

SOUTH DAKOTA PART B STATE PERFORMANCE PLAN (SPP)

FEDERAL FISCAL YEAR 2018 (FFY18) REPORTED IN FEBRUARY 2020

JULY 13, 2020

SPP OVERVIEW

- 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 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

- 3B: Participation
- 3C: Proficiency

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

LIST OF INDICATORS

SETTING TARGETS

- Targets were set for each indicator using baseline data and input from stakeholder groups
- Some parameters around setting targets included:
 - Compliance indicators were required to be 0% or 100%
 - Targets could not be set lower than existing federal targets (such as 95% participation rate on assessments)
 - Targets could not be set lower than baseline data
- Stakeholders tried to utilize existing state targets when available (such as Report Card proficiency targets)
- There is one year (FFY19) remaining on the current SPP. The new SPP package is going through the federal notice process and states will set new targets and begin reporting to those targets with the FFY20 report.

APR REPORTING

- 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

INDICATOR 1: GRADUATION RATE (RESULTS)

- **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:** The ESEA graduation calculation is utilized.
- **Collection Dates:** Student who started 9th grade four years earlier and how many graduated with regular diploma in 4 years



INDICATOR I: GRADUATION RATE CALCULATION

$$A \div (B+C-D-E) \times 100$$

- 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 I: GRADUATION RATE (RESULTS)



- Who is in the reported cohort? (lag year data)
 - 2017-18 Cohort
 - Enrolled in high school for the first time in fall of 2014
 - Students whose 4 yr graduation date would have been Spring of 2018

Description	Data
Number of youth with IEPs graduating with a regular diploma	393
Number of youth with IEPs eligible to graduate	624
Regulatory four-year adjusted-cohort graduation rate table	62.98%

INDICATOR I: GRADUATION RATE (RESULTS)



FFY 2017 Data	FFY 2018 Target	FFY 2018 Data	Status	Slippage
60.18%	85.00%	62.98%	Did not meet target	No Slippage

INDICATOR 2: DROPOUT RATE (RESULTS)

- **Challenge:** Students with disabilities have a higher dropout rate than their nondisabled peers.

- **Goal:** Decrease the dropout rate of student with disabilities.

INDICATOR 2: DROPOUT RATE (RESULTS)



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 (Exit Code 08) or
- Moved Not known to Continue (Exit Code 07).

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

$$\mathbf{A \div B \times 100 = Dropout \%}$$

Uses lag year data. FFY18 submission uses 2017-2018 data

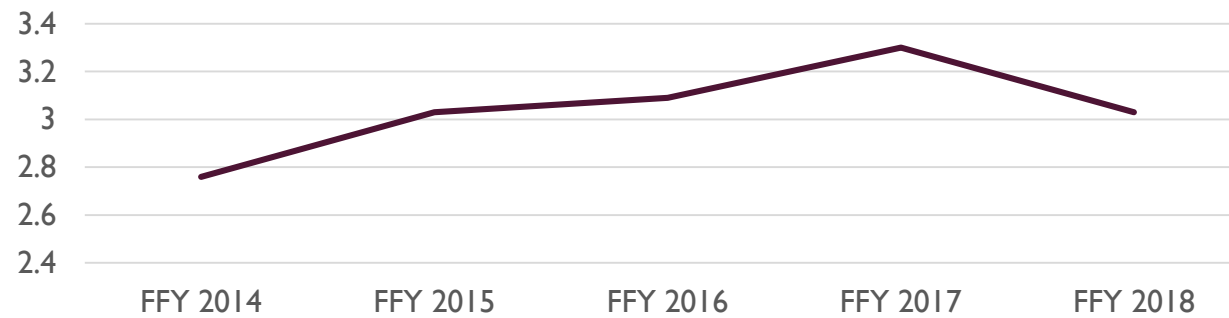
INDICATOR 2: DROPOUT RATE (RESULTS) CURRENT DATA



