SD Part B
State Performance Plan (SPP)

Federal Fiscal Year 2019 (FFY19)
Reported in February 2021

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SPP OVERVIEW

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- The Individuals with Disabilities Education Act (IDEA) requires each state to develop a state performance plan/annual performance report (SPP/APR) that evaluates the state's efforts to implement the requirements and purposes of the IDEA and describes how the state will improve its implementation.
- The SPP/APRs include indicators that measure child and family outcomes and other indicators that measure compliance with the requirements of the IDEA.
- A state is required to submit a state performance plan (SPP) at least every six years. Each year, states must report against the targets in its SPP in an annual performance report (APR) due in February.
- OSEP then reviews the plan and issues a state determination based on state performance.
- States in turn report district level progress towards targets and make local determinations.

Results vs. Compliance

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)	

APR REPORTING

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- Annually the state reports
  - Current data
  - Report reason for slippage
    - Slippage is defined as a *worsening from the previous data AND a failure to meet the target.*
    - The worsening also needs to meet certain thresholds to be considered slippage:
      - Large percentages (10% or greater) slippage is triggered with a change of 1%
      - Small percentages (10% or less) slippage is triggered with a change of 0.1%
  - Correction of previous non-compliance
  - Any changes made to indicator such as setting a new baseline or revising targets

OVERVIEW FOR 2019-20

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In 2019-20, South Dakota met targets for the following SPP indicators:

- 4A/4B Suspension
- 5A LRE (Regular Classroom)
- 5B LRE (Separate Classroom)
- 5C LRE (Separate Facilities)
- 6A Preschool LRE (Regular Classroom)
- 6B Preschool LRE (Separate Classroom)
- 8 Parent Involvement
- 9 Disproportionate Representation
- 10 Disproportionate Representation by Disability Categories
- 14 A Post-secondary outcomes - Higher Education

**No data for 3B & 3C Statewide Assessment – Waiver from assessment due to COVID pandemic*

OVERVIEW FOR 2019-20

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In 2019-20, South Dakota did not met targets for the following SPP indicators:

- 1 Graduation Rate
- 2 Drop-out Rate
- 7A1/7A2 Social-emotional skills
- 7B1/7B2 Acquisition and use of knowledge and skills
- 7C1/7C2 Use of appropriate behaviors
- 11 Timely Initial Evaluation Rate
- 12 Transition from Part C to Part B
- 13 Postsecondary Transition Planning
- 14 B/C Post-secondary outcomes – Competitive Employment and Other Education/Training

OVERVIEW FOR 2019-20

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From 2018-19 to 2019-20, South Dakota improved on these indicators:

- **1** Graduation Rate
- **2** Drop-Out Rate*
- **4A/4B** Suspension*
- **5A** LRE (Regular Classroom)
- **5B** LRE (Separate Classroom)*
- **5C** LRE (Separate Facilities)*
- **6A** Regular Classroom*
- **7A1** Social-emotional skills*
- **7A2** Social-emotional skills
- **7B1** Knowledge and skills*
- **7C1** Use of appropriate behaviors
- **7C2** Use of appropriate behaviors*
- **8** Parent Involvement*
- **9** Disprop. Representation*
- **10** Disprop. Representation by Disability Categories*
- **11** Timely Initial Evaluation Rate*
- **13** Postsecondary Transition Planning
- **14A** Post-secondary Outcomes – Higher Education

*Maintained within 1%

OVERVIEW FOR 2019-20

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From 2018-19 to 2019-20, South Dakota regressed on these indicators:

- **12** Transition from Part C to Part B
- **14B** Post-secondary outcomes – Competitive Employment
- **14C** Post-secondary outcomes – Other Education/Training

Indicator 1: Graduation

Results

Indicator 1: Graduation Rate

Percent of youth with IEPs graduating from HS with a regular diploma in 4 years

- **Data Source:** SIMS (Infinite Campus)
  - Data includes any student who started 9th grade four years earlier and graduated with a regular high school diploma.
    - Students who are coded as diploma with requirements modified by the IEP team are not counted in the graduation cohort
- **Collection Method:** Information is collected through SIMS/Campus utilizing the enrollment tab. It is the ESEA graduation calculation.
- **Collection Dates:** Student who started 9th grade four years earlier and how many graduated with regular diploma in 4 years
- **Data Submission Date:** Second Friday in June

Indicator 1: Graduation Rate Calculation

A ÷ (B+C-D-E) x 100

- A= Students with IEPs (SWD) in grades 9-12 who graduated in 4 years (cohort).
- B= 9th grade SWD (cohort)
- C= SWD who transferred into cohort
- D= SWD who transferred out of cohort
- E= SWD who emigrated or died

INDICATOR 1: GRADUATION RATE (RESULTS)

- Who is in the reported cohort? (lag year data)
  - 2018-19 Cohort
    - Enrolled in high school for the first time in fall of 2015
    - Students whose 4 yr graduation date would have been Spring of 2019

Number of youth with IEPs in the current year's adjusted cohort graduating with a regular diploma	Number of youth with IEPs in the current year's adjusted cohort eligible to graduate	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status	Slippage
422	585	62.98%	85.00%	72.14%	Did Not Meet Target	No Slippage

Indicator 2: Drop out

Results

INDICATOR 2: DROPOUT RATE (RESULTS)

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How Indicator 2 is Calculated:

A= Students with IEPs in **ages 14-21** who are enrolled as of Dec. 1 child count and

- Dropped out ***or***
- Moved Not known to Continue

B= Students with IEPs ages 14-21 who are enrolled as of **Dec. 1 child count**.

A ÷ B × 100 = Dropout %

Uses lag year data. FFY19 submission uses 2018-2019 data

INDICATOR 2:
DROPOUT RATE (RESULTS)
CURRENT DATA

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(Required)	(Required)					
Number of youth with IEPs who exited special education due to dropping out	Total number of High School Students with IEPs by Cohort	**FFY 2018 Data**	**FFY 2019 Target**	**FFY 2019 Data**	**Status**	**Slippage**
136	5,336	3.01%	2.40%	2.55%	Did Not Meet Target	No Slippage

Actual Data should be at Target or less

Indicator 3
3B: Participation
3C: Proficiency

Results

Indicator 3 – Assessment Data

3B: Participation on Statewide Assessment

3C: Proficiency

- **Data source:** Smarter Balance/MSAA along with SIMS
- **Reports:** SD STARS and State Report Card
- **Collection Dates:** Campus student data updated by 2nd Friday in June and assessment window
- **Submission Date:** Student Data finalized in campus by 2nd Friday in June

Indicator 3B: Participation

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	Number of children with IEPs	Number of children with IEPs participating	FFY 2019 Target	FFY 2019 Data	FFY 2018 Data	FFY 2017 Data	Status	Slippage
Reading			99.40%		99.32%	99.32%		
Math			99.40%		99.22%	99.25%		

- No assessment in Spring of 2020 due to ESEA Waiver allowed during COVID pandemic

Indicator 3C: Proficiency

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	Children with IEPs who received a valid score & proficiency was assigned	Number of children with IEPs Proficient	FFY 2019 Target	FFY 2019 Data	FFY 2018 Data	FFY 2017 Data	Status	Slippage
Reading			33.31%		18.43%	18.83%		

Math			28.82%		16.73%	17.78%		

- Determined by: Children with IEP students who received a valid score and a proficiency was assigned. (Full Academic Year (FAY) does not apply) (Smarter Balanced and MSAA)
- No assessment in Spring of 2020 due to ESEA Waiver allowed during COVID pandemic

Indicator 4
4A& 4B: Suspension/Expulsion

4A: Results
4B: Compliance

INDICATOR 4A
SUSPENSION/EXPULSION (RESULTS)

Percentage of students with disabilities with out of school suspension greater than 10 days

This indicator uses lag year data. 2020 submission uses 2018-2019 data

INDICATOR 4A: SUSPENSION/EXPULSION (RESULTS)

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How Indicator 4A is Calculated

A= Students with IEPs with out of school suspension or expulsion in the district for greater than 10 school days in the school year

C= District Child Count

(A ÷ C) x 100 = % Suspended

- **If greater than 5% of the district child count is suspended, the district is flagged for significant discrepancy.**

INDICATOR 4A SUSPENSION/EXPULSION (RESULTS)

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Has the state established a minimum n-size requirement? (yes/no)

- (•) YES
- ( ) NO

If yes, the State may only include, in both the numerator and the denominator, districts that met the State-established n size. Report the number of districts excluded from the calculation as a result of the requirement.

