a regular high school diploma within 4 years (in the numerator)
- Students who entered HS at the same time (freshman year) (In the denominator)

#### New Calculation

- Student graduating with a regular high school diploma (in the numerator)
- All students who left high school (in the denominator)
  - Graduating with a regular high school diploma
  - Graduated with a state-defined alternate diploma (SD doesn't have this)
  - Received a certificate (SD doesn't report this)
  - Reached maximum age
  - Dropped out

GRADUATION DATA FOR THIS INDICATOR ARE "LAG" DATA

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## INDICATOR 1 GOAL ACHIEVED BY.....

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- Implementation of appropriate curriculum for each student
  
- Clear understanding of South Dakota baseline graduation requirements.
  
- Correct exit coding in campus.
  
- District tracking that the proper course of study is being followed and necessary credits are being earned toward graduation for each student.

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## INDICATOR 1 HISTORICAL DATA

FFY	2015	2016	2017	2018	2019
Target >=	85.00%	85.00%	85.00%	85.00%	85.00%
Data	59.92%	60.42%	60.18%	62.98%	72.14%

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## INDICATOR 1 FFY 2020 DATA AND PROPOSED INTERVAL TARGETS



Federal Fiscal Year	20	21	22	23	24	25
Target ≥	70%	70%	71%	72%	73%	73%
Data	72.14%					

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## FFY 2020 SPP/APR DATA

Number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma	Number of all youth with IEPs who exited special education (ages 14-21)	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
610	809	72.14%	70.00%	75.40%	MET TARGET	NO SLIPPAGE

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## IMPROVEMENT STRATEGIES DOE SUPPORT

### Things to Consider

- What factors led to students completing high school in four years?
- Were similar strategies and procedures in place for all students with disabilities?
- Is the most appropriate curriculum for each student being implemented?
- How can districts work with younger students to ensure that the proper course of study is being followed and necessary credits are being earned toward graduation?
- Clear understanding of baseline graduation requirements
- Ensure correct exit coding in Campus

### Resources

- [SD High School Graduation Requirements](#)
- [Webinar Snippet: 2018 Graduation Requirements](#)
- [Disabilities Policy \(Updated July 2020\)](#)
- [ISSUE BRIEF: Graduation reequipments and students with special needs](#)
- [Graduation Coding Guidance for Students on an IEP](#)
  - Document may be found in the Student with Special Needs Section)
- [State Performance Plan Indicators](#)

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## INDICATOR 2: DROP OUT

### Results Indicator

Percent of students with IEP's dropping out of high school

- ❖ DECREASE THE DROPOUT RATE OF STUDENT WITH DISABILITIES
- ❖ DETERMINE IF THERE IS A DROPOUT GAP BETWEEN STUDENTS WITH DISABILITIES AND THEIR NON-DISABLED PEERS IN A DISTRICT

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## INDICATOR 2: DROP OUT

## CHANGES OVER LAST YEAR

## Previous Calculation

- Student with IEPs in grades 7-12 who are enrolled as of Dec. 1 child count and dropped out (in the numerator)
- Students with IEPs in grades 7-12 who are enrolled as of Dec. 1 child count (in the denominator)

## New Calculation

- States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to dropping out (in the numerator)
- and the youth with IEPs who left high school (ages 14-21) (in the denominator)
  - Include the following exiting categories: (a) graduated with a regular high school diploma; (b) graduated with a state-defined alternate diploma; (c) received a certificate; (d) reached maximum age; or (e)

DROPPED OUT DATA FOR THIS INDICATOR ARE "LAG" DATA

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## INDICATOR 2 HISTORICAL DATA

FFY	2015	2016	2017	2018	2019
Target >=	2.9%	2.8%	2.5%	2.4%	2.4%
Data	3.03%	3.09%	3.30%	3.01%	2.55%

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## INDICATOR 2 FFY 2020 DATA AND PROPOSED INTERVAL TARGETS



Federal Fiscal Year	20	21	22	23	24	25
Target ≥	18.5%	18.5%	18%	17%	16%	10.5%
Data	18.17%					

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## FFY 2020 SPP/APR DATA

Number of youth with IEPs (ages 14-21) who exited special education due to dropping out	Number of all youth with IEPs who exited special education (ages 14-21)	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
147	809	2.55%	18.5%	18.17%	MET TARGET	NO SLIPPAGE

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# IMPROVEMENT STRATEGIES

## DOE SUPPORT

Things to Consider	Resources
<ul style="list-style-type: none"> <li>• Check for accuracy of data. Review SIMS/Infinite Campus system to ensure enrollment and special education records are accurate.</li> <li>• Determine reasons are connected to students who dropped out               <ul style="list-style-type: none"> <li>• Was an appropriate course of study developed and followed?</li> <li>• Is the most appropriate curriculum for each student being implemented?</li> </ul> </li> <li>• Does the district monitor attendance records carefully?</li> <li>• Does the district have a system for tracking access to curriculum during suspension/expulsion?</li> <li>• Determine if transition plan was not only implemented but revisited and adjusted when IEP team deemed necessary.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">Effective Strategies</a></li> <li>▪ <a href="#">Rural Dropout Prevention Resources</a></li> <li>▪ <a href="#">Solutions to the Dropout Crisis</a></li> <li>▪ <a href="#">Executive Summary of the National Dropout Prevention Center Trauma-Skilled Schools Model</a></li> <li>▪ <a href="#">SD Title 1, Part D: At Risk Youth</a></li> <li>▪ <a href="#">State Performance Plan Indicators</a></li> </ul>

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## INDICATOR 3: ASSESSMENT

Indicator

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## INDICATOR 3: ASSESSMENT

- Participation and performance of children with individualized education programs (IEP) on statewide assessments

A. Participation rate for children with IEPs

B. Proficiency rate for children with IEPs against grade level academic achievement 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.