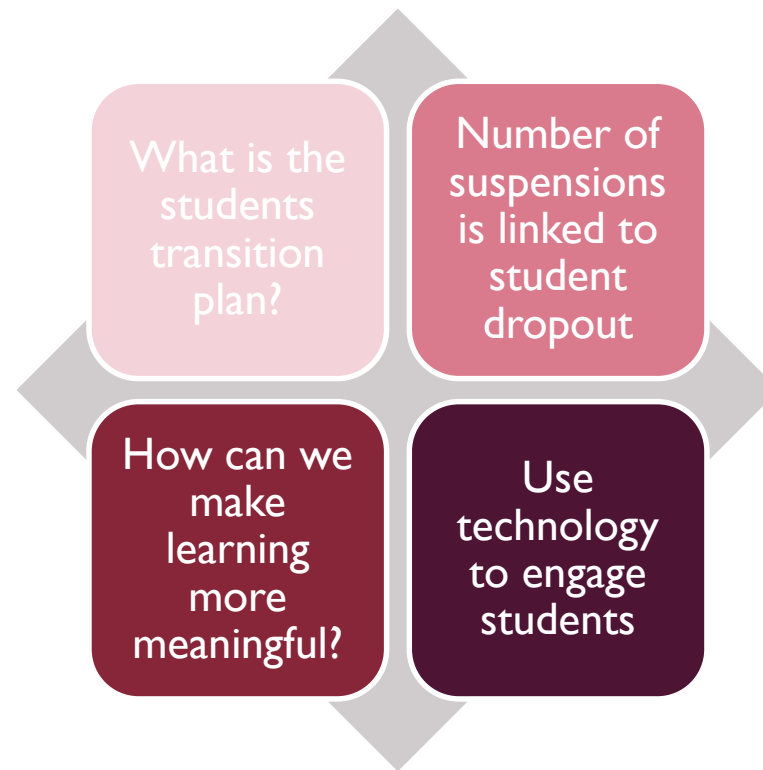
FFY 2018 SPP/APR Data

(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 2017 Data	FFY 2018 Target	FFY 2018 Data	Status	Slippage
156	5,187	3.30%	2.40%	3.01%	Did Not Meet Target	No Slippage

State Dropout Rate %



INDICATOR 2 CONSIDERATIONS



INDICATOR 3: STATEWIDE ASSESSMENT (RESULTS)



3B: Participation on Statewide Assessment

3C: Proficiency

- **Data source:** Smarter Balance/MSAA along with SIMS
- **Reports:** SD STARS and State Report Card

INDICATOR 3B: PARTICIPATION



$$A \div B \times 100 = \% \text{ Participation}$$

A. # of students with IEPs participating in the assessment

B. # of students with IEPs in grades 3-8 & 11 during the testing window (reading & math calculated separately)



Participation rate is based on all students with IEPs in the district as of May 1 in grade 3-8 & 11.

INDICATOR 3B: PARTICIPATION

	Number of children with IEPs	Number of children with IEPs participating	FFY 2018 Target	FFY 2018 Data	Status	Slippage
Reading	10,826	10,752	99.40%	99.32%	Target not met	No Slippage
Math	10,829	10,744	99.40%	99.22%	Target not met	No Slippage

- Participation has remained steady in the 99% level with a few tenths difference between years and subjects.

INDICATOR 3C: PROFICIENCY

$$(A + B) \div C \times 100 = \%$$

A. # of students with IEPs scoring proficient or above against grade level standards.

B. # of student with IEPs scoring proficient or above against alternative standards.

C. # of students with IEPs who received a valid proficiency score.



Proficiency rate is based on all district students with IEPs as of May 1 in grades 3-8 & 11. Reading & math proficiency levels are calculated separately.

INDICATOR 3C: PROFICIENCY

	Children with IEPs who received a valid score & proficiency was assigned	Number of children with IEPs Proficient	FFY 2018 Target	FFY 2018 Data	Status	Slippage
Reading	10,752	1982	26.26%	18.43%	Target not met	No Slippage
Math	10,744	1797	23.51%	16.73%	Target not met	Slippage



- 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)
 - Math has dropped the last 2 years
- Targets have been set in past by ESSA accountability – new Sped Targets set
 - Reading was 46.07% - changed to 26.26%
 - Math was 46.49% - changed to 23.51%

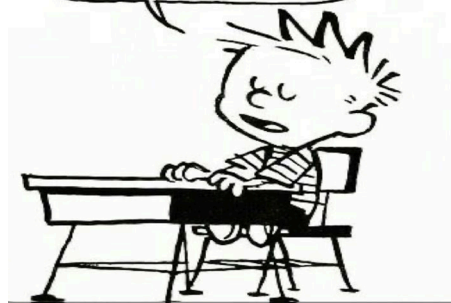
INDICATOR 4A

SUSPENSION/EXPULSION (RESULTS)

- **Challenge:** Suspension rates for students in special education are twice as high as students not receiving special education services

- **Goal:** Lower the number of students on an IEP who are suspended for greater than 10 days

SORRY! I'M HERE AGAINST MY WILL. I REFUSE TO COOPERATE.