147

33 LEAs reported suspending one or more students for greater than ten days. Of the 33 LEAs, two met the minimum N size of 10 students for removals and of those two, none had suspended over 5% of their special education students for greater than 10 days.

Number of districts that have a significant discrepancy	Number of Districts that met the State's minimum n-size	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status	Slippage
0	2	0.00%	0.00%	0.00%	Met Target	No Slippage

INDICATOR 4B: SUSPENSION/EXPULSION BY RACE/ETHNICITY (COMPLIANCE)

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How Indicator 4B is Calculated

- **B =** Students with IEPs per race and ethnic group suspended/ expelled in the district >10 school days during the school year
- **C= District Child Count**

(B ÷ C) x 100 = % suspended by race/ethnicity

If greater than 5% of the district child count is suspended, the district is flagged for significant discrepancy.

INDICATOR 4B SUSPENSION/EXPULSION BY RACE/ETHNICITY (COMPLIANCE)

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Has the state established a minimum n-size requirement? (yes/no)

(•) YES
( ) NO

If yes, the State may only include, in both the numerator and the denominator, districts that met the State-established n size. Report the number of districts excluded from the calculation as a result of the requirement.

147

Number of districts that have a significant discrepancy, by race or ethnicity	Number of those districts that have policies procedure, or practices that contribute to the significant discrepancy and do not comply with requirements	Number of Districts that met the State's minimum n-size	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status	Slippage
0	0	2	0.00%	0%	0.00%	Met Target	No Slippage

Indicator 5
Least Restrictive Environment
Ages 6-21

Results

Students placed in the general education classroom 40-79% of their day (Resource Room) are not represented in Indicator 5.

Indicator 5: Least Restrictive Environment ages 6-21 (results)

Measurement: Percent of children with IEPs aged 6 through 21:

- **A.** Inside the regular class 80% or more of the day;
- **B.** Inside the regular class less than 40% of the day; and
- **C.** In separate schools, residential facilities, or homebound/hospital placements.

Indicator Goal: The goal of Indicator 5 is to determine whether students with IEPs are appropriately placed in the least restrictive educational environment

Indicator Connections: When students with IEPs receive instruction in the least restrictive environment, they are more likely to demonstrate success on the statewide assessment (Ind. 3), to effect graduation rate (Ind. 1), and the dropout rate (Ind. 2).

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5 A Data: General Education Setting

This setting indicates students with disabilities spending majority of day with peers. Percentage should increase over time.

Number of children with IEPS age 6 through 21 served	Total number of children with IEPS aged 6 through 21	FFY 2019 Target	FFY 2019 Actual Percentage	Did state meet target?
14143	19136	68.00%	73.91%	Yes

State has historically continued to increase this percentage over the last 6 years.

Indicator 5 B: Less Than 40% with peers

State needs the percentage to decrease as more students are participating with peers.

State reduce percentage of students in self-contain from December 1, 2018 child count of 5.57% to December 1, 2019 to 5.38%.

Number of children with IEPS age 6 through 21 served	Total number of children with IEPS aged 6 through 21	FFY 2019 Target	FFY 2019 Actual Percentage	Did state meet target?
1029	19136	6.00 %	5.38%	Yes

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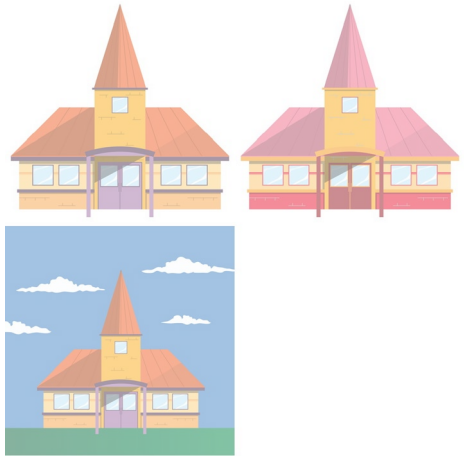

5C Data: Separate, Residential, and Home/Hospital

The percentage should decrease since students are considered in most restrictive environment and spend the most time away from peers.

Historically, this area percentage has been decreasing over last 6 years.

Number of children with IEPS age 6 through 21 served	Total number of children with IEPS aged 6 through 21	FFY 2019 Target	FFY 2019 Actual Percentage	Did state meet target?
380	19136	3.29%	1.99%	Yes

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INDICATOR 6: LEAST RESTRICTIVE ENVIRONMENT AGES 3-5 (RESULTS)

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- Measurement: Percent of children ages 3 through 5 years with IEPs attending:
  - A. Regular early childhood program receiving the majority of special education and related service hours in the regular early childhood program
  - B. Separate special education class, separate school or residential facility.

  Decision tree for coding and other resources can be found at:

  https://doe.sd.gov/sped/Early-Intervention.aspx

- Entering and Accessing Data:
  - **Collection Method**: IEP Least Restrictive Environment Placement data is entered into SIMS/Infinite Campus throughout the year.
  - **Collection Dates**: Dec. 1st Child Count
  - **Submission Date**: Dec. 1st Child Count

Indicator 6
Least Restrictive Environment
Ages 3-5 in Preschool

Results

Indicator Goal: To provide preschool children with disabilities services in the least restrictive environment (LRE) by increasing the number of children attending a regular EC program while receiving services in the EC program and decreasing the number of children attending a separate special education class, separate school or residential facility or receiving services in another location.

Linked to Indicator 7, 8 and 12

Measurement

- **How is it measured?**
  - Percent of children ages 3 through 5 years with IEPs attending:
    - Regular early childhood program receiving the majority of special education and related service hours in the regular early childhood program (want to see it increase)
    - Separate special education class, separate school or residential facility (want to see decrease)

- **How is it collected?**
  - **Collection Method**: IEP Least Restrictive Environment Placement data is entered into SIMS/Infinite Campus throughout the year.
  - **Collection Dates**: Dec. 1st Child Count
  - **Submission Date**: Dec. 1st Child Count

Reported Data

DESCRIPTION	DATA
F) Total # of students with IEPs ages 3-5 **(all categories)**	3,039
A1) # of students attending a regular early childhood (EC) program and receiving the majority of sped and related services ***IN*** the EC program **(A1 = 310 and 325)**	723
C1) # of students attending a separate sped class **(335)**	0
C2) # of students attending a separate school **(345)**	405
C3) # of students attending a residential facility **(355)**	25

FFY 2019 SPP/APR Data

Preschool Environments	Number of children with IEPs aged 3 through 5 served	Total number of children with IEPs aged 3 through 5	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	723	3,039	23.33%	21.65%	23.79%
B. Separate special education class, separate school or residential facility	415	3,039	14.85%	16.16%	13.66%

Indicator 7
Preschool Outcomes

Results

Indicator Goal: To track children's functioning at entry and exit in the 3 outcomes areas in order to determine quality of services to children and families and identifies areas of program improvement.