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IMPORTANT  
CHANGES TO  
INDICATOR 3  
FOR THE NEW  
SPP/APR  
CYCLE:

Reports data for specific grades: 4, 8, and high school

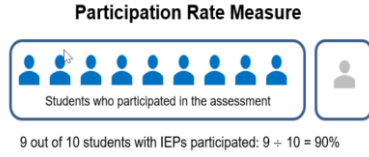
Separates proficiency data by general and alternate assessments (C)

Reports gaps in proficiency data between children with disabilities and all students (D)

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### INDICATOR 3A MEASUREMENT

- Number of students with IEPs who participated in the South Dakota English language arts (ELA) or math assessment ÷ Total number of students with IEPs enrolled at time of testing
- Participation rates include students with IEPs taking the general assessments and the Alternate Assessment
- Participation rates reported for reading and math
- Data calculated separately for grades 4, 8 and high school



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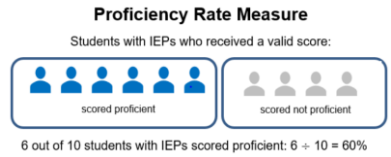
### INDICATOR 3A FFY 2020 DATA AND PROPOSED INTERVAL TARGETS

School Year	Target SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25	SY 25/26
Reading 4 <sup>th</sup>	95.47%					98.00%
Reading 8 <sup>th</sup>	91.79%					95.00%
Reading HS	92.97%					95.00%
Math 4 <sup>th</sup>	97.20%					98.00%
Math 8 <sup>th</sup>	91.50%					95.00%
Math HS	92.97%					95.00%

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**INDICATOR 3B AND 3C MEASUREMENT**

- **Measurement 3B:** Number of children with IEPs scoring at or above proficient on the SD general assessment ÷ Total number of children with IEPs who took and received a valid score on the assessment
- **Measurement 3C:** Number of children with IEPs scoring at or above proficient on the SD Alternate Assessment ÷ Total number of children with IEPs who took and received a valid score on the SD Alternate Assessment
- Proficiency rates are reported for reading and math
- Data is calculated separately for grades 4, 8 and high school



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**INDICATOR 3B FFY 2020 DATA AND PROPOSED INTERVAL TARGETS**

School Year	SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25	SY 25/26
Grade 4 Target ≥	18.51%					23.51%
Grade 8 Target ≥	10.53%					13.53%
HS Target ≥	15.95%					18.95%

**READING**



Grade 4 will have a 5% increase, grade 8 and HS will have a 3% increase to the target goal.

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## INDICATOR 3B FFY 2020 DATA AND PROPOSED INTERVAL TARGETS

School Year	SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25	SY 25/26
Grade 4 Target ≥	20.58%					25.71%
Grade 8 Target ≥	6.71%					9.71%
HS Target ≥	3.48%					6.48%



Grade 4 will have a 5% increase, grade 8 and HS will have a 3% increase to the target goal.

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## INDICATOR 3C FFY 2020 DATA AND PROPOSED INTERVAL TARGETS

School Year	SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25	SY 25/26
Grade 4 Target ≥	38.00%					43.00%
Grade 8 Target ≥	33.33%					36.33%
HS Target ≥	56.32%					59.32%



Grade 4 will have a 5% increase, grade 8 and HS will have a 3% increase to the target goal.

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## INDICATOR 3C FFY 2020 DATA AND PROPOSED INTERVAL TARGETS

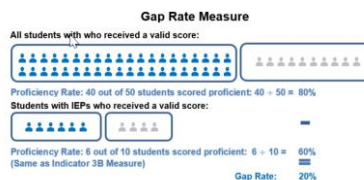
School Year	SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25	SY 25/26
Grade 4 Target ≥	54.00%					59.00%
Grade 8 Target ≥	39.18%					42.18%
HS Target ≥	56.98%					61.98%



Grade 4 will have a 5% increase, grade 8 and HS will have a 3% increase to the target goal.

### INDICATOR 3D MEASUREMENT

- Measurement 3D: Proficiency rate for children with IEPs scoring at or above proficient on a NYS general assessment
- Proficiency rate for all students scoring at or above proficient on the assessment
- Gap data is reported for reading and math
- Data is calculated separately for grades 4, 8 and high school
- Students with IEPs are included in the "all student" proficiency rate
- Students taking the alternate assessment are not included in gap rate data



## INDICATOR 3D FFY 2020 DATA AND PROPOSED INTERVAL TARGETS

School Year	SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25	SY 25/26
Grade 4 Target $\geq$	29.79%					27.79%
Grade 8 Target $\geq$	41.45%					38.95%
HS Target $\geq$	49.97%					47.47%

### READING



Over 30% we did a 2.5 decrease to obtain new target, under 30% saw a 2.0 decrease to obtain new target.

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## INDICATOR 3D FFY 2020 DATA AND PROPOSED INTERVAL TARGETS

School Year	SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25	SY 25/26
Grade 4 Target $\geq$	26.51%					24.51%
Grade 8 Target $\geq$	32.88%					30.38%
HS Target $\geq$	35.80%					33.30%

### MATH



Over 30% we did a 2.5 decrease to obtain new target, under 30% saw a 2.0 decrease to obtain new target.

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## STRATEGIES TO IMPROVE INDICATOR 3 RESULTS

- Understand and utilize appropriate accommodations. [SDTSAGuide-21-22.docx \(live.com\)](#)
- Utilize instructional supports for students with significant cognitive disabilities. [Instructional Supports for Students with Significant Cognitive Disabilities, SD Department of Education](#)

### Multi-Tiered Systems of Support-Integrated (MTSS-I) Framework

- MTSS-I is a whole-child, whole school approach that provides students with the level of support necessary to meet their academic, behavioral, and social-emotional needs.
- The MTSS-I framework will help educators prioritize the needs of the whole child and integrates academic, behavioral, and social emotional support within a culturally responsive and sustaining framework.

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## INDICATOR 3 RESOURCES

- SD DOE State Performance Plan webpage: <http://doe.sd.gov/sped/SPP.aspx>
- IDEA Data Center: [Statewide Assessment: Indicator 3 Measurement Changes From FFY 2019 to FFY 2020 \(ideadata.org\)](#)
- SD DOE Assessment Page: [Assessment, SD Department of Education](#)

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## INDICATOR 4: SUSPENSION/EXPULSION

Indicator

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### INDICATOR 4

SUSPENSION/EXPULSION

#### Compliance and Results Indicator

- ❖ Main purposes is to compare suspension/expulsion and disciplinary actions between IEP students and regular education students.

