

Part B State Annual Performance Report (APR) for FFY 2018 Indicator #14

APR Development

In 2008-09 South Dakota established a baseline for Indicator 14 student exiters for each of the three measures A, B, and C which was consistent with the language of the revised measures for Indicator 14, developed new measurable targets for measures A, B, & C, and through a statewide task force identified improvement activities through 2017-2018. The statewide task force included individuals from the Department of Vocational Rehabilitation, members of the Transition Services Liaison Project (TSLP), representatives from Parent Connection, faculty from higher education, current local and state educational agencies, as well as parents. Exiters were students who left school by graduating High School with a diploma, aged out, or dropped out. This current Annual Performance Report for 2017-2018 will report the data for each of the three measures, A, B, and C.

Definitions:

Higher Education (Tier 1) means exiting students who have ever enrolled in Post-Secondary School either full or part time, completed at least one term and were enrolled in a University (4 year college) or in a Community College or in a Vocational Technical School (2 year).

Competitive Employment (Tier 2) means exiting students who work for pay, have worked a total of 3 months or more since leaving school, have worked at least 20 hours per week with others who are non-disabled, were paid at least minimum wage and did not appear in Tier 1. This includes exiters who are in the military.

Other Post-Secondary Education or training (Tier 3) means exiting students who have ever enrolled in a Post-Secondary School either full or part time, completed at least one term in a program that is less than 2 years. This tier includes exiters enrolled in Vocational Training Programs, Job Corps, etc. Students included in Tier 3 would not have appeared in Tiers 1 or 2.

Some Other Employment (Tier 4) means exiting students who have worked for pay for at least 90 days since exiting the K-12 system. This includes the following types of settings: Family members' business, working while incarcerated, sheltered or supported employment, and competitive employment in a training capacity. These exiters did not appear in Tiers 1, 2, or 3.

Disengaged (Tier 5) means students who did not meet the definitions to be included in Tiers 1, 2, 3, or 4.

**Monitoring Priority: Effective General Supervision Part B / Effective Transition
Indicator 14:**

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
 - B. Enrolled in higher education or competitively employed within one year of leaving high school.
 - C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
- (20 U.S.C. 1416(a)(3)(B))

Measurement:

- A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.
- B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.
- C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

FFY Measurable and Rigorous Target

Target for FFY 2018:

- A = 15.5%** enrolled in higher education
- B = 68.5%** enrolled in higher education or competitively employed
- C = 81.50%** enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment

Actual Data for FFY 2018:

A=17.0% enrolled in higher education

B=71.0% enrolled in higher education or competitively employed

C=82.0% enrolled in higher education or in some other postsecondary education or training program; or competitively employed in some other employment

The following sections describe the overall 2017-2018 outcomes, including outcomes disaggregated by subgroups of method of exit, gender, and disability, race/ethnicity.

2017-2018 Outcomes

There were a total of 313 respondents to the phone and mailed interviews. Each respondent was counted only once in the first category that they matched the definition.

- Tier #1 **53** respondents were enrolled in **higher education**
- Tier #2 **168** respondents were engaged in **competitive employment** and not counted in Tier 1
- Tier #3 **10** respondents were enrolled in **some other postsecondary training** and not counted in Tiers 1 or 2
- Tier #4 **26** respondents were engaged in **some other employment** and not counted in Tiers 1, 2, or 3.
- Tier #5 **56** respondents were **not engaged**