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 2017-2018 data

INDICATOR 4A: SUSPENSION/EXPULSION (RESULTS)



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

$$(A \div C) \times 100 = \% \text{ Suspended}$$

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

INDICATOR 4A

SUSPENSION/EXPULSION (RESULTS)



Number of districts that have a significant discrepancy	Number of districts that met the State's minimum n size	FFY 2017 Data	FFY 2018 Target	FFY 2018 Data	Status	Slippage
0	3	0.00%	33.33%	0.00%	Met Target	No Slippage

INDICATOR 4B

SUSPENSION/EXPULSION BY RACE/ETHNICITY (COMPLIANCE)



- **Challenge:**
Suspension/expulsion rates are higher for students who do not fall under the category of white

- **Goal:** Lower the number of students on an IEP who are suspended for greater than 10 days

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



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

$$(B \div C) \times 100 = \% \text{ suspended by race/ethnicity}$$

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

INDICATOR 4B

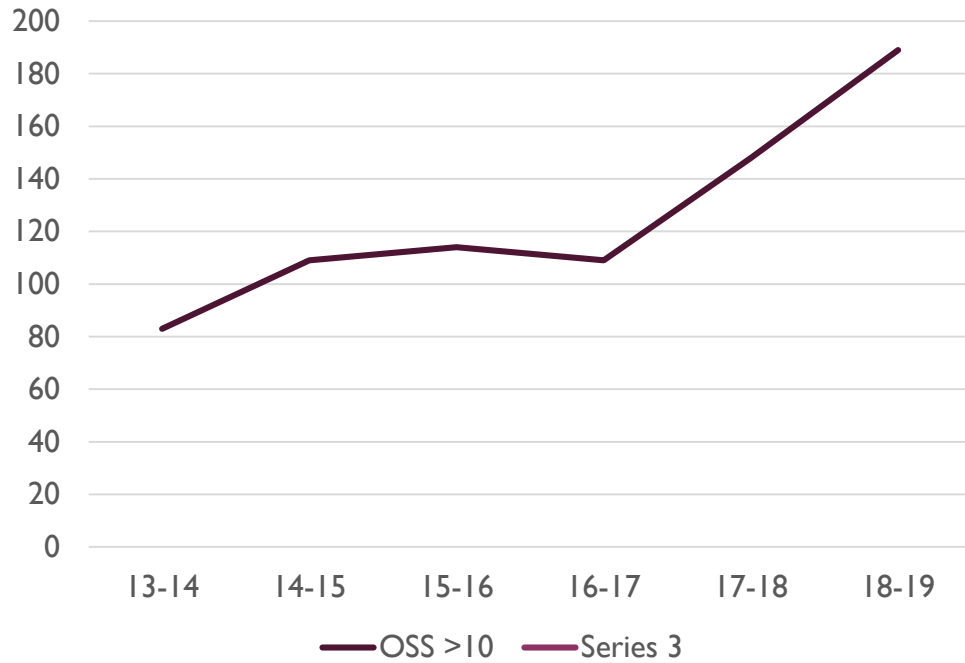
SUSPENSION/EXPULSION BY RACE/ETHNICITY (COMPLIANCE)