Linked to Indicator 7, 8 and 12

Indicator 7
Results Indicator

How is it measured?

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.

How is it collected?

- Collection Method: Battelle Developmental Inventory-2 (BDI-2):
- The BDI-2 is given to children when they ***Enter*** and ***Exit*** the Part B 619 Program (3-5).
- Entry and exit scores are entered into the online Data Manager for comparison.
- **Collection Dates:** July 1 – June 30
- **Submission Date:** August 1

Indicator 7

Each student is placed into one of the categories to the right for each of the 3 outcome areas based on their entry and exit scores.

a. Preschool children who did not improve functioning
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it
d. Preschool children who improved functioning to reach a level comparable to same-aged peers
e. Preschool children who maintained functioning at a level comparable to same-aged peers

- **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.
  - **(c + d)/(a + b + c + d) = %**

- **Summary Statement 2:** Percent of children who were functioning within age expectations by the time they turned 6 or exited the program.
  - **(d + e)/(a + b + c + d + e) = %**

Indicator 7

Positive Social-Emotional Skills (Outcome A)

Outcome A Progress Category	Number of children	Percentage of Children
a. Preschool children who did not improve functioning	0	0.00%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	100	14.60%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	82	11.97%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	128	18.69%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	375	54.74%

Outcome A	Numerator	Denominator	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status
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. *Calculation:(c+d)/(a+b+c+d)*	210	310	67.11%	79.35	67.74%	Did Not Meet Target
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. *Calculation: (d+e)/(a+b+c+d+e)*	503	685	71.79%	84.35	73.43%	Did Not Meet Target

Indicator 7

Acquiring and Use of Knowledge and Skills (includes early language/communication) (Outcome B)

Outcome B Progress Category	Number of Children	Percentage of Children
a. Preschool children who did not improve functioning	0	0.00%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	202	29.49%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	156	22.77%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	120	17.52%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	207	30.22%

Outcome B	Numerator	Denominator	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status
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. *Calculation: (c+d)/(a+b+c+d)*	276	478	56.71%	69.5	57.74%	Did Not Meet Target
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. *Calculation: (d+e)/(a+b+c+d+e)*	327	685	51.89%	57.96	47.74%	Did Not Meet Target

Indicator 7

Use of Appropriate Behaviors to Meet Their Needs (Outcome C)

Outcome C Progress Category	Number of Children	Percentage of Children
a. Preschool children who did not improve functioning	0	0.00%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	135	19.71%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	93	13.58%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	110	16.06%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	347	50.66%

Outcome C	Numerator	Denominator	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status
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.	203	338	58.35%	71.6	60.06%	Did Not Meet Target
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.	457	685	66.13%	73.6	66.72%	Did Not Meet Target

Indicator 8
Parent Involvement

Results

INDICATOR 8: PARENT SURVEYS (RESULTS)

About getting the parent's perspective on how districts involve them to help improve services and results for their child

- **Results indicator:** 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.

How Indicator 8 is Calculated

A / B x 100 = % of parents that 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

Example:

- **25** parents responded that the district facilitated parent involvement (A)
- **40** parents of students with IEPs responded (B)

(25 / 40) x 100 = 62.5%
of parents responded positively

INDICATOR 8: PARENT SURVEYS (RESULTS)

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Number of respondent parents who reported 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 2018 Data	FFY 2019 Target	FFY 2019 Data	Status
5,281	6,019	87.77%	79%	87.74%	Met Target

SD DOE tracks district response rate. It is not a reported component of Indicator 8, but districts with a low rate are identified. State response rate is around 35%.

Indicator 8 Highlights

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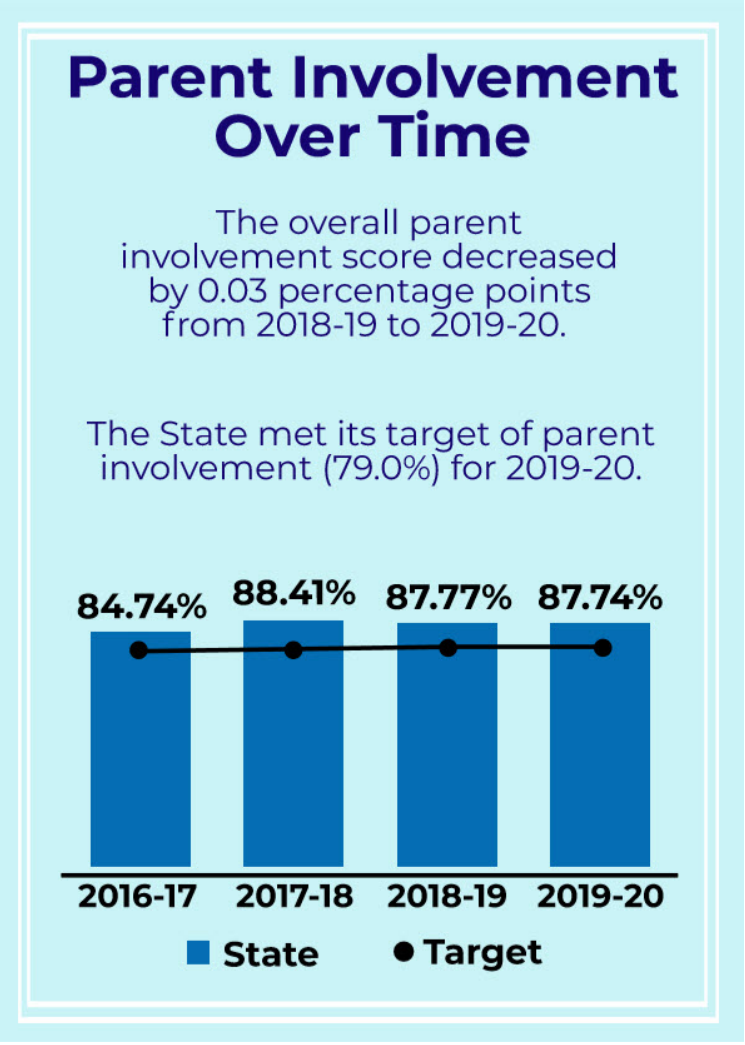
- In 2019-20, the South Dakota Part B Parent Survey was distributed to all parents of students receiving special education services (20,060). A total of 6,019 surveys were returned for a response rate of 30.00%.

- Over 80% of the parents had positive responses on all 12 survey items. On 10 of the 12 survey items, 90% or more of the parents had positive responses.