Percent of districts with significant discrepancy

- ❖ Indicator 4 does not collect suspension or expulsion data for regular education
- ❖ Districts are held accountable based on child count and the suspension and expulsion numbers in this data collection



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## INDICATOR 4: SUSPENSION/EXPULSION

### 4A

- Students with IEPs suspended/expelled in the district > 10 school days in the school year included (numerator) divided by the LEA child count (denominator) x 100
- South Dakota chose this option for analyzing suspension data because the South Dakota Department of Education does not collect data on suspensions of students who are not on IEPs in a format that allows a comparison between the two groups.

### 4B

- Students with IEPs per race and ethnic group suspended/ expelled in the district >10 school days during the school year (numerator), divided by the LEA child count (denominator) x 100
- South Dakota chose this option for analyzing suspension data because the South Dakota Department of Education does not collect data on suspensions of students who are not on IEPs in a format that allows a comparison between the two groups.
- Significant Discrepancy: If greater than 5% of the LEA child count population by race have been suspended for >10 days.

This indicator is divided in two parts

4A (results)  
4B (compliance)

Indicator 4 uses lag year data in the SPP APR.

This year, we report 2019-2020 data

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## INDICATOR 4: SUSPENSION/EXPULSION

- Recent changes to our indicator,

The target was changed to 0.00%. Because South Dakota has only had between one and three LEAs that meet the N size that have suspended students for greater than 10 days, the previous target of 33.33% allowed for one LEA to be found to have significant discrepancies for suspension.

The new target of 0.00% is the only numerical option to reflect improvement over the baseline.

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### Calculation Example 4A

28 students with IEPs suspended or expelled >10 school days during the year.

340 Total SPED Child Count

$$(28 \div 340) \times 100 = 8.23\%$$

**is a significant discrepancy**

### Calculation Example 4B

5 Native American Students with IEPs suspended or expelled >10 school days during the year.

340 Total SPED Child Count

$$(5 \div 340) \times 100 = 1.47\%$$

**is not a significant discrepancy**

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## INDICATOR 4: SUSPENSION/EXPULSION

### Indicator 4 A results

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Number of LEAs that have a significant discrepancy	Number of LEAs that met the State's minimum n/cell size	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data
0	1	0.00%	0.00%	0.00%

Status	Slippage
Met target	No Slippage

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## INDICATOR 4: SUSPENSION/EXPULSION

### Indicator 4 B results

148

Number of LEAs that have a significant discrepancy, by race or ethnicity	Number of those LEAs that have policies, procedure or practices that contribute to the significant discrepancy and do not comply with requirements	Number of LEAs that met the State's minimum n/cell size	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data
0	0	1	0.00%	0%	0.00%

Status	Slippage
Met target	No Slippage

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## INDICATOR 4: SUSPENSION/EXPULSION

### How districts improve their results:

- Review policies, practices, and procedures regarding suspension/ expulsion.
  - Has the process been followed?
- What training does staff need to positively and proactively handle problem behavior?

### Improvement Activities DOE Supports:

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## INDICATOR 5: LEAST RESTRICTIVE ENVIRONMENT STUDENTS AGES 5 IN KG TO 21

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GOAL: STUDENTS WITH DISABILITIES SHALL BE EDUCATED WITH CHILDREN WHO ARE NOT DISABLED TO THE MAXIMUM EXTENT POSSIBLE.



PERCENT OF CHILDREN WITH IEPS AGED 5 (IN SCHOOL) THROUGH 21 SERVED:

- A: INSIDE THE REGULAR CLASS 80% OR MORE OF THE DAY (GENERAL EDUCATION WITH MODIFICATION);
- B: INSIDE THE REGULAR CLASS LESS THAN 40% OF THE DAY (SELF-CONTAINED); AND
- C: IN SEPARATE SCHOOLS, RESIDENTIAL FACILITIES, OR HOMEBOUND/HOSPITAL PLACEMENTS.

(20 U.S.C. 1416(A)(3)(A))

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## WHERE DOES DATA COME FROM?

### IEP Team considerations

- IEP team's goal is to include students in general education curriculum to maximum extent possible.
  - Provide services and supports needed to remain in the classroom.
  - Must correctly document location and time of special education services
  - Calculate the time included with peers

Then collected on December 1 annually  
(Child Count)

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## CALCULATION

Indicator	Numerator	Denominator
5A: General Classroom	Number of students with LRE of 80% to 100%	All students aged 5 (in school) through 21
5B: Self-Contained	Number of students with LRE of 39% or less	All students aged 5 (in school) through 21
5C: Separate Facility	Number of students in Day Program, Residential, Home/Hospital	All students aged 5 (in school) through 21

Only change to Indicator 5, it now includes 5-year-olds in school setting

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## 5A: GEN ED: TARGET AND INTERVALS



**Goal:**  
Increase percentage of students in general education classroom

**Improvement Activities:**

- Focus on middle and high school
- Provide training and supports around accommodations, roles, assistive technology, understanding brain development and mental health strategies.
- Collecting data to determine appropriate supports and specialized instruction

Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Targets	75.96%	75.96%	76.68%	77.18 %	77.68%	78.68%

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## 5B AND 5A: DECREASE REMOVALS

### INDICATOR 5B: SELF-CONTAINED

YEAR	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Target	5.57%	5.57%	5.57%	5.57%	5.5%	5.5%

### INDICATOR 5C: IN SEPARATE FACILITY, RESIDENTIAL OR HOME/HOSPITAL

Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Target	1.67 %	1.67%	1.67%	1.67%	1.67%	1.65%

**Goal:**  
Decrease the percentage of students being removed from peers.

**Improvement Strategies:**

- Districts additional training on Positive Behavior Intervention Plans and how to create and implement the plans consistently.
- District trained on how conduct Functional Behavior Assessments and collect appropriate data on how to keep students in general education setting instead of removals.
- Training on how to support students with health concerns especially due to COVID concerns