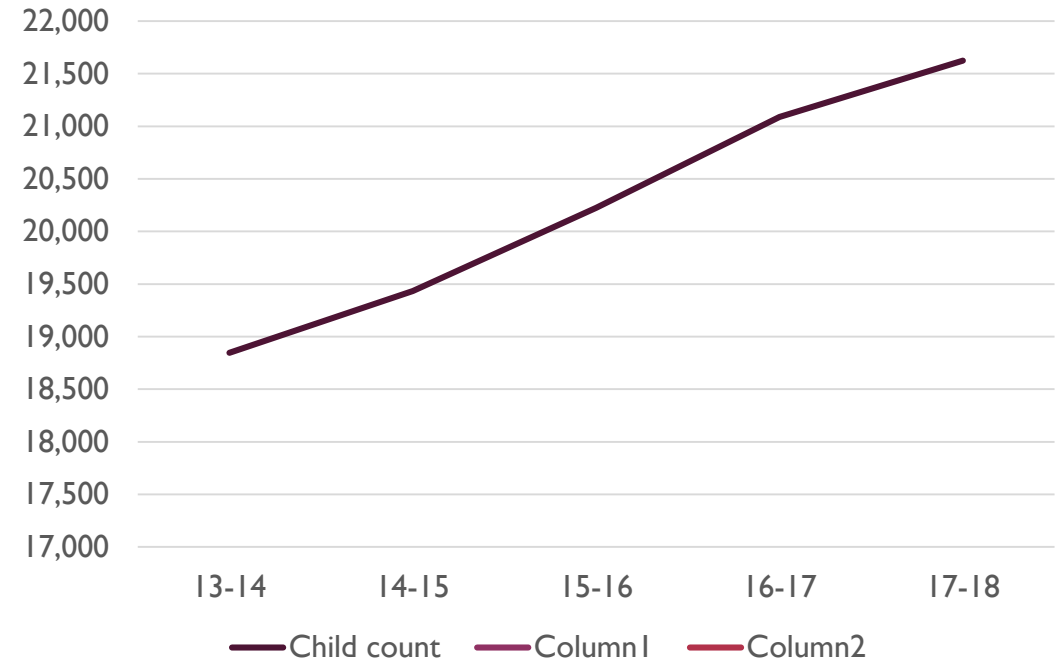
Number of districts that have a significant discrepancy, by race or ethnicity	Number of those districts that have policies procedure, or practices that contribute to the significant discrepancy and do not comply with requirements	Number of districts that met the State's minimum n size	FFY 2017 Data	FFY 2018 Target	FFY 2018 Data	Status	Slippage
0	0	3	0.00%	0%	0.00%	Met Target	No Slippage

SUSPENSION TREND

Suspension



Child count



INDICATOR 4A AND 4B CONSIDERATIONS



When students miss instruction they fall further behind



Is there an effective behavior plan in place?



Need to figure out why the behaviors are occurring



Look for alternatives

EFFORTS TO IMPROVE SUSPENSION RATES

- De-escalation trainings
- Positive Behavioral Interventions and Supports initiative
- Center for Disability trainings on
 - Mental health
 - Functional Behavior Assessments
 - Autism
- MTSS Summer Conference
 - Dr. Terry Scott




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.

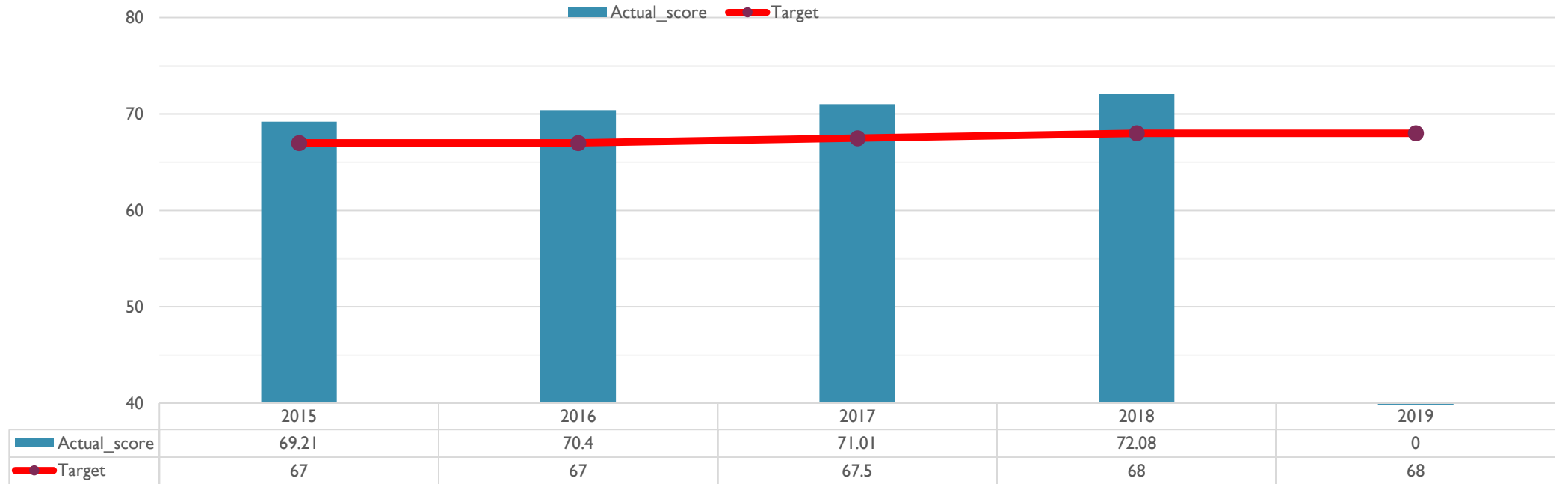
Measurement: Percent of children with IEPs aged 6 through 21:

- 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

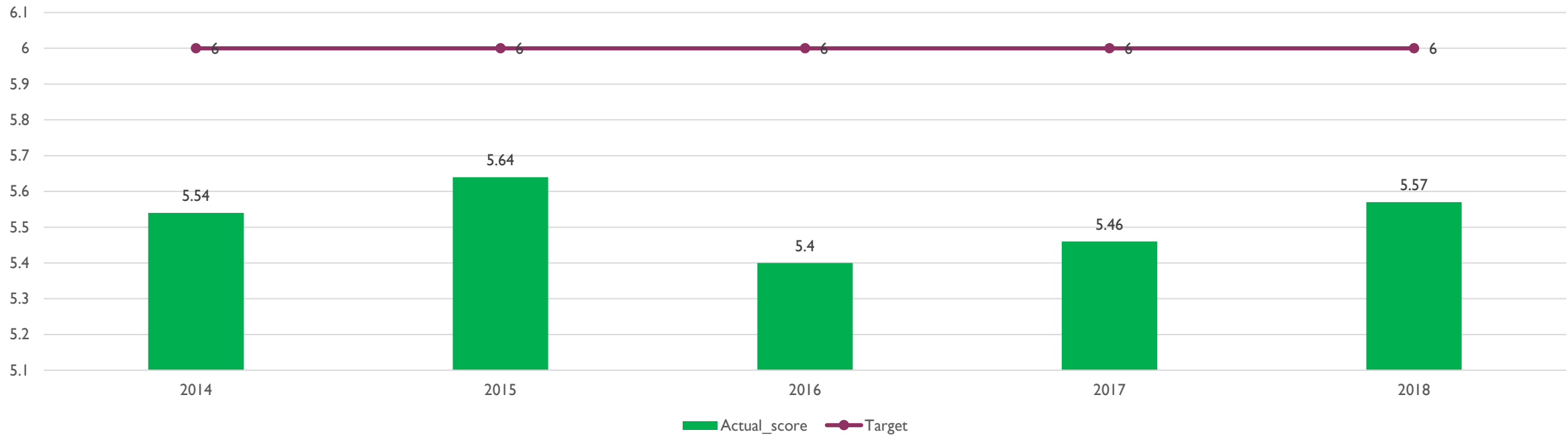
 **Indicator Connections:** When students with IEPs receive instruction in the least restrictive environment, they are more likely to demonstrate success on the statewide assessment (Ind. 3), to effect graduation rate (Ind. 1), and the dropout rate (Ind. 2).