Indicator 8 Highlights

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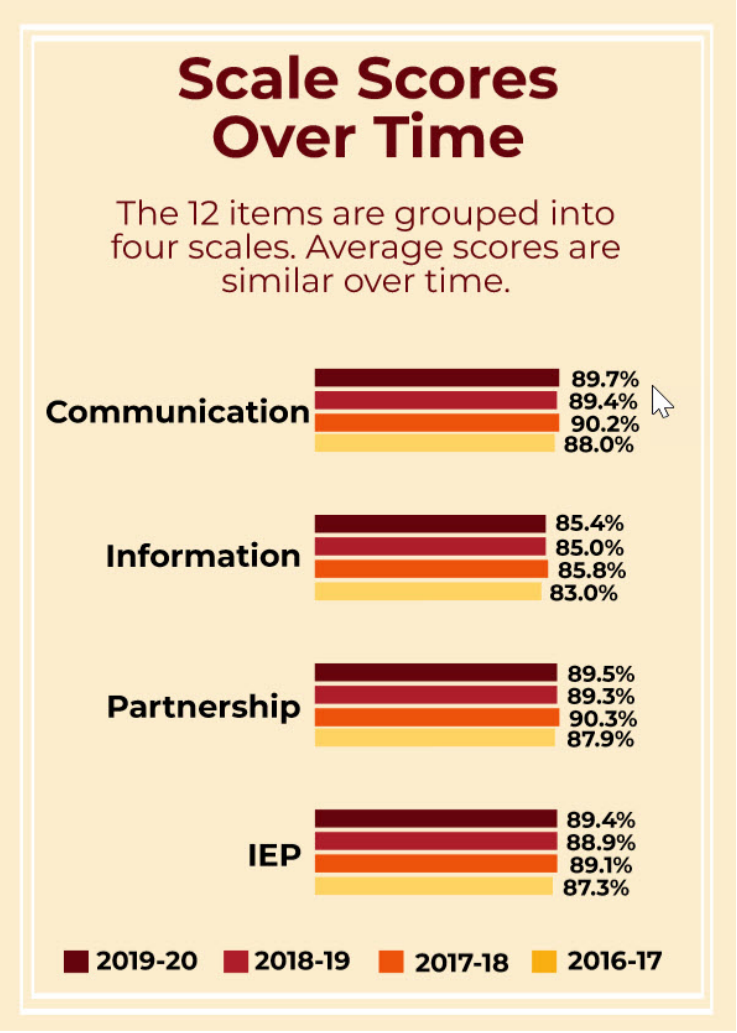
Most parents agreed that:

A. **IEP meetings address certain issues ("IEP").** For example:
   - 10. My child's school carried out the current IEP as written and discussed (94% agreed).

B. **The school encourages parents to be an equal partner ("Partnership").** For example:
   - 1. I am treated as an equal partner with my child's teachers and other professionals in planning his/her special education program (95% agreed).

C. **The school provides information on options parents can take to help their child ("Information")**. For example:
   - 5. My child's school makes sure that I understand my options if I disagree with a decision of the school (90% agreed).

D. **The school adequately communicates with parents ("Communication")**. For example:
   - 8. My child's teachers are available to me (in person, by phone, or via email) (95% agreed).



Indicator 8 Highlights

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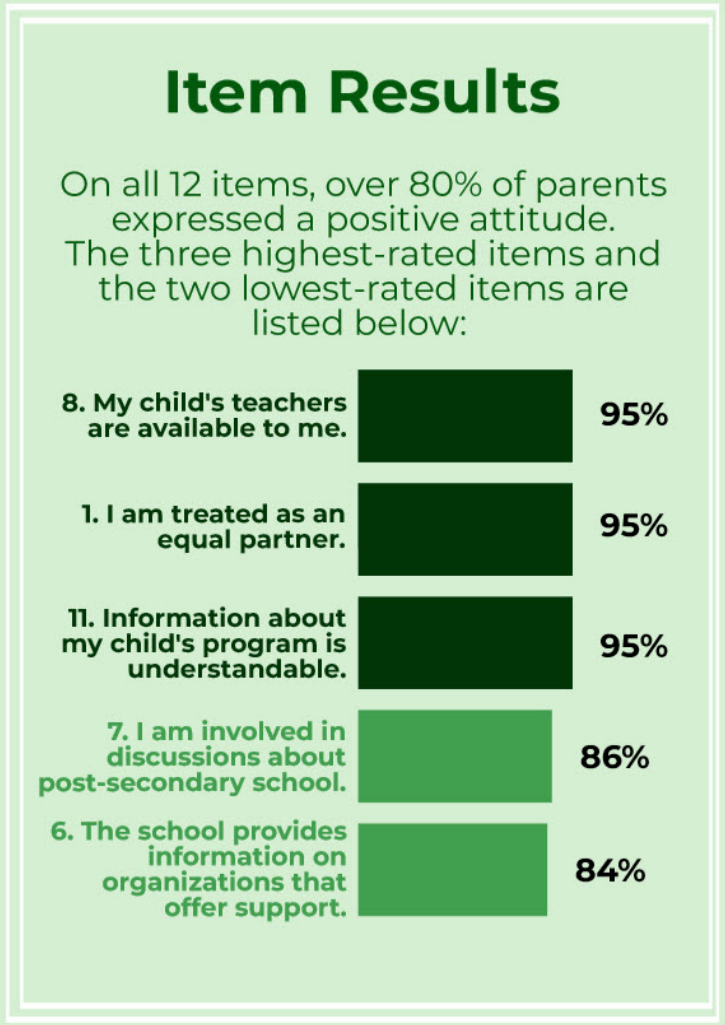

The three survey items with the highest level of agreement have to do with the areas of Communication and Partnership.

- Communication: 8. My child's teachers are available to me (in person, by phone, or via email) (95% agreed).
- Communication: 11. Information I receive about my child's special education program is written in an understandable way (95% agreed).
- Partnership: 1. I am treated as an equal partner with my child's teachers and other professionals in planning his/her special education program (95% agreed).

Indicator 8 Highlights

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The two survey items with the lowest levels of agreement have to do with the area of Information.

- Information: 6. My child's school provides information on organizations that offer support for parents of students with disabilities (84% agreed).

- Information: 7. **For parents of students in grades 8 or above**: I have been involved in discussion with my child's school related to post-secondary school (college, technical, or other setting), employment and/or independent living, and adult service agencies (86% agreed).

Indicator 9 & 10 Disproportionate Representation

Compliance

INDICATOR 9 AND 10: DISPROPORTIONALITY (COMPLIANCE)

- It is about ensuring that all students are appropriately identified in Special Education and not over identification in a specific race/ethnic group.

- Target is 0% of South Dakota districts are not identified for inappropriate practices.

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INDICATOR 9 & 10: DISPROPORTIONALITY (COMPLIANCE)

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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, Speech

INDICATOR 9 & 10 CALCULATION

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1

1st Requirement: Identified by a numerical calculation.

Minimum N and Cell of 20

2

Step 1: Risk

- Total number of students with IEPs in race/ethnic group divided by total number of enrolled in race/ethnic group

3

Step 2: Weighted risk ratio*

- Risk of a specific race/ethnic group divided by risk of other groups
- 3.0 Weighted Risk Ratio

4

2nd Requirement:

Review Districts Policy, Practice and Procedures

Check for inappropriate identification in policy, practices and procedures.

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

Indicator 9 Data

This means that 1 district met the numerical threshold but was not identified with inappropriate identification.

Historically South Dakota has met the 0% target.

Number of districts with disproportionate representation of racial and ethnic groups in Sped.	Number districts that resulted of inappropriate identification.	Number of districts that met the state's minimum N and or Cell size.	Target: 0%
1	0	33	Met target and no slippage

Indicator 10 Data

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

This means that 2 districts met the numerical threshold but were not identified with inappropriate identification.

Historically South Dakota has met the 0% target.

Number of districts with disproportionate representation of racial and ethnic groups in Sped.	Number districts that resulted of inappropriate identification.	Number of districts that met the state's minimum N and or Cell size.	Target: 0%
2	0	14	Met target and no slippage

Indicator 11
Initial Evaluations

Compliance

Indicator Goal: Top 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.

Connected to Indicator 8, 9, 10 & 12

INDICATOR 11: INITIAL EVALUATIONS (COMPLIANCE)

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- Measurement: Percent of children who were evaluated within the 25-school day timeline from receiving parental consent to evaluate.
- Indicator 11 is *Initial Evaluations* only.
- District evaluation timeline records and/or dates are collected throughout the school year.
- SD does allow ability for parents to agree to extend the timeline if necessary

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

(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
4070	4064	99.94%	100%	99.85%	Did Not Meet Target

Indicator 11

Data Breakdown

- **Number of districts found out of compliance**
  - **6 out of 149 districts**
- **Total number of student files out of compliance**
  - **7 individual student files**
- **Reasons timelines were not met**
  - **Evaluator was unavailable**
  - **Poor Scheduling**
  - **Parent wanted further testing**

Indicator 11

Data Breakdown

- **Number of districts found out of compliance**
  - **6 out of 149 districts**
- **Total number of student files out of compliance**
  - **7 individual student files**
- **Reasons timelines were not met**
  - **Evaluator was unavailable**
  - **Poor Scheduling**
  - **Parent wanted further testing**

Indicator 12: Early Childhood Transition

Compliance

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.