Therefore,

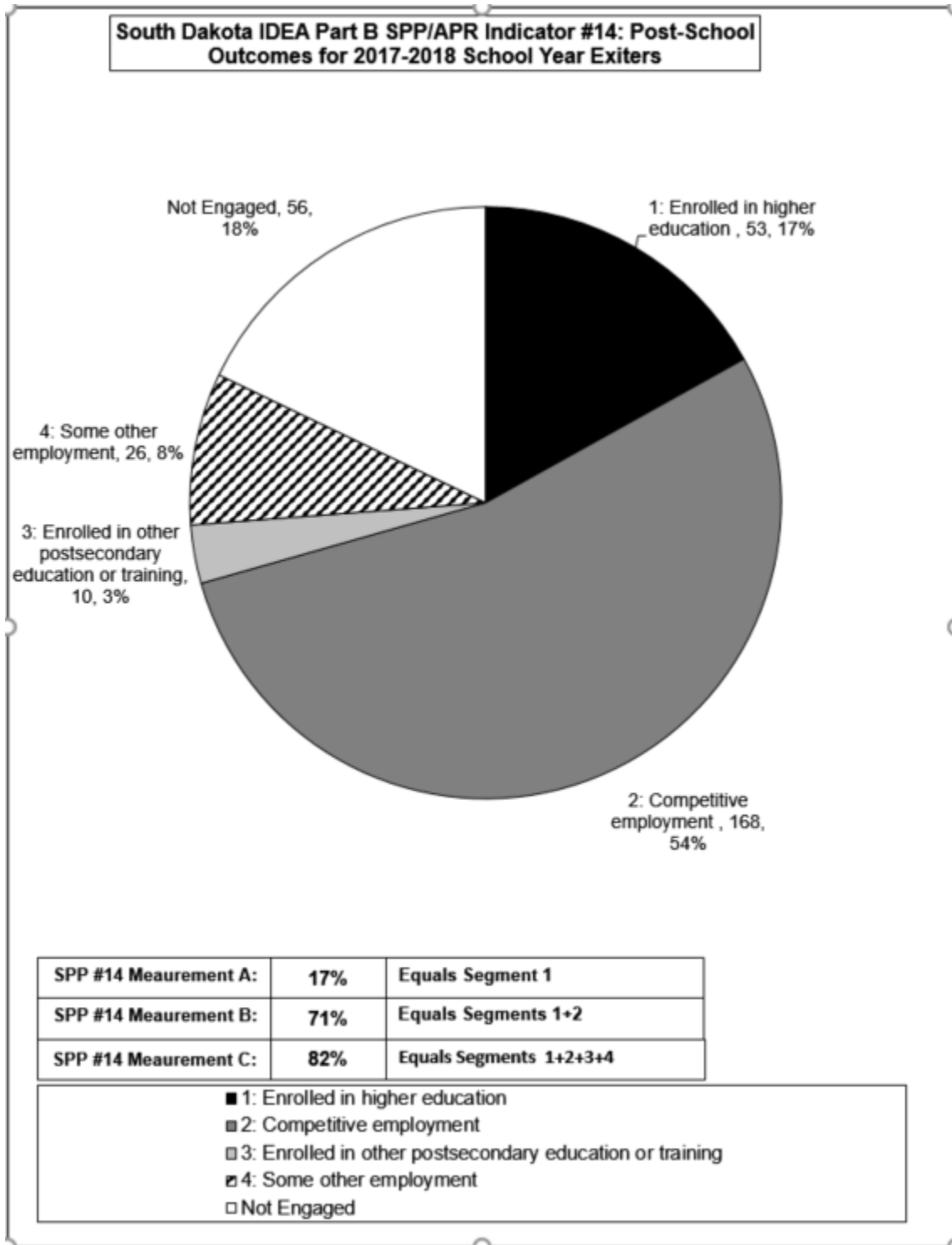
A = 53 (#1) divided by 313(total respondents) = 17.00%

B = 53 (#1) + 168 (#2) divided by 313 (total respondents) = 71.00%

C = 53 (#1) + 168 (#2) + 10 (#3) + 26 (#4) divided by 313 (total respondents) = 82.00%

Figure 1 shows the outcome categories, the number of leavers in each outcome category and the percentage of leavers in each category. The table below the chart shows the percentages for each measure A, B, & C. South Dakota's largest percentage of leavers was in competitive employment (54%). The second largest percentage of leavers was not engaged (18%). The remaining categories in order of percentage was, enrolled in higher education (17%), some other employment (8%), and some other postsecondary education or training (3%).