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## INDICATOR 6: LEAST RESTRICTIVE ENVIRONMENT STUDENTS AGES 3-5 IN PRESCHOOL

Results Indicator

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### INDICATOR 6 OVERVIEW

Preschool Students with Disabilities Least Restrictive Environment (LRE)

Percent of children with Individualized Education Plans (IEPs) aged 3, 4, and 5 who are enrolled in a preschool program attending:

- 6A - Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- 6B - Separate special education class, separate school or residential facility.
- 6C - Receiving special education and related services in the home. **New\***

(20 U.S.C. 1416(a)(3)(A))

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## INDICATOR 6 GOAL ACHIEVED BY:

### Increasing

- the number of children attending a regular EC program while receiving services in the EC program (B6-A)



### Decreasing

the number of children attending (B6-B)

- A separate special education class
- A separate school or
- A residential facility or
- Receiving services in another location

### and (New)

- Potentially decreasing the number of children receiving services in the home (B6-C)

55

## INDICATOR 6

### CALCULATION GUIDE

#### 6A

A1 = 0310

B1 = 0325

#### 6A Regular Early Childhood Program

6A:  $(A1 + B1) \div F (\text{all}) \times 100 = \% \text{ receiving majority of services in the Reg EC program}$

#### 6B

C1 = 0335

C2 = 0345

C3 = 0355

#### 6B Separate Special Education Class, Separate School or residential facility

6B:  $[(C1 + C2 + C3) \div F (\text{all})] \times 100 = \% \text{ receiving majority of services in a separate class, school, or residential facility.}$

#### 6C

D1 = Home

#### 6C Home

6C:  $(D1) \div F \times 100 = \% \text{ receiving majority of services in a separate class, school, or residential facility.}$

F = All students aged 3-5 with an Individualized Education Plan

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## DATA SOURCES

### IEP Least Restrictive Environment

- Continuum of Alternative Placements (Preschool Ages 3-5)
- 0310 Regular Early Childhood Program-10 hrs./week & SPED services in Reg EC program
  - 0315 Regular Early Childhood Program-10 hrs./week & SPED services in other location
  - 0325 Regular Early Childhood Program-Less than 10hrs/week & SPED services in Reg EC program
  - 0330 Regular Early Childhood Program-Less than 10hrs/week & SPED services in other location
  - 0335 Special Education Class
  - 0345 Separate School
  - 0355 Residential Facility
  - 0365 Home
  - 0375 Service Provider Location

Increase

Increase

Decrease

### Infinite Campus Reporting Field

Special Ed Fields

Effective Date	Special Ed Program	Special Ed Category
08/18/2020	0 Early Childhood	0375 Service Provider Location
Primary Disability	Multiple Disability 1	
SSR: Special Language	Multiple Disability 2	
Multiple Disability 2	Multiple Disability 3	
Multiple Disability 4	Multiple Disability 5	

Collected annually on December 1<sup>st</sup>

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## INDICATOR 6 HISTORICAL DATA

Part	FFY	2015	2016	2017	2018	2019
A	Target >=	21.45%	21.45%	21.55%	21.65%	21.65%
A	Data	20.38%	24.02%	24.24%	23.33%	23.79%
B	Target <=	16.26%	16.26%	16.16%	16.16%	16.16%
B	Data	13.74%	13.72%	14.45%	14.85%	13.62%

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## INDICATOR 6 FFY 2020 DATA AND PROPOSED INTERVAL TARGETS

### Inclusive Targets – 6A, 6B


FFY	2020	2021	2022	2023	2024	2025
Target A >=	21.76%	22.00%	22.75%	23.50%	24.25%	25.00%
Target B <=	18.15%	17.93%	17.60%	17.17%	16.74%	16.00%

### Inclusive Targets – 6C

FFY	2020	2021	2022	2023	2024	2025
Target C <=	1.27%	1.27%	1.26%	1.24%	1.22%	1.20%

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## IMPROVEMENT STRATEGIES DOE SUPPORT



Dissemination of inclusion information and technical assistance to:

- DSS Early Childhood Enrichment sites
- Preschool listserv
- Parent Connection as a resource

Provide bi-monthly TA calls for preschool SPED teachers

- Inclusion
- SPP Indicators

Added support to districts not meeting the target

- Networking with other districts to help learn best practices

More training on how to:

- Build up to 10 or more hours and services in the classroom
- Inclusion training

Reaching private preschools and daycares

- Allowing services in the setting vs. another location
- Teaching/coaching strategies to encourage/inform non-district preschool programs of the benefits of service provider providing services in the private setting.

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## FFY 2020 SPP/APR DATA - AGED 3 THROUGH 5

FFY 2020 SPP/APR Data - Aged 3 through 5

Preschool Environments	Number of children with IEPs aged 3 through 5 served	Total number of children with IEPs aged 3 through 5	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	410	1,884	23.79%	21.76	21.76%	N/A	N/A
B. Separate special education class, separate school or residential facility	342	1,884	13.62%	18.15	18.15%	N/A	N/A
C. Home	24	1,884		1.27	1.27%	N/A	N/A

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## INDICATOR 7: PRESCHOOL OUTCOMES

Results Indicator

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## INDICATOR 7 OVERVIEW

### Measurement

- Percent of children ages 3 through 5 with IEPs 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.
- **Summary Statement 1:** Of those preschool children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 or exited the program.
- **Summary Statement 2:** Percent of children who were functioning within age expectations by the time they turned 6 or exited the program.

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## INDICATOR 7 GOAL



The goal of Indicator 7 is to track students' functioning age 3-5 at entry and exit into the Part B 619 program in the 3 outcome areas in order to determine quality of services to students' and families and identify areas of program improvement.

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## INDICATOR 7 CALCULATION GUIDE

What do the letters a, b, c, d, and e represent?