Connected to Indicator 6, 7, 8, and 11

Indicator 12
Compliance Indicator

- **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.

Indicator 12

- **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 = %**

Indicator 12

2019-2020 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.	146
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	424
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.	3
e. Number of children who were referred to Part C less than 90 days before their third birthdays.	29
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

Measure	Numerator (c)	Denominator (a-b-d-e-f)	FFY 2018 Data	FFY 2019 Target	FFY 2019 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.	424	427	96.65%	100%	99.30%	Did Not Meet Target	No Slippage

Number of children who served in part C and referred to Part B for eligibility determination that are not included in b, c, d, e, or f

3

Indicator 12 Data Breakdown

- Number of districts found out of compliance
  - 3 out of 149 districts
- Total number of student files out of compliance
  - 3 student files
- Reasons timelines were not met
  - Poor Scheduling and failure to get permission to extend the timeline

Indicator 11

Data Breakdown

- **Number of districts found out of compliance**
  - **6 out of 149 districts**
- **Total number of student files out of compliance**
  - **7 individual student files**
- **Reasons timelines were not met**
  - **Evaluator was unavailable**
  - **Poor Scheduling**
  - **Parent wanted further testing**

Indicator 12: Early Childhood Transition

Compliance

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.

Connected to Indicator 6, 7, 8, and 11

Indicator 12

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.

- **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 = %**

Indicator 12
2019-2020 DATA

a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.	639
b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday.	146
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	422
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.	15
e. Number of children who were referred to Part C less than 90 days before their third birthdays.	30
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

Measure	Numerator (c)	Denominator (a-b-d-e-f)	FFY 2018 Data	FFY 2019 Target	FFY 2019 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.	422	448	96.65%	100%	94.20%	Did Not Meet Target	Slippage

**COVID pandemic significantly impacted completion of timely evaluations.

Indicator 13
Secondary Transition

Compliance

INDICATOR 13: SECONDARY TRANSITION (COMPLIANCE)

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Measurement: 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;
- and 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

INDICATOR 13: SECONDARY TRANSITION (COMPLIANCE)

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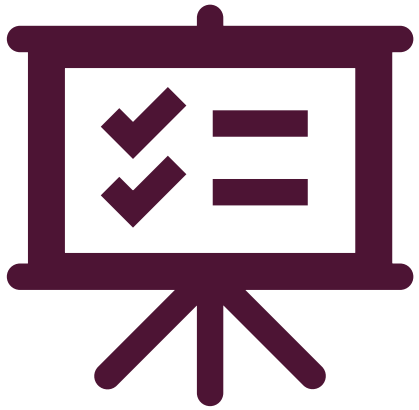

Data Collection

- Data collected during Special Education Accountability Monitoring visits

Calculation Guide

(A ÷ B) x 100 = % of the IEPs reviewed by the onsite review team met compliance.

A= # of students with IEPs age 16 and above whose IEP includes an appropriate transition plan that meets the indicator 13 checklist

B= # of students with an IEP age 16 and above

Submission Timeline

- Review Team examines transition IEPs during the SPED on-site accountability review.
- The submission date is the date of the on-site accountability review
- 5-year cycle for district reviews

Indicator 13: Secondary Transition - Data

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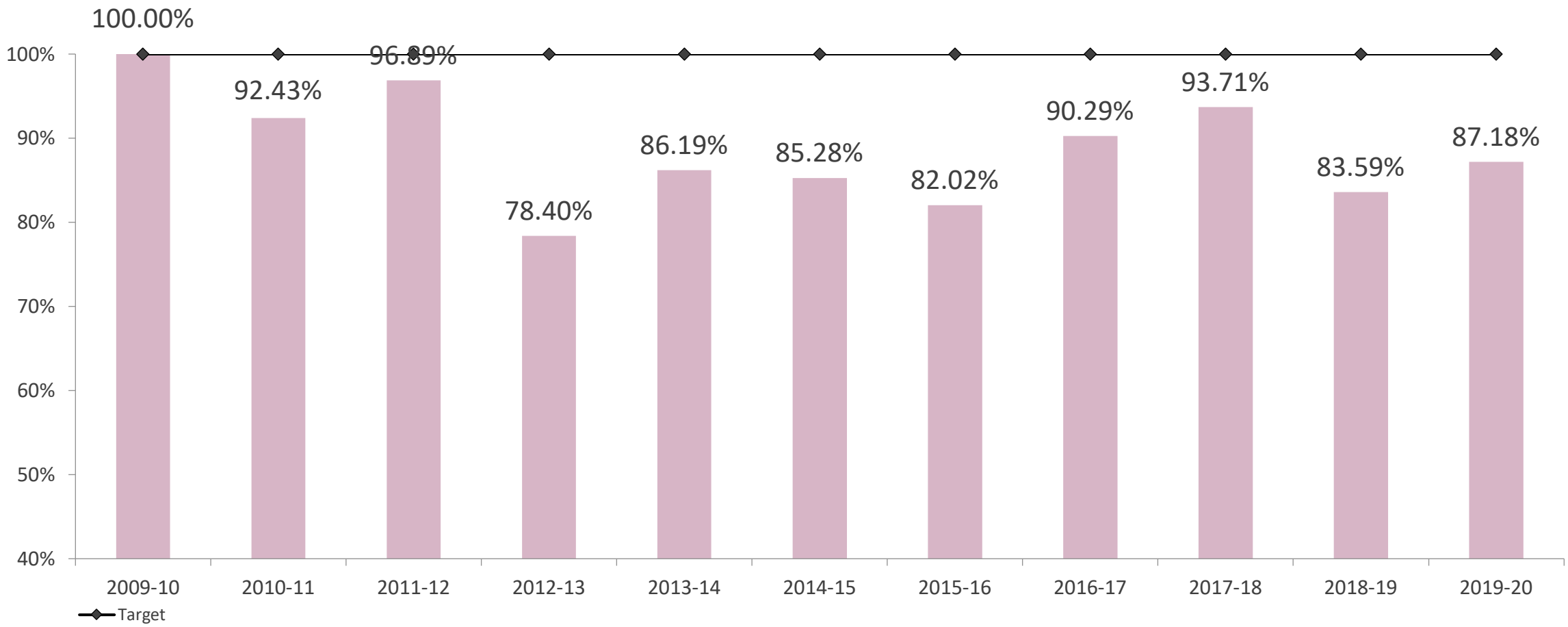
Number of youth aged 16 and above with IEPs that contain each of the required components for secondary transition	Number of youth with IEPs aged 16 and above	FFY 2017 Data	FFY 2018 Target	FFY 2018 Data	Status	Slippage
170	195	83.97%	100%	87.18%	Did Not Meet Target	No Slippage

SD Transition Planning on IEP Rates Over Time



Indicator 14
Post-School Outcomes

Results

Indicator 14: Post-School Outcomes

Measurement: 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:

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

Indicator 14: Post-Secondary Outcomes Data

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b. Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	319
a. Number of respondent youth who enrolled in higher education within one year of leaving high school	73
c. Number of respondent youth who competitively employed within one year of leaving high school	138
d. Number of respondent youth enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed)	19
e. Number of respondent youth who are in some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed)	27

* Total exiters – 741 (response rate 43%) -

Indicator 14: Post-School Outcomes Data

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Total number of respondents = 219	Number of respondent youth	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status	Slippage
A. Enrolled in higher education (a)	73	16.93%	15.5%	22.88%	Met	No Slippage
B. Enrolled in higher education or competitively employed (a+c)	211	70.61%	68.5%	66.14%	Did Not Meet	Slippage
C. Enrolled in higher education, or some other postsecondary education or training; or competitively employed; or some other employments (a+c+d+e)	257	82.11%	82%	80.56%	Did Not Meet	Slippage

Indicator 14: Post-School Outcomes

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How do we collect the data?