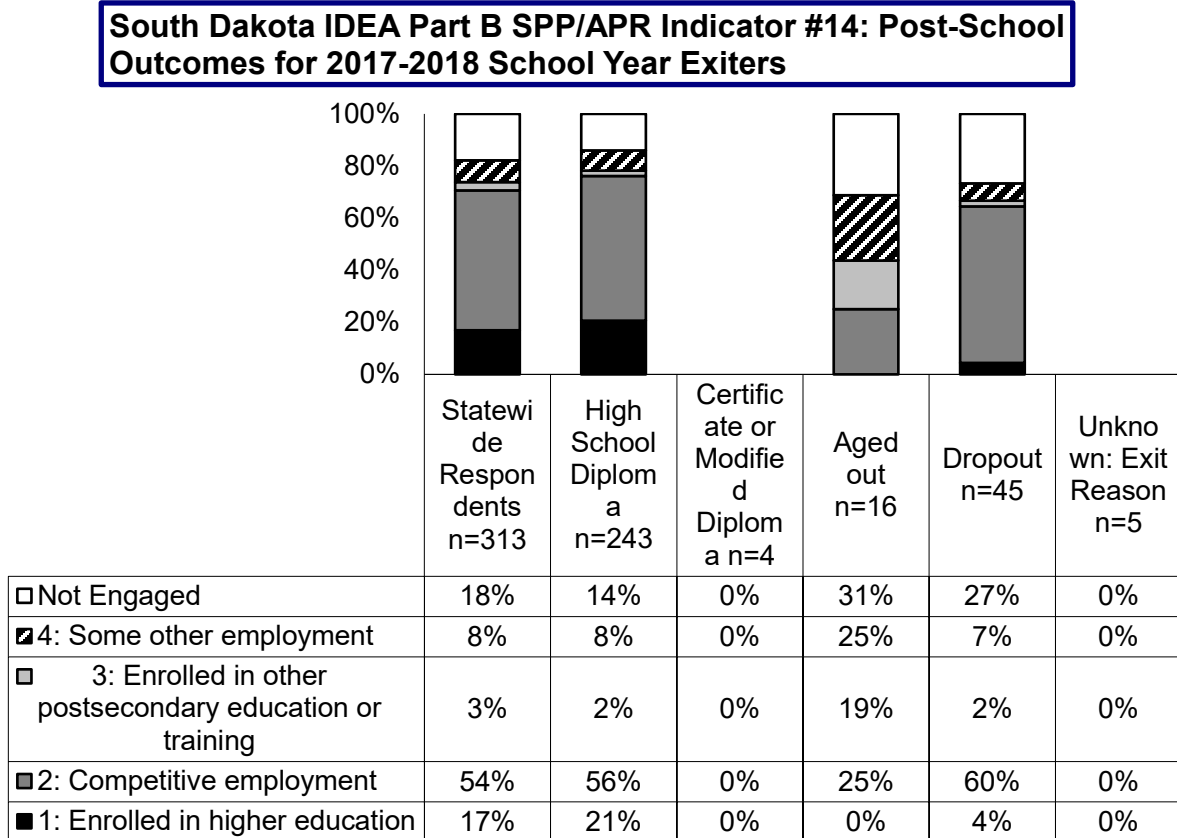
Figure 1. Pie Chart of South Dakota’s Post-School Outcomes for 2017-2018 School Year



Not Engaged

In South Dakota, of the students exiting the K-12 system in 2017-2018, 56 (18%) of exiters surveyed did not meet the definition of being engaged in either competitive employment or in post-secondary education. Of the 56 exiters identified as not engaged in Tier 5, 26 of them or approximately 46% had been competitively employed or had attended a post-secondary education program. Of the 56 exiters that had been categorized in Tier 5, 7 or approximately 13% had been competitively employed but had not been competitively employed for at least three months. Of the 56 exiters that had been categorized in Tier 5, 4 or approximately 1% had been enrolled in a post-secondary educational program, but indicated they did not successfully complete an entire term. Students that Aged Out were twice as likely to not be engaged in any of Tiers 1-4 than were students who graduated with a diploma from High School (14% for High School Diploma vs. 31% for Aged Out) (Figure 2).