Indicator 5A: More than 80%



**INDICATOR 5 A: 80% MORE
ACTUAL SHOULD BE HIGHER THAN TARGET**

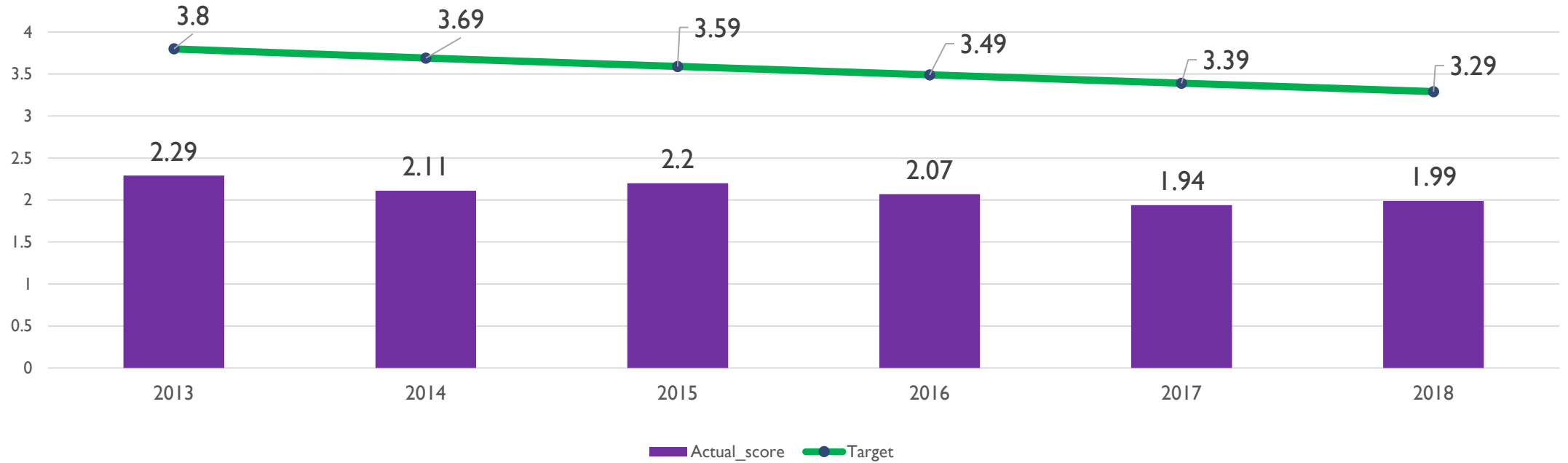
Indicator 5B: Less than 40%



INDICATOR 5B: LESS THAN 40%

ACTUAL DATA SHOULD BE AT TARGET OR LESS

Indicator 5C: Seperate, Residential, Home/Hospital



**INDICATOR 5C:
ACTUAL DATA SHOULD BE AT TARGET OR LESS**

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



- 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



FFY 2018 SPP/APR Data

	Number of children with IEPs aged 3 through 5 served	Total number of children with IEPs aged 3 through 5	FFY 2017 Data	FFY 2018 Target	FFY 2018 Data	Status
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	682	2,923	24.24%	21.65%	23.33%	Met Target
B. Separate special education class, separate school or residential facility	434	2,923	14.45%	16.16%	14.85%	Met Target

INDICATOR 7: PRESCHOOL OUTCOMES (RESULTS)

- 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.

- 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

Part B Program Notes

- ✓ Part B Entry
- ✓ Part B Exit
- ✓ Transition (acts as Part C Exit and Part B Entry)
- ✓ 0 (ineligible **or** eligible but parents declined)
- ✓ 1 (other reasons)



INDICATOR 7: PRESCHOOL OUTCOMES (RESULTS)



- Each student placed into a progress category based on their entry and exit scores in the three outcome areas:
 - a) Did not improve functioning
 - b) Improved functioning, no change in trajectory
 - c) Moved closer to functioning like same-aged peers
 - d) Improved functioning to that of same-aged peers
 - e) Functioning like same-aged peers
- This data is then used to develop summary statement scores for each of the outcomes

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. $(d + e)/(a + b + c + d + e) = \%$

	Positive Social-		Acquiring and		Taking	
	# of Children	% of Childre	# of Children	% of Childre	# of Children	% of Childre
a - Children who did not improve functioning	0	0.00%	0	0.00%	0	0.00%
b - Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers	147	13.87%	313	29.53%	212	20.00%
c - Children who improved functioning to a level nearer to same-aged peers but did not reach it	152	14.34%	197	18.58%	147	13.87%
d - Children who improved functioning to reach a level comparable to same-aged peers	148	13.96%	213	20.09%	150	14.15%
e - Children who maintained functioning at a level comparable to same-aged peers	613	57.83%	337	31.79%	551	51.98%
Total	1,060	100%	1,060	100%	1,060	100%
Summary Statements:						
<i>NA means not accountable for the summary statement</i>						
1. Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited.		67.11%		56.71%		58.35%
2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited.		71.79%		51.89%		66.13%
Target Summary Statement 1		79.35%		69.50%		71.60%
Target Summary Statement 2		84.35%		57.96%		73.60%
Met Summary Statement 1?		No		No		No
Summary statement 1 calculation: $(c+d)/(a+b+c+d)$						
Met Summary Statement 2?		No		No		No
Summary statement 2 calculation: $(d+e)/(a+b+c+d+e)$						

PROGRESS CATEGORIES

Actions to help improve preschool outcomes and upcoming information for Indicator 7.