<b>a</b> - Children who did not improve functioning
<b>b</b> - Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers
<b>c</b> - Children who improved functioning to a level nearer to same-aged peers but did not reach it
<b>d</b> - Children who improved functioning to reach a level comparable to same-aged peers
<b>e</b> - Children who maintained functioning at a level comparable to same-aged peers

Summary Statement 1  
calculation:

$$(c+d) \div (a+b+c+d) \times 100$$

Summary Statement 2  
calculation:

$$(d+e) \div (a+b+c+d+e) \times 100$$

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## COLLECTION OF DATA

Indicator 7

### How is data collected?

- Collection Method: Battelle Developmental Inventory also known as the BDI-2 and the BDI-3 (since July 1, 2021).
- The BDI is given to children when they *Enter* and *Exit* the Part B 619 Program (age 3-5).
- Entry and exit scores are entered into the online BDI Data Manager for comparison.

### When is data collected?

- **Collection Dates:** July 1 – June 30
- **Submission Date:** August 1

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## INDICATOR 7 HISTORICAL DATA AND TARGETS

### Historical Data

Part	Baseline	FFY	2014	2015	2016	2017	2018
A1	2008	Target >=	79.15%	79.15%	79.15%	79.25%	79.35%
A1	78.10%	Data	75.50%	75.86%	71.65%	70.00%	67.11%
A2	2008	Target >=	84.15%	84.15%	84.15%	84.25%	84.35%
A2	84.00%	Data	85.93%	84.62%	81.95%	80.64%	71.79%
B1	2008	Target >=	65.50%	66.50%	67.50%	68.50%	69.50%
B1	69.40%	Data	66.73%	66.85%	67.97%	62.41%	56.71%
B2	2008	Target >=	55.96%	55.96%	55.96%	56.96%	57.96%
B2	54.90%	Data	62.17%	56.28%	59.39%	56.87%	51.89%
C1	2008	Target >=	68.10%	69.10%	70.10%	71.10%	71.60%
C1	71.20%	Data	71.27%	69.83%	68.97%	61.49%	58.35%
C2	2008	Target >=	72.10%	72.10%	72.10%	72.60%	73.60%
C2	11.00%	Data	76.95%	73.46%	72.80%	71.14%	66.13%

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## INDICATOR 7 CURRENT DATA AND FUTURE TARGETS

FFY	2020	2021	2022	2023	2024	2025
Target A1 >=	67.11%	67.11%	67.35%	67.58%	68.06%	69.00%
Target A2 >=	71.79%	71.79%	72.07%	72.34%	72.90%	74.00%
Target B1 >=	56.71%	56.71%	57.12%	57.53%	58.36%	60.00%
Target B2 >=	51.89%	51.89%	52.15%	52.42%	52.95%	54.00%
Target C1 >=	58.35%	58.35%	58.81%	59.26%	60.17%	62.00%
Target C2 >=	66.13%	66.13%	66.36%	66.60%	67.07%	68.00%

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## FFY 2020 SPP/APR DATA – CHILD OUTCOMES 7A – POSITIVE SOCIAL EMOTIONAL SKILLS

Outcome A	Numerator	Denominator	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. <i>Calculation: (c+d)/(a+b+c+d)</i>	285	407	67.74%	67.11	70.02%	Met target	No Slippage
A2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. <i>Calculation: (d+e)/(a+b+c+d+e)</i>	626	865	73.43%	71.79	72.37%	Met target	No Slippage

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## FFY 2020 SPP/APR DATA – CHILD OUTCOMES 7B – ACQUISITION AND USE OF KNOWLEDGE AND SKILLS

Outcome B	Numerator	Denominator	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
B1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. <i>Calculation: (c+d)/(a+b+c+d)</i>	345	615	57.74%	56.71	56.10%	Did not meet target	Slippage
B2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program. <i>Calculation: (d+e)/(a+b+c+d+e)</i>	434	865	47.74%	51.89	50.17%	Did not meet target	No Slippage

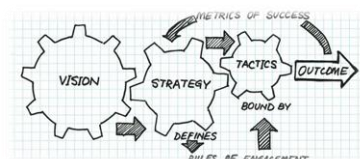
70

## FFY 2020 SPP/APR DATA – CHILD OUTCOMES 7C – USE OF APPROPRIATE BEHAVIORS TO MEET NEEDS

Outcome C	Numerator	Denominator	FFY 2018 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
C1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	279	459	60.06%	58.35	60.78%	Met target	No Slippage
C2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program.	550	865	66.72%	66.13	63.58%	Did not meet target	Slippage

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### IMPROVEMENT STRATEGIES DOE SUPPORT



Provide in depth training of Indicator 7 and how data is collected and compiled.

Provide reasoning behind administering the BDI2 and BD3.

- Part of data collection
- Importance of fidelity
- Accuracy of information

Provide information on district meeting target with relationship to having a preschool program.

Training on connection between Indicator 6 and 7

- Extension to daycares, Head Starts and private preschool programs

Making sure technical assistance information is given to the correct people

- Early childhood special education teachers
- Preschool teachers

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## INDICATOR 8: PARENT INVOLVEMENT

73

### INDICATOR 8: THE BIG PICTURE

#### What does it measure?

The percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

#### Why do we measure this?

The Individuals with Disabilities Education Act (IDEA) requires that districts collect parent involvement data for their students with IEPs as part of Indicator 8 (20 U.S.C. 1416(a)(3)(B)).

#### What is the goal?

The goal of Indicator 8 is to improve services and results for students with IEPs by facilitating positive parent involvement.



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## INDICATOR 8 CALCULATION

### Calculation Guide

$$A \div B \times 100 = \% \text{ of parents responded positively}$$

**A**= # of respondent parents of students with IEPs reporting that districts facilitated parent involvement as a means of improving services and results for their child with an IEP

**B**= Total number of respondent parents of students with IEPs

### Calculation Example

**25** parents responded that the district facilitated parent involvement

**40** parents of students with IEPs responded

$$(25 \div 40) \times 100 = 62.5\% \text{ of parents responded positively}$$

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## FFY 2020 SPP/APR DATA

Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities	Total number of respondent parents of children with disabilities	FFY 2020 Target	FFY 2020 Data	Status
4,790	5,557	86.20%	86.20%	MET TARGET

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## INDICATOR 8 FFY 2020 DATA AND PROPOSED INTERVAL TARGETS



Federal Fiscal Year	19	20	21	22	23	24	25
Target ≤							79%
Data	87.74%	86.20%					

**Baseline Year FFY 2012  
Actual data and target 77.3%.**

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## IMPROVING INDICATOR 8 RESULTS

**Remember:** The response rate is very important to determine an accurate reflection of the satisfaction of parents of students on IEPs in an individual district. Creating appropriate distribution and completion strategies is critical so that the district is more able to make improvement strategies based on measurable data.