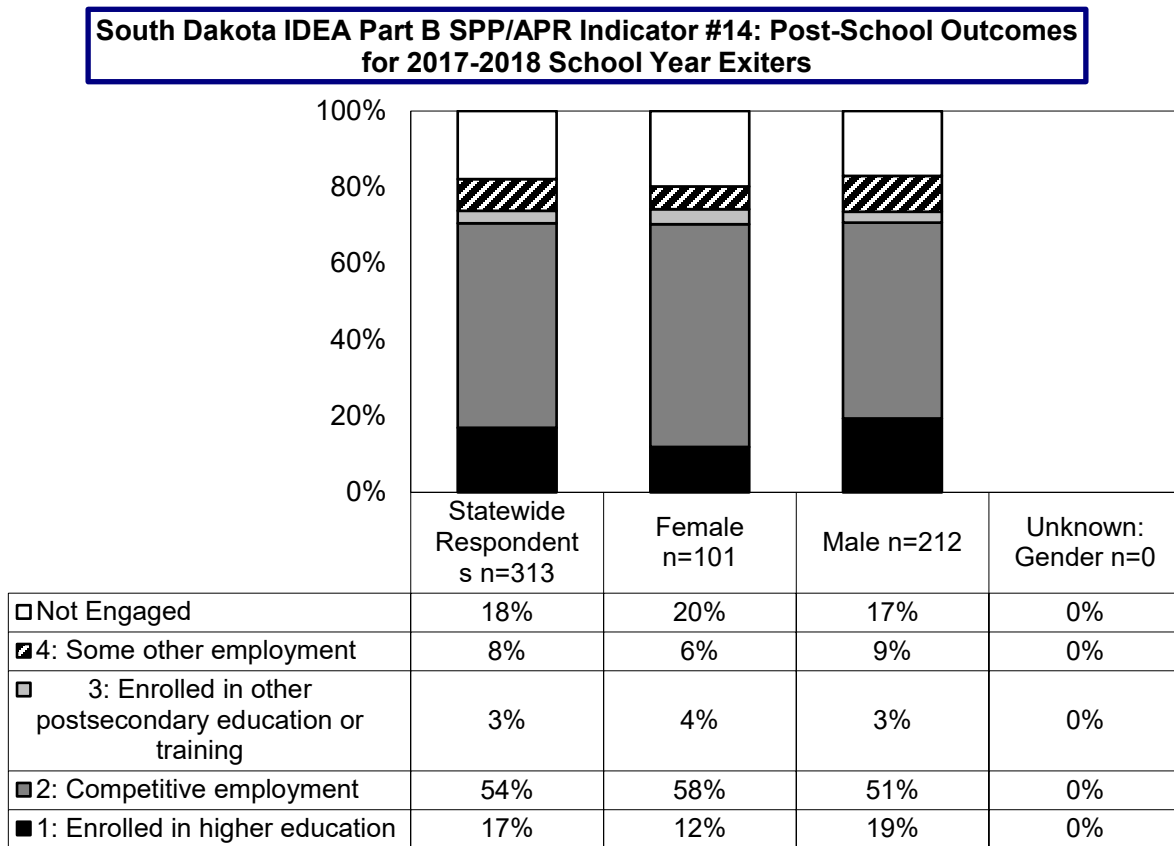
Figure 2: Respondents by Type of Exit 2017-2018



Statewide 54% of exiters (largest group of exiters) were classified as being competitively employed. This represents a 15% increase from 2016-2017 when approximately 39% of exiters were classified as competitively employed. The next largest group of exiters were those not engaged. This year, 18% of exiters did not meet the criteria for Tiers 1, 2, 3 or 4 and therefore, were classified as not engaged. This is a decrease from the 21% not engaged in 2016-2017. The

next largest percentage of exiters by exit type includes those enrolled in higher education. 17% of exiters were enrolled in higher education, which is a decrease from the 27% who were enrolled in higher education during 2016-2017.

Figure 3: Respondents by Gender 2017-2018



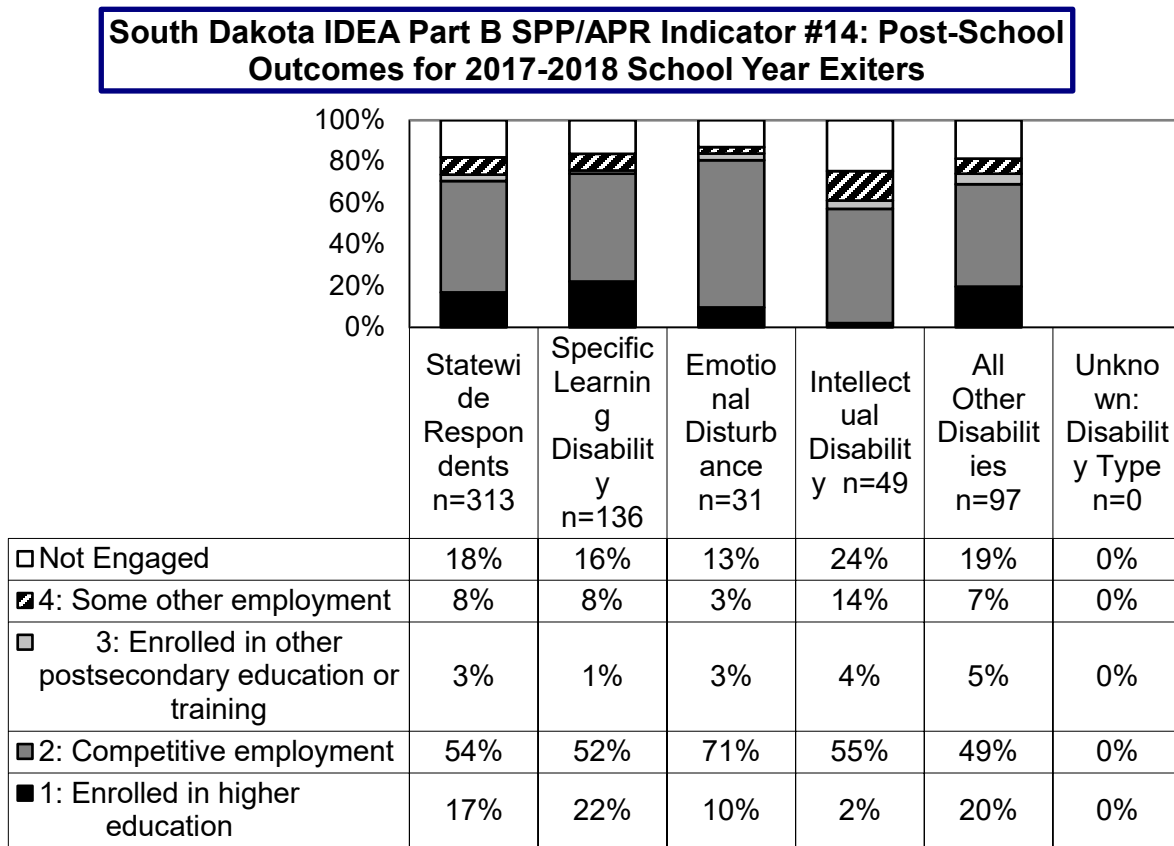
This year, South Dakota had a slight underrepresentation of females. In Tier 1, 12% of females were enrolled in higher education while 19% of males were enrolled. The overall statewide average of exiters enrolled in higher education was 17%. This represents a significant decrease from last year (2016-2017) when 27% of exiters were identified as being enrolled in higher education. During 2016-2017, female enrollment in higher education was 33%. This year, it was 12%.