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

- 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.

Deadline: Oct. 1

Part 2: One year after students exit high school

- Black Hills State University will collect post-school outcomes data in April-September
  - Mail out the surveys
  - Call the students
- Post-School Outcomes website (CESA 7 and Mary Kampa)
  - Verify data and put public reports on website
  - Provide secure website for districts to examine their data

Indicator 15 & 16
Due Process Resolution and Mediation Sessions

Compliance

Dispute Resolution

- Detailed information was provided during the October 2020 meeting. The information below is what is reported in the SPP for FY2019
  - Indicator 15: Resolution Sessions
    - 4 requests
      - 1 session held – no resolution
    - 4 requests withdrawn
  - Indicator 16: Mediation
    - 7 requests
      - 6 sessions held
        - 3 related to due process requests
        - 3 not related to due process requests
      - 1 request withdrawn

- States do not have to provide targets for Indicator 15 & 16 if they are under 10 sessions

Indicator 17
State Systemic Improvement Plan (SSIP)

Results

Indicator 17: SSIP

State Systemic Improvement Plan

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The State's SPP/APR includes an SSIP that is a comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities.

Based on stakeholder input and feedback, 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 generaleducation and special education staff.

Indicator 17: SSIP

State Systemic Improvement Plan

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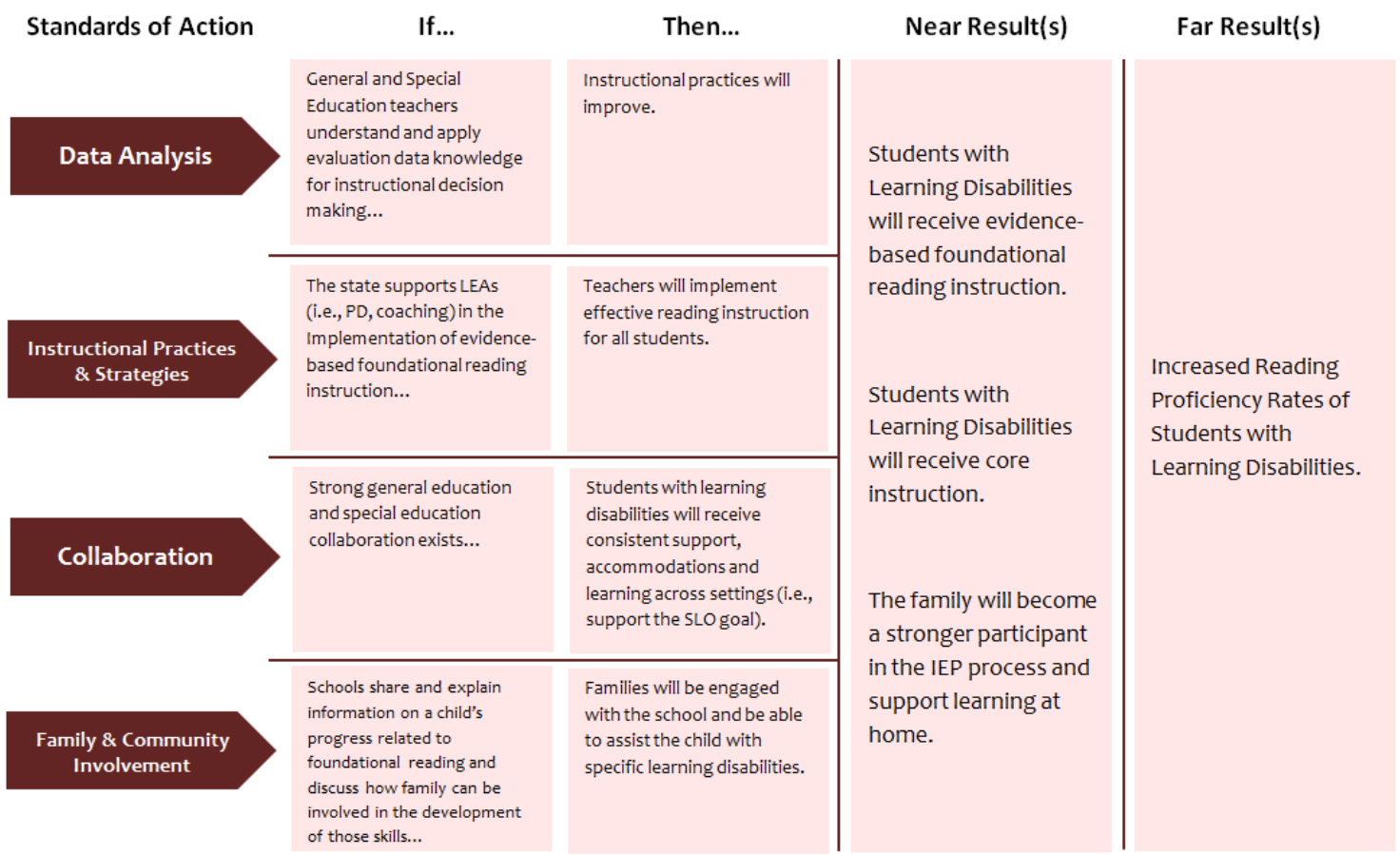
State-identified Measurable Results (SiMR):

Students with specific learning disabilities will increase reading proficiency entering fourth grade from 4.84% to 44.49% by spring 2020 as measured by statewide assessments.



Data

Baseline Data:	4.84%		
Has the SiMR target changed since the last SSIP submission?			
FFY 2018 Target:	36.56%	**FFY 2019 Target:**	44.49%
FFY 2018 Data:	5.82%	**FFY 2019 Data:**	No test dat
Was the State's FFY 2019 Target Met?	No		
Did slippage[1] occur?	No		

- No assessment in Spring of 2020 due to ESEA Waiver allowed during COVID pandemic

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SOUTH DAKOTA'S IDEA PART B DETERMINATION

- Based on the APR submitted in February 2021
- Data set is from FFY19 (19-20 school year) except lag indicators which are FFY18 (18-19 school year)
  - South Dakota received :
    - 17 out of 20 points for Compliance for a score of 85%
    - 12 out of 16 (previous year 24 available) points for Results for a score of 75%
  - The scores are averaged to yield the final percent and determination of
    - **80%- Meets Requirements**

      (Last year – 89.58% - Meets Requirements)
  - South Dakota
    - Is 1 of 23 states that met requirements for Part B only and 1 of 11 that met requirements for Part B and Part C
    - Has met requirements for the last 6 years

SOUTH DAKOTA'S DETERMINATION

DISTRICT DATA REPORTS

District data has been released and districts can see how they are performing compared to state targets.

http://doe.sd.gov/sped/spp.aspx

District determinations have been sent to the districts

ADDITIONAL SPP RESOURCES

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- 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
- Federal websites:
  - https://sites.ed.gov/idea/spp-apr/ (Current information)
  - https://osep.grads360.org/#report/apr/publicView (Historical information FFY13 - FFY17)

FFY 2020-2025 SPP Package

Submission Date: Feb. 1, 2022

FFY 2020–25 Part B SPP/APR Changes at a Glance

FFY 2020-25 Part B SPP/APR changes	Part B indicators																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
No changes							✓				✓	✓			✓	✓	
Minor changes and/or clarifications				✓	✓				✓	✓			✓				✓
Changes to response rate and representativeness								✓						✓			
Change to data source	✓	✓															
New components			✓			✓											

SPP INDICATOR CHANGES

SPP INDICATOR CHANGES

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	3A: Participation	3B: Proficiency Regular Assessment	3C: Proficiency Alternate Assessment	3D: Proficiency Gap Between All Students and SWD who took Regular Assessment
Reading				
Grade 4	X	X	X	X
Grade 8	X	X	X	X
High School	X	X	X	X
Math				
Grade 4	X	X	X	X
Grade 8	X	X	X	X
High School	X	X	X	X

**Went from 4 reported sub-indicators to 24.

PREPARATION

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- Public awareness
- Stakeholder input
- Public comment

FFY 2020 Submission Requirements

Submission Date: Feb. 1, 2022

A revised SPP if the State, after review, determines that the SPP must be amended as required by IDEA at least once every six years.