- Determine if the district has a uniform method of survey distribution.
- Review the results for each item on the survey to determine specific concerns.
- Strive to increase response rate to provide a clearer picture of parental satisfaction.

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# INDICATOR 9/10: DISPROPORTIONALITY

Indicator

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## DISPROPORTIONALITY

OVERIDENTIFICATION IN A SPECIFIC RACE/ETHNIC GROUP

80



**Indicator 9**  
**Measurement:** Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

- Includes all students on an IEP by race/ethnic group.


**Indicator 10**  
**Measurement:** Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

- Includes disability categories: Specific Learning Disability, Cognitive Disability, Emotional Disturbance, Autism Spectrum Disorder, Other Health Impaired, and Speech

COMPLIANCE:  
 TARGET 0%

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**INDICATOR 9 & 10:**  
 CALCULATION



- 1<sup>st</sup> Requirement: Identified by a numerical calculation.**  
 Minimum N and Cell of 20
- Step 1: Risk**
  - Total number of students with IEPs in race/ethnic group divided by total number of enrolled in race/ethnic group
- Step 2: Weighted risk ratio\***
  - Risk of a specific race/ethnic group divided by risk of other groups
  - 3.0 Weighted Risk Ratio
- 2<sup>nd</sup> Requirement: Review Districts Policy, Practice and Procedures**  
 Check for inappropriate identification in policy, practices and procedures.

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## HOW TO IMPROVE RESULTS

### How to Support

- Training on how to develop a systemic and data reach referral process.
- Explain Indicator 9 and 10 reports to districts in SD STARS Special Education Community page.
- Provide resources on examination policy, practice and procedures.

### Free Resources

- [Equity, Inclusion, and Opportunity: Addressing Success Gaps White Paper](#)
- [Dear Colleague Letter: Preventing Racial Discrimination in Special Education](#)
- [Success Gaps Toolkit: Addressing Equity, Inclusion, and Opportunity](#)

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## INDICATOR 11: CHILD FIND - INITIAL EVALUATIONS

Compliance Indicator

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## INDICATOR 11 GOAL



**Indicator Goal:** To improve efforts to locate and serve students with disabilities by ensuring 100% of children with parental consent to evaluate, are completed within 25 school days. (Child Find)

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## INDICATOR 11 REPORTING GUIDE

**Measurement:** Percent of children who were evaluated within the 25-school day timeline from receiving parental consent to evaluate. Indicator 11 is 100% compliance.

- Indicator 11 - *Initial Evaluations* only.
- District evaluation timeline records and/or dates are collected throughout the school year.

**Collection Method:**

- Launchpad Secure website
- **Collection Dates:** July 1 – June 30
- **Submission Date:** August 1
  - Launchpad submission and sign off can be completed anytime between May 1 through July 31.
  - District calendars must be uploaded and include snow days/makeup days.
  - If using a PK calendar instead of the district one, it must be uploaded with preschool days indicated.

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## INDICATOR 11 CALCULATION GUIDE

### Calculation:

**A** = # of students for whom parental consent was received

**B** = # of students whose evaluations were completed within 25-school days

**C** = % of initial evaluations completed within 25-school days

**(B ÷ A) x 100 = C %** of initial evaluations met timeline

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## INDICATOR 11 DATA

### Historical Data/Targets

Baseline Year	Baseline Data
2005	99.86%

FFY	2014	2015	2016	2017	2018	2019
Target	100%	100%	100%	100%	100%	100%
Data	99.84%	99.85%	99.69%	99.89%	99.94%	99.85%

### FFY 2019 SPP/APR DATA

(a) Number of children for whom parental consent to evaluate was received	(b) Number of children whose evaluations were completed within 60 days (or State-established timeline)	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status	Slippage
4,070	4,064	99.94%	100%	99.85%	Did Not Meet Target	No Slippage

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## INDICATOR 11 – FFY 2020 DATA

Fourteen of the 149 LEAs in South Dakota did not meet 100% compliance. Eighteen student's 25 school day evaluation timelines were affected, and Corrective Action Plans were issued to 14 districts.

(a) Number of children for whom parental consent to evaluate was received	(b) Number of children whose evaluations were completed within 60 days (or State-established timeline)	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
5413	5395	99.85%	100%	99.67%	Did not meet target	No Slippage

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## HOW TO IMPROVE RESULTS INDICATOR 11

Special Education Programs (SEP) provides workshops at the beginning of the year to:

- explain the evaluation timeline,
- how to extend the timeline and
- the importance of meeting the timeline.

SEP also has a website for all Indicators. Indicator 11 has:

- a TA Guide,
- a reporting guide,
- self analysis tool, and
- Launchpad training and Launchpad guide and
- a brown bag webinar available for the district to access through out the year.  
<https://doe.sd.gov/sped/SPP.aspx>

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# INDICATOR 12: EARLY CHILDHOOD TRANSITIONS

Compliance Indicator

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## INDICATOR 12 GOAL



**Indicator Goal:** To ensure seamless transitions for children and families as they move from Part C to Part B so they can access appropriate services in a timely manner.

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## INDICATOR 12 REPORTING GUIDE

**Measurement:** 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 birthday:

- Part B Special Education programs verifies district submission with the Part C exit data report.
- District evaluation timeline records and/or dates are collected throughout the school year.

### **Collection Method:**

- Launchpad Secure website
- **Collection Dates:** July 1 – June 30
- **Submission Date:** September 1
  - Launchpad submission and sign off can be completed anytime between May 1 through August 31.
  - District calendars must be uploaded and include snow days/makeup days.
  - If using a PK calendar instead of the district one, it must be uploaded with preschool days indicated.