The statewide average of exiters engaged in competitive employment was 54%. The decrease in females enrolled in higher education correlates with the increase of females competitively employed. Fifty-eight (58%) of female exiters were competitively employed this year, as compared to 30% who were competitively employed in 2016-2017. Fifty-one (51%) of male exiters were competitively employed, an increase from the 43% who were competitively employed in 2016-2017.

Both Male and Female exiters were engaged in Tiers 3 & 4 (enrolled in other postsecondary education or training and some other employment) approximately at the same frequency e.g.,

Males 3% and 9% and Females 4% and 6% respectively. Females were not engaged 20% of the time. Males were not engaged 17% of the time.

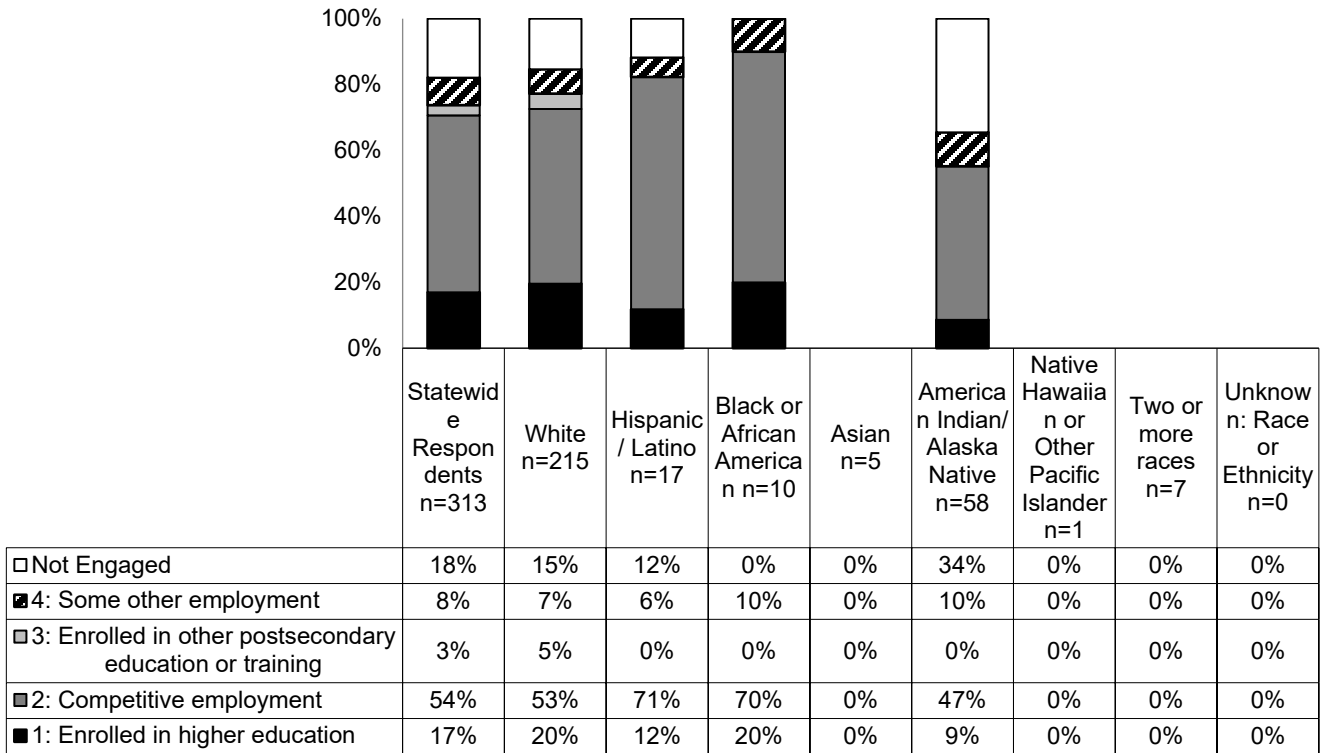
Figure 4: Respondents by Disability 2017-2018