An introduction, which details the State's systems designed to drive improved results for children with disabilities and to ensure that the State and local education agencies meet the requirements of the IDEA.

Baseline data for Indicators 1 through 17. If the State is proposing to revise its baseline data for an indicator, it must provide an explanation for that revision.

Targets for Indicators 1 through 17 that cover FFY 2020 through FFY 2025. The State's FFY 2025 target must reflect improvement over the baseline

Data and responsive information required, explanations of slippage, and actions related to corrections of non-compliance.

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- Introduction includes detailed information describing:
  - General Supervision System
  - Technical Assistance System
  - Professional Development System
  - Stakeholder Involvement (including means to solicit input, representativeness, and overall process)
  - Reporting to the Public

ESTABLISHING BASELINE DATA

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- What year is most representative as base to determine future targets?
- Have there been a change in methodology or data source for the indicator that impacts comparability of the data?

SETTING TARGETS

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- Targets are set for each indicator using baseline data and input from stakeholder groups
- Some parameters around setting targets include:
  - Compliance indicators are required to be 0% or 100%
  - Targets can not be set lower than existing federal targets (such as 95% participation rate on assessments)
  - Targets can not be set lower than baseline data
- Stakeholders consider existing state targets if available (such as Report Card targets)

SETTING TARGETS

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- How do you assess the appropriateness of the proposed targets?
  - Look at indicator data over time.
    - Is it going up or down or maintaining? Is it steady or jumpy?
  - Look at the variability in district scores.
    - Is there large spread across the district scores or are district scores clustered together?
  - Look at forecasting/trend "predictions."
    - Are the trend lines going up or down or maintaining? Is the forecasting line steady or jumpy?
  - Consider the baseline – the end target has to be above the baseline.
  - For Indicator 8 (Parent Survey) and 14 (Post-School Outcomes): think about how improved response rates and representativeness might impact the results.

SETTING TARGETS

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Statistical Predictions

- **Pros**
  - Show where the state is headed **if all things remain the same.**
  - Provide an "anchor" for deciding on targets.
- **Cons**
  - Don't take into account any potential changes that may be happening.
  - Can show a downward trend (which isn't helpful when we have to select a target that is higher than the baseline).
  - Assume that the trend **can** continue.

EXAMPLE OF PROCESS

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- Indicator 3B Reading
  - This is a new sub-indicator.
  - The reading proficiency rate for children with IEPs against grade level academic achievement standards at grades 4, 8 & 11.

3B SD STATE RESULTS (2018-19) READING

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2018-19 State Results:

	# of Test-Takers	# Who Scored Proficient	% Who Scored Proficient
Grade 4	1740	362	20.80%
Grade 8	1209	126	10.42%
High School	717	116	16.18%

3B SD DISTRICT RESULTS (2018-19) – HIGH SCHOOL READING

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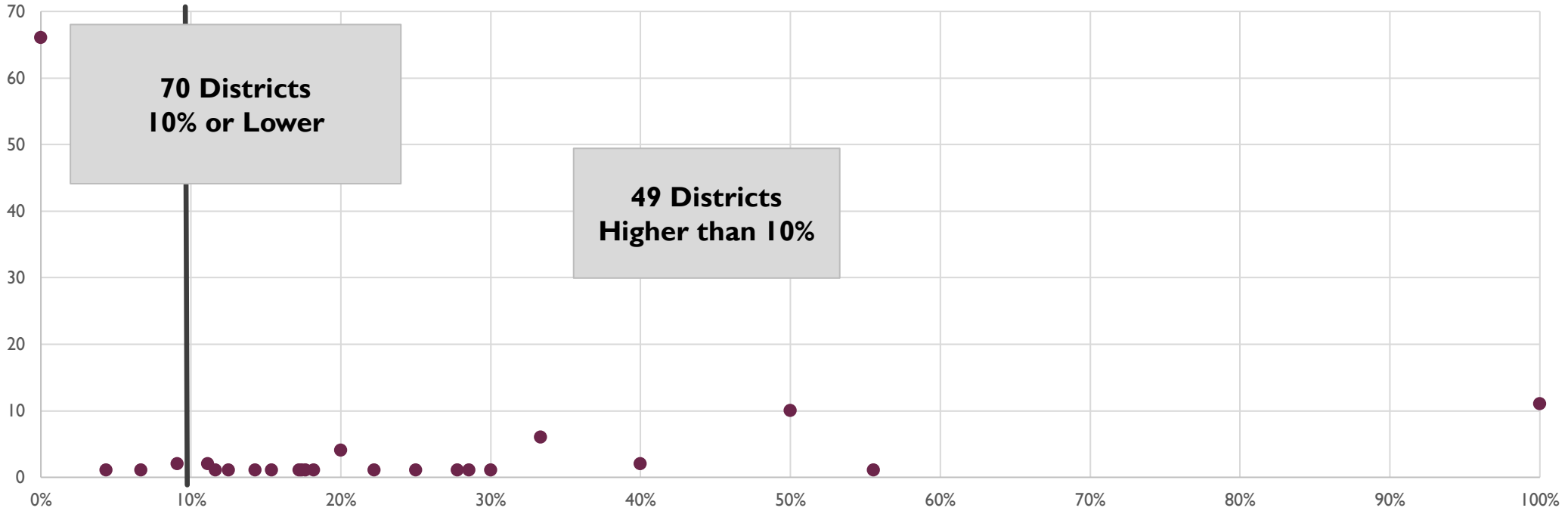
2018-19 District Results