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## INDICATOR 12 CALCULATION GUIDE

### **Calculation:**

- **A** = # of children who have been served in Part C and **referred** to Part B for eligibility determination.
- **B** = # of those referred determined to be **NOT eligible** and whose eligibilities were determined prior to their third birthdays.
- **C** = # of those found **eligible** who have an IEP developed and implemented by their third birthdays.
- **D** = # of children for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR 300.301(d) applied.
- **E** = # of children who were referred to Part C less than 90 days before their third birthdays.
- **[C ÷ (A – B – D – E)] x 100 = %**

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## INDICATOR 12 DATA

### Historical Data/Targets

Baseline Year	Baseline Data					
2005	2014	2015	2016	2017	2018	2019
FFY	100.00%					
Target	100%	100%	100%	100%	100%	100%
Data	99.76%	99.54%	99.77%	97.72%	96.65%	93.99%

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## INDICATOR 12 – FFY 2020 DATA

### FFY 2020 SPP/APR Data

#### FFY 2020 SPP/APR Data

a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.	605
b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday.	175
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	389
d. Number for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.	1
e. Number of children who were referred to Part C less than 90 days before their third birthdays.	37
f. Number of children whose parents chose to continue early intervention services beyond the child's third birthday through a State's policy under 34 CFR §303.211 or a similar State option.	0

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## INDICATOR 12 DATA

### FFY 2020 SPP/APR DATA

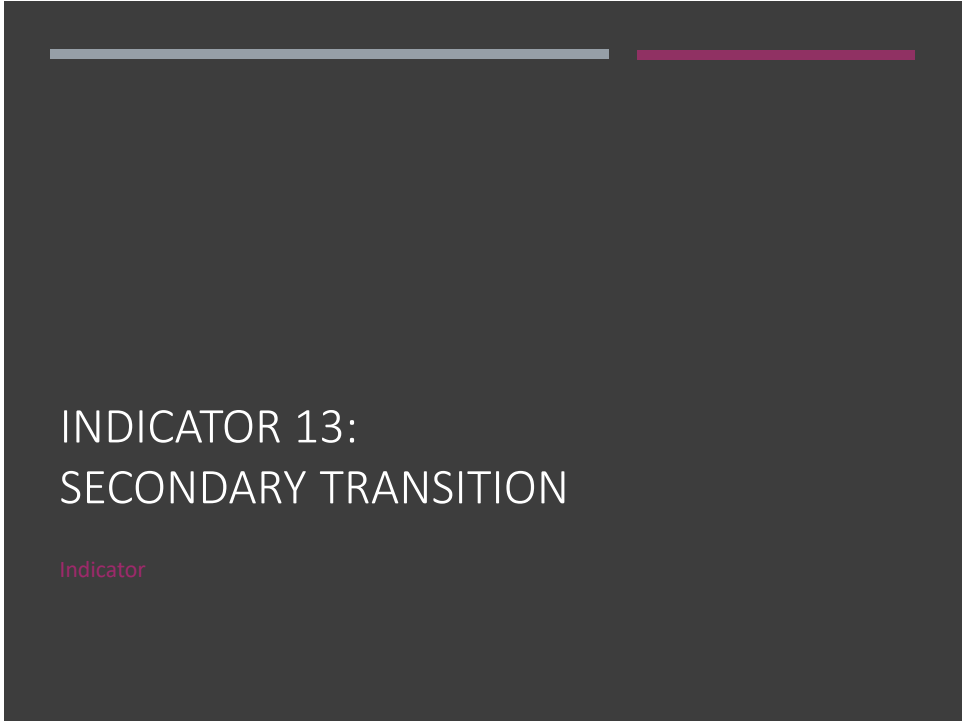
Measure	Numerator (c)	Denominator (a-b-d-e-f)	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	389	392	NVR	100%	99.23%	Did not meet target	N/A

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## HOW TO IMPROVE RESULTS INDICATOR 12

1. Special Education Programs (SEP) provides workshops at the beginning of the year to explain the evaluation timeline, how to extend the timeline and the importance of meeting the timeline
2. SEP provides a Transition Manual outlining the federal requirements pertaining to transition from Part C to Part B. Along with guidance on completing the process.  
<https://doe.sd.gov/sped/documents/TransitionsManual.pdf>
3. Birth-3 notifies school districts of children in the Birth -3 program that will be turning 3 within the next 6 months
4. SEP also has a website for all Indicators. Indicator 12 has a TA Guide, a reporting guide, Launchpad training, Launchpad guide and a brown bag webinar available for the districts to access throughout the year  
<https://doe.sd.gov/sped/SPP.aspx>

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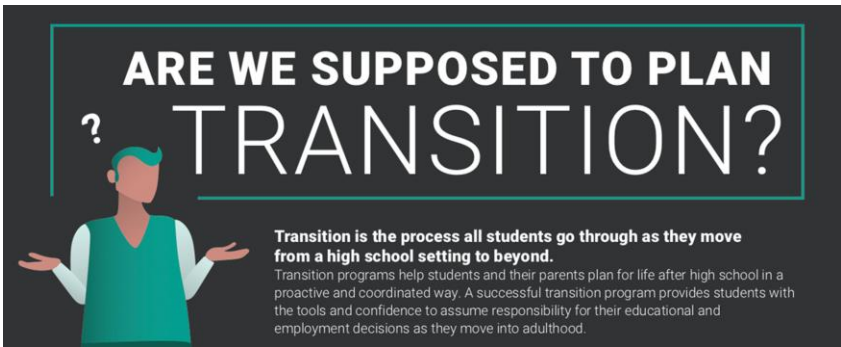
INDICATOR 13:  
SECONDARY TRANSITION

Indicator

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INDICATOR 13: SECONDARY TRANSITION



**ARE WE SUPPOSED TO PLAN  
? TRANSITION?**

**Transition is the process all students go through as they move from a high school setting to beyond.**  
Transition programs help students and their parents plan for life after high school in a proactive and coordinated way. A successful transition program provides students with the tools and confidence to assume responsibility for their educational and employment decisions as they move into adulthood.

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## INDICATOR 13: SECONDARY TRANSITION

### Percent of youth with IEPs (aged 16 and above) whose IEP includes:

- Appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment;
- Transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals;
- Annual IEP goals related to the student's transition needs.