The largest percentage of individuals enrolled in higher education and completing at least one term in school was in the specific learning disability category with 22% of the exiters being enrolled. Two percent (2%) of exiters from the 2016-2017 school year with a cognitive impairment, or intellectual disability, were enrolled in higher education. Those in all other disabilities were engaged in higher education 20% of the time and 10% of students with an emotional disturbance were enrolled in higher education. The most noted change between this year's data specific to disability type as compared to the data from 2016-2017 is the decrease in the percentage of students identified as having a specific learning disability being enrolled in higher education. Last year, 38% of those students were enrolled in higher education as compared to 22% this year. Fifty-two (52%) of exiters with a specific learning disability were identified as being competitively employed. Seventy-one (71%) of exiters with an emotional disturbance were considered competitively employed. Forty-nine (49%) of exiters included in the all other disabilities and 55% of exiters included in the cognitive disability were considered competitively employed. Each of the percentages for disability types increased this year, which correlates with the increase in the number of respondents who met the criteria for Tier 2, competitive employment.

Figure 5: Respondents by Ethnicity 2017-2018

South Dakota IDEA Part B SPP/APR Indicator #14: Post-School Outcomes for 2017-2018 School Year Exiters



The frequency of exiters that were Native Hawaiian, Asian, and Two or More Races was too small to report. The n of these respondents by specific ethnicity was below 10. South Dakota’s minimum cell size is 10 so any category with fewer exiters than the minimum are not reported. Only the American Indian, White, Black/African American, and Hispanic/Latino exiters were reported. Nine (9%) of American Indian, 20% of White, and 20% of Black/African American and 12% of Hispanic students were reported engaged in Tier 1. The largest percentage of exiters reporting most likely to be engaged in competitive employment (Tier 2) in South Dakota was the group identified as white (53%). This group reported working at least 3 months and for at least 20 hours per week. American Indian reported they were engaged in Tier 2 47% of the time. This is a notable increase from the 31% of American Indians who met competitive employment criteria in 2016-2017. Black or African American ethnicity reported Tier 2 engagement rates of 70%.

White ethnicity is the only ethnicity reported in Tier 3, some other post-secondary education or training, at a rate of 5%. In Tier 4, some other employment, 7% of White and 10% of American Indians were engaged. Ten percent (10%) of Black/African American were engaged in Tier 4. Six percent (6%) of Hispanic/Latinos were engaged in Tier 4.

In the past American Indians and Hispanic/Latinos exiters have been approximately three to three and one-half times more likely to be Not Engaged than were exiters that were Caucasian. This year 15% of White and 12% of Hispanics were in the not engaged category with 34% of Native Americans reporting being not engaged.