3B SD PROFICIENCY RATE – HIGH SCHOOL READING

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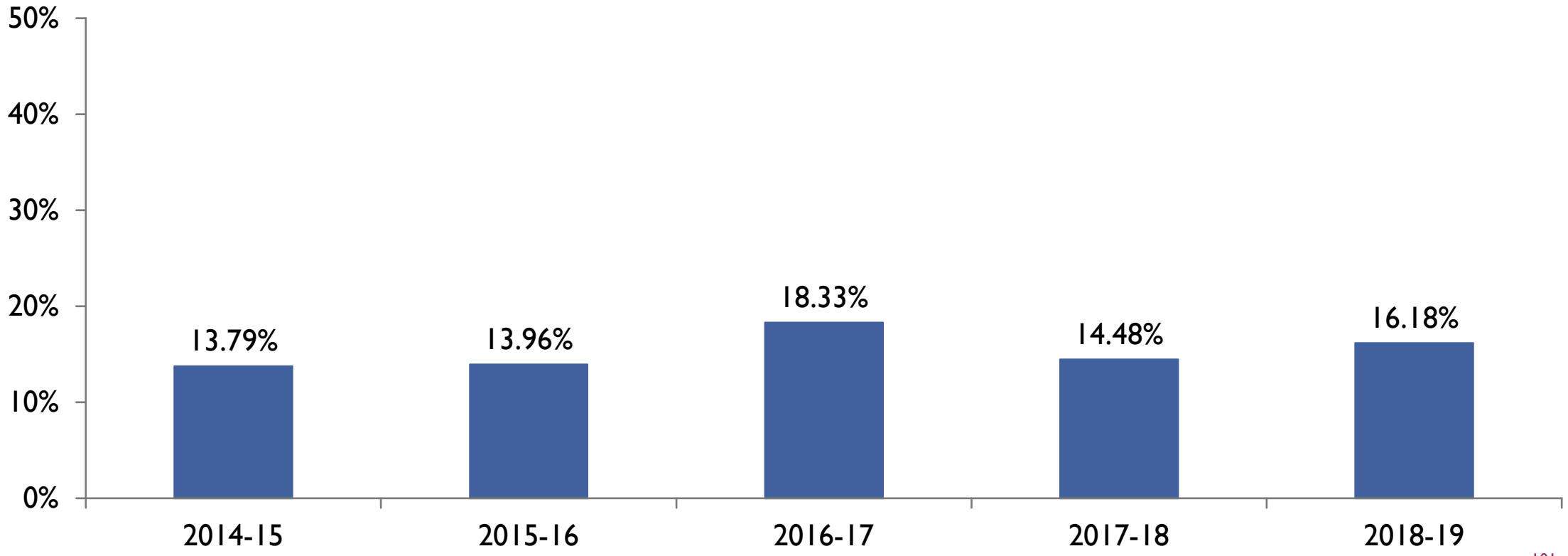
SD Reading Proficiency Rate Over Time



3B FORECASTING – HIGH SCHOOL READING

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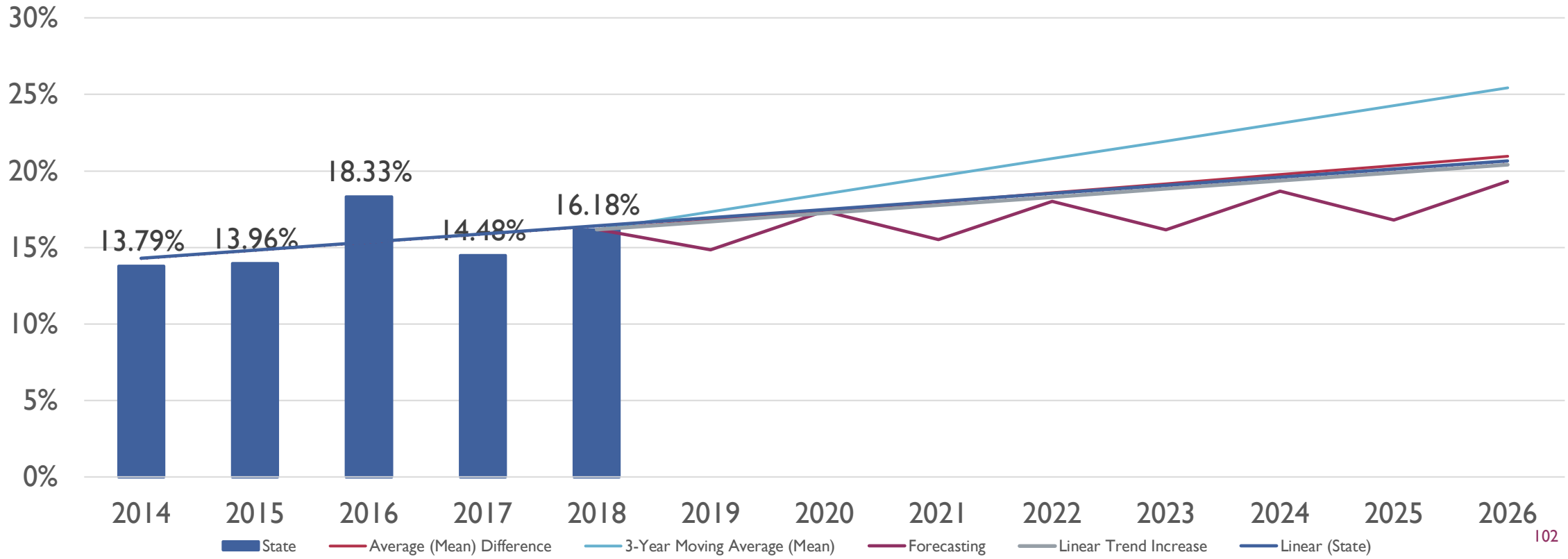
What statistical predictions for future scores are there?



3B PROPOSED TARGETS – HIGH SCHOOL READING

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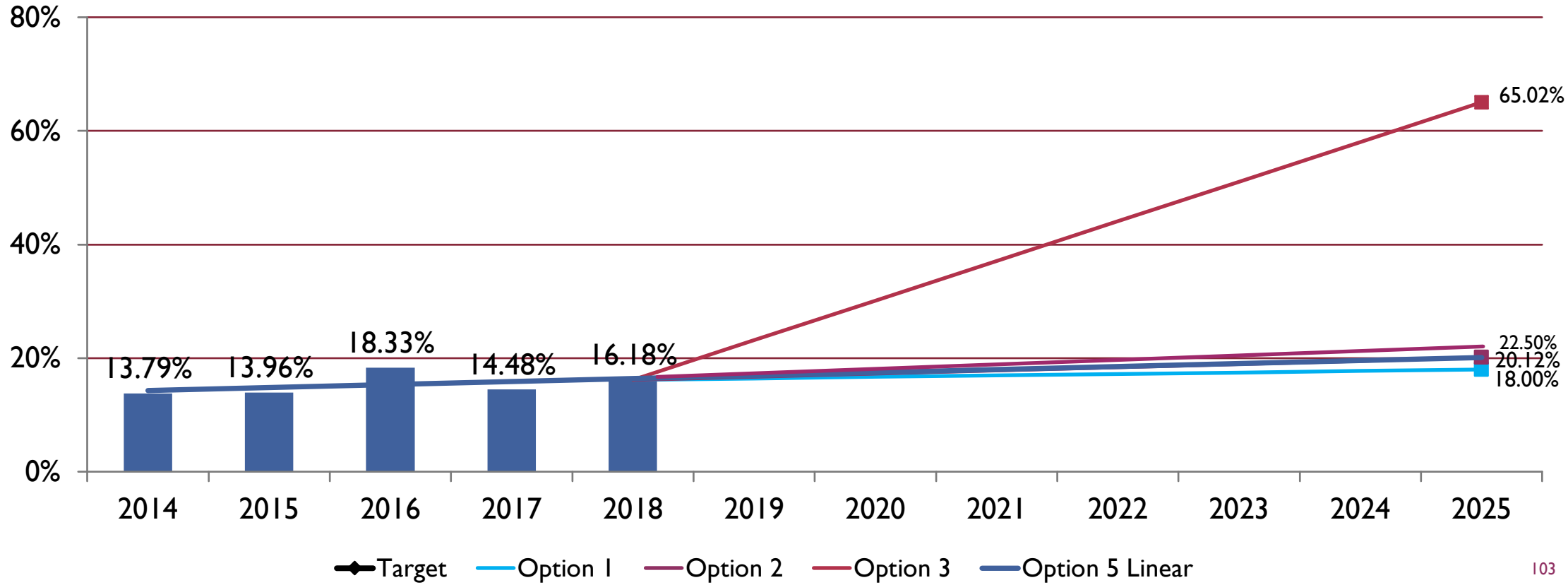
What are some target options **(Baseline will be FFY2020 Score)**



Questions