### Districts must document:

- Evidence that the student was invited to the IEP team meeting where transition services were discussed
- When appropriate, a representative of any participating agency was invited to the IEP team meeting

100% Compliance Indicator

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## HISTORICAL DATA

FFY	2015	2016	2017	2018	2019
Target	100%	100%	100%	100%	100%
Data	82.02%	90.29%	93.71%	83.97%	87.18%

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## FFY 2020 SPP/APR DATA

Number of youth aged 16 and above with IEPs that contain each of the required components for secondary transition	Number of youth with IEPs aged 16 and above	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
79	122	87.18%	100%	64.75%	Did not meet target	Slippage

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## ASSISTANCE PROVIDED AND RESOURCES AVAILABLE

### Strategies

- Work with districts to:
  - Improve attendance at IEP workshops provided by TSLP and DOE
  - Contact regional TSLP (transition service liaison project) representative
    - Review IEPs to ensure all transition components are included
    - Invite TSLP region representative to look through a file with each high school teacher in the spring prior to monitoring visit
  - Work with new staff as on transition requirements

### Resources

- [www.tslp.org](http://www.tslp.org)
  - TSLP TA Guide for Transition in IEP
  - Indicator 13 Checklist
  - Indicator 13 Quick Tips
- <https://www.itransitionsd.org/>
  - Free transition planning tool
- Zarrow Center - <https://www.ou.edu/education/centers-and-partnerships/zarrow/transition-resources>
  - Curriculum
  - Assessments
  - Other resource

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## INDICATOR 14: POST-SCHOOL OUTCOMES

Indicator

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### INDICATOR 14: POST-SCHOOL OUTCOMES

#### The goal

- To measure the post-secondary outcomes of students one year after leaving high school which includes those who are no longer in high school and had an Individualized Education Program/Plan (IEP) in effect at the time they left school
  - Graduated
  - Aged out
  - Dropped out

#### Lag year data

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## INDICATOR 14: POST SCHOOL OUTCOMES

Percent of youth who are no longer in high school, had Individualized Education Programs (IEPs) in effect at the time they left school, and were:

- A. Enrolled in higher education, or;
- B. Enrolled in higher education or competitively employed, or;
- C. Enrolled in higher education, other postsecondary education or training program, competitively employed, or in other employment: within one year of leaving high school.



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WHERE DOES  
THE DATA  
COME FROM

### Part 1 (Appendix A): After students exit high school (graduates, ages out, drops out)

1. April-June - Districts may enter demographic data and exiter information of any exiters from Campus in Appendix A in Launchpad.  
OR  
August-September - DOE will upload demographic data of all exiters from Campus, then districts will enter the IEP information in Launchpad.
2. Deadline: Oct. 1

### Part 2 (Appendix B): One year after students exit high school

- Black Hills State University will collect post-school outcomes data in April-September
  - Mail out the surveys
  - Online surveys
  - Call the students

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## RESPONSE RATE

	Data
Total number of targeted youth in the sample or census	683
Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	162
Response Rate	23.72%

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## TARGETS

FFY	Baseline	2020	2021	2022	2023	2024	2025
Target A >=	16.93%	10.49%	11.0%	13.0%	15.5%	19.5%	23.5%
Target B >=	70.61%	61.73%	63.0%	65.0%	67.0%	70.0%	73.0%
Target C >=	82.11%	77.16%	79.0%	80.5%	81.5%	82.5%	83.5%

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## FFY 2020 SPP/APR DATA

Measure	Number of respondent youth	Number of respondent youth who had IEPs in effect at the time they left school	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A. Enrolled in higher education (1)	17	162	22.96%	10.49%	10.49%	Meet target	No Slippage
B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2)	100	162	66.35%	61.73%	61.73%	Meet target	No Slippage
C. Enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment (1+2+3+4)	125	162	80.82%	77.16%	77.16%	Meet target	No Slippage

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## HOW TO IMPROVE RESULTS

- Increase the response rate
  - Use online survey along with calls and paper form
  - Request district volunteers to call their students who have left high school
  - Technical assistance for districts in helping them prepare students for the survey
    - Understand the survey questions
    - Remind students they will be receiving the survey
    - Ensure contact information if correct
    - Send postcard in spring to remind student of survey call



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## INDICATOR 15: RESOLUTION SESSIONS

Compliance Indicator

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### INDICATOR 15: RESOLUTION SESSION

- Measures the percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
- States are not required to establish baseline or targets if the number of resolution/mediation sessions is less than 10.
- Resolution Sessions occur when a due process hearing request is submitted to the State
- Data Collected:
  - Number of resolution sessions
  - Number of resolution sessions resolved through settlement agreements
- States are not required to establish baseline or targets if the number of resolution/mediation sessions is less than 10.

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## INDICATOR 15: RESOLUTION SESSION RESULTS

3 Due Process Requests submitted

- 2 resolution sessions were held and resolved through resolution

All 3 due process requests were withdrawn or dismissed

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## INDICATOR 16: MEDIATIONS

Compliance Indicator

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## INDICATOR 16: MEDIATIONS

- Measures the percent of mediations held that resulted in mediation agreements.
- Districts or parents may request a mediation session to resolve a disagreement
- Data Collected:
  - Number of Mediations requested
  - Number of mediations related to state complaint
  - Number of mediations related to due process
- States are not required to establish baseline or targets if the number of resolution/mediation sessions is less than 10.

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## INDICATOR 16: MEDIATIONS RESULTS

- 3 Requests submitted and held
- 1 was related to due process complaints
  - 2 not related to due process complaints

### Improvement Activities 15 & 16:

- Continue training parents and districts
- Update Parent Rights Handbook as needed
- Update brochures and TA documents
- Focus training more on dispute prevention and resolution strategies for districts

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## RESOURCES

- DOE Special Programs SPP-APR website
  - <https://doe.sd.gov/sped/SPP.aspx>
  - Reports
  - TA Guides
  - Collection Calendar
  - Indicator webinars
  - Sped Contact Card for each indicator