Data Collection Methods

In South Dakota, the Office of Special Education Programs established a secured website in 2006 in the Department of Education designed to collect information describing exiting students one year after leaving the K-12 system. This website contains all of the demographic information supplied by school districts for their respective exiters as well as the survey information collected by Black Hills State University one year after students have left the K-12 system. The website is designed in two sections. Section one is called Appendix A and contains selected information provided by individual school personnel and Section two is called Appendix B which contains student information pertaining to engagement in post-secondary education as well as competitive employment. Information in Appendix A provided by the school districts includes the following : Resident School, Student ID, exit status, gender, race, disability, anticipated post school outcome, linkage with adult services, ELL, participation in Project Skills, Youth Leadership Forum, Catch the Wave, and Self Advocacy, as well as ESA. Appendix B (phone/mail survey) contains the following: Person interviewed, have they ever attended any school, training, or education, type of school attended, currently enrolled in school full time or part time, did they complete a term, reason they were never enrolled in school, contact with an adult service agency, ever worked for pay, ever in the military, number of hours worked per week, number of months worked in past year, wage received, reason they have not worked, living situation e.g., family, apartment, and do they have insurance. Information for Appendix A is entered by the school district once the students have exited the K-12 system. Survey information conducted and collected by Black Hills State University begins April 1 of the following year students have exited and is collected through September 30. Each student that has exited receives a mailed survey indicating they will be receiving a phone call in the near future to collect data on their post-secondary education and employment status. Exiters that do not want to receive the phone call have the option of completing the mail survey that is enclosed in the letter they receive and returning it. A combination of phone surveys from phone solicitors as well as information provided by several school districts across the state is utilized to collect exit data on all exiters. Historically, using a combination of mail surveys, school district personnel, as well as phone solicitation has resulted in a response rate of 60%+ of all exiting students. Although response rates were higher this year (2017-2018) than they were last year (2016-2017), the response rate was still not as high as years past. This aligns with a national trend that shows a decrease in survey responses conducted by mail and over the phone.

Response Rate and Representativeness

A total of 721 students receiving special education services exited the K-12 system in 2017-2018 in South Dakota. Interviews were conducted or mail surveys returned from 313 of the exiters or their family members for a response rate total of approximately 43% percent. Although this response rate is higher than the response rate from 2016-2017, there are a variety of factors that contribute to overall lower response rates in recent years. First, contact phone numbers are less and less accurate each year, even with the enhanced phone list. Second, respondents are more skeptical of answering survey questions over the phone than they were in the past. Research has shown that fewer calls are answered, on average, due to caller ID. When people see an unfamiliar phone number come up on their phone, they are not likely to answer. Last, a few key contact school district personnel did not produce the high response rates that they have in the past.

South Dakota used the NPSO Response Rate Calculator (Table 1) to calculate response representativeness in the following areas: 1) Disability, 2) Ethnicity, 3) Gender and 4) Exit Status to determine if the respondent group of students was similar to the total population of exiters for 2017-2018 school year. According to the NPSO Response Rate Calculator, differences between the Respondent Group and the Target Leaver Group of $\pm 3\%$ are important. Negative differences indicate an under-representation of the group and a positive difference indicates over-representation. In the Response Calculator, red is used to indicate a difference exceeding a $\pm 3\%$ interval. As can be seen in the table below the categories of respondents in the areas of LD, ED, ID, All Other Disabilities, ELL and Dropout were similar to All Target Leavers in each area and within the $\pm 3\%$ difference as suggested by the NPSO Response Rate Calculator. The categories of Female and Rural were underrepresented in South Dakota in 2017-2018. Last year, 2016-2017, Rural (or geographic location) was a new consideration for determining representation of respondents. Each state can decide how they want to determine geographic location. This year, rural was calculated by subtracting respondents from two urban school districts (Sioux Falls and Rapid City). The two urban districts were identified by the United States Department of Agriculture Economic Research Service (www.ers.usda.gov).

NPSO Response Calculator		Representativeness									
		Overall	LD	ED	ID	AO	Female	Minority	Rural	ELL	Dropout
Target Leaver Totals	721	333	72	94	222	258	200	504	14	103	
Response Totals	312	136	31	49	96	101	98	189	8	45	
Target Leaver Representation		46.19%	9.99%	13.04%	30.79%	35.78%	27.74%	69.90%	1.94%	14.29%	
Respondent Representation		43.59%	9.94%	15.71%	30.77%	32.37%	31.41%	60.58%	2.56%	14.42%	
Difference		-2.60%	-0.05%	2.67%	-0.02%	-3.41%	3.67%	-9.33%	0.62%	0.14%	

Note: positive difference indicates over-representation, negative difference indicates under-representation. A difference of greater than +/-3% is highlighted in red. We encourage users to also read the Westat/NPSO paper Post-School Outcomes: Response Rates and Non-response Bias, found on the NPSO website at <http://www.psocenter.org/collecting.html>.

The process South Dakota has found to be effective in keeping the Respondent Representation similar to the Target Leaver representation has been to involve selected individual school district personnel in the data collection process in addition to utilizing phone solicitation, and direct mail surveys. This year, four steps were taken in an attempt to increase response rates.

Steps Taken in 2017-2018:

1. I conducted a virtual training session for all hired callers. I also invited Special Education personnel from across the state to attend. The hired callers all attended.
2. I hired four new callers this year. All four of them were teachers in the Sioux Falls School District. I think this had a direct impact on the increased number of respondents from the Sioux Falls School District.
3. The visual appearance of the mail survey that is sent to exiters was redesigned in an effort to make it more reader friendly. The questions were not changed but the language was modified, streamlined and simplified.
4. I recruited four new special educators from districts across the state to contact students in their respective locations.

Table 2.

**Difference between Target Leavers and Respondent Representativeness 2005-2008
Results from current year exiters 2017-2018.**

	LD	ED	ID	AO	Female	Minority	Rural	ELL	Dropout
2007-08	-0.17%	-1.35%	0.67%	0.86%	0.97%	-8.59%		0.41%	-6.44%
2008-09	0.13%	-0.35%	-1.23%	1.46%	-0.12%	-0.06%		-0.68%	-2.09%
2014-15	-1.68%	-0.02%	-1.47%	-0.20%	-2.79%	-0.20%		-0.60%	-2.12%
2015-16	3.51%	-0.79%	-1.26%	-1.47%	-0.26%	-3.54%		0.14%	-4.11%
2016-17	-6.63%	1.13%	0.22%	5.28%	1.37%	1.52%		0.48%	-6.16%
2017-18	-2.60%	0.05%	2.67%	-0.02%	-3.41%	-3.67%	-9.33	0.62%	-0.14%

*current difference

A-Gathering of baseline information in each category

B-Application of an intervention and measurement of the effects of the intervention

C-Removal of intervention and return to baseline

D-Applying the intervention to determine if there is a return the desired outcome

Intervention: Contacting selected Sped Directors with hard-to-find exiters and having the schools conduct the surveys vs. only using mailings and phone interviews

Comparison of Outcomes for 2008-2009 (baseline year) thru 2017-2018 (current year)

The table below (Table 3) shows the engagement rates for the past ten years during which South Dakota has been reporting outcomes for Indicator #14. In the baseline year of 2008-2009 the Total Engagement Rate was 78.6%. The following three years (2009-2010 to 2011-2012) resulted in about a 1%-5% slippage in engagement rates. The next four years resulted in the highest engagement rate since Indicator 14 data has been collected and nearly 4-7% greater engagement rates statewide than we found in the baseline year of 2008-2009. This year's engagement rate is the fourth highest on record.

Table 3. Improvements and slippage per Tier for nine years 2008-09 thru 2016-2017

<u>YEAR</u>	<u>Tier 1</u> <u>Higher Ed</u>	<u>Tier 2</u> <u>Comp Emp</u>	<u>Tier 3</u> <u>S.O. Educ.</u>	<u>Tier 4</u> <u>S.O Emp.</u>	<u>Tier 5</u> <u>Disengaged</u>	<u>Total</u> <u>Engagement</u> <u>Rate</u>
2008-2009	14.6	45.3	7.3	11.4	21.4	78.6%
2009-2010	8.7	48.8	5.3	10.2	27.0	73.0%
2010-2011	10.3	53.1	5.9	7.4	23.3	76.7%
2011-2012	13.3	53.8	5.1	6.7	22.2	78.9%
2012-2013	11.6	60.0	5.6	8.1	14.7	85.3%
2013-2014	20.2*	54.0	1.4	6.2	17.7	81.8%
2014-2015	15.8	60.8	1.7	3.8	17.9	82.1%
2015-2016	20.5	56.0	1.0	5.0	17.0	82.5%
2016-2017	27.4	38.5	3.9	9.0	21.4	78.8%
2017-2018	17.0	54.0	3.0	8.0	18.0	82.0%

Began including VTI plus University (all VTI programs are 2 year with diploma)*

Historically, there has been an increase in exiters engaged in Tier 2 (competitive employment). This year's data (2017-2018) reflects a significant increase in Tier 2. Based on the responses gathered, this could be reflective of the decrease in the percentage of exiters who met the criteria for Tier 1. While the percentage of exiters in Tier 1 who attended a post-secondary school and completed a term is lower than last year, it remains the fourth highest percentage over the past decade. The percentage of exiters in Tier 3 has shown a very slight increase over the past two years. Percentages for Tier 4 have also decreased since 2008-2009. This year's percentage of 8% is 3.4% lower than the percentage of exiters reported in Tier 4 during the baseline 2008-2009 year.

Summary

- In 2017-2018, South Dakota reported the fourth highest engagement percentage since data was first collected in 2008-2009.
- The percentage of disengaged respondents decreased 4.4% this year.
- South Dakota exceeded targets for Measures A, B and C.