- ✓ DOE SEP offered 2 Early Childhood IEP Workshops which covered Indicator 7 Preschool Outcomes.
- ✓ BDI-2 Online Modules are offered to providers that administer, score and enter assessment data for outcomes.
- ✓ Battelle Developmental Inventory 3rd Edition will be released June 2020.
- ✓ BDI-2 program note errors are monitored and sent to districts twice per year for corrections.
- ✓ Capturing more students for better analysis.

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.

INDICATOR 8: PARENT SURVEYS (RESULTS)



$A/B * 100 = \% \text{ of parents responded positively}$

- 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

Submission Timeline – Surveys may be distributed throughout the school year prior to April 30. Paper surveys must be postmarked and online surveys submitted by May 31

INDICATOR 8: PARENT SURVEYS (RESULTS)

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 2018 Target	FFY 2018 Data	Status	Slippage
6207	7072	79%	87.77%	Met Target	No Slippage

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%.



EQUALITY

VS.

EQUITY



EQUALITY = SAMENESS
GIVING EVERYONE THE SAME THING
It only works if everyone starts from the same place

EQUITY = FAIRNESS
ACCESS TO SAME OPPORTUNITIES
We must ensure equity before we can enjoy equality

It is about ensuring that all our students are supported and appropriately identified in special education

Indicator 9 and 10:
Disproportionality
(Compliance)

INDICATOR 9 & 10: DISPROPORTIONALITY (COMPLIANCE)

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 AND 10 DISTRICT CONSIDERATIONS



Review policy and procedures followed same way for all students.



Is there a higher percentage identified than others?



Does staff (classroom and special education staff) have training in correctly identification of the disability category?



What type of interventions and data does the district collect?



Has there been staff training on regarding different learning patterns including cultural?

INDICATOR 9 DATA

Number of districts with disproportionate representation of racial and ethnic groups in special education and related services	Number of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	Number of districts that met the State's minimum n and/or cell size	FFY 2017 Data	FFY 2018 Target	FFY 2018 Data	Status	Slippage
1	0	32	0.00%	0%	0.00%	Met Target	No Slippage

INDICATOR 10 DATA

Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories	Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	Number of districts that met the State's minimum n and/or cell size	FFY 2017 Data	FFY 2018 Target	FFY 2018 Data	Status	Slippage
2	0	14	0.00%	0%	0.00%	Met Target	No Slippage

INDICATOR 11: INITIAL EVALUATIONS (COMPLIANCE)

- 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

$(B \div A) \times 100 = C$ % of initial evaluations met timeline

FFY 2018 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 2017 Data	FFY 2018 Target	FFY 2018 Data	Status
5,149	5,146	99.89%	100%	99.94%	Did Not Meet Target



**INDICATOR 11:
INITIAL EVALUATIONS (COMPLIANCE)**

INDICATOR 12: TRANSITION PART C TO B (COMPLIANCE)

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.
- Timeline is not allowed to be extended

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.

$$[C \div (A - B - D - E)] \times 100 = \%$$



Indicator 12: Transition Part C to B (compliance)



FFY 2018 SPP/APR Data

a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.	745
b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday.	195
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	461
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.	6
e. Number of children who were referred to Part C less than 90 days before their third birthdays.	67
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

	Numerator (c)	Denominator (a-b-d-e-f)	FFY 2017 Data	FFY 2018 Target	FFY 2018 Data	Status
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.	461	477	97.72%	100%	96.65%	Did Not Meet Target

INDICATOR 13: SECONDARY TRANSITION (COMPLIANCE)



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)

Data Collection

- Data collected during Special Education Accountability Monitoring visits

Calculation Guide

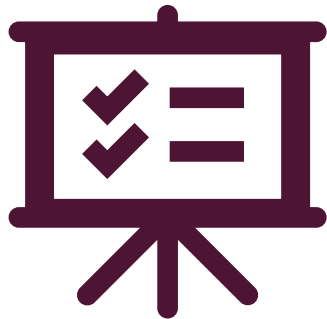
$(A \div B) \times 100 = \% \text{ of the IEPs reviewed by the onsite review team met compliance.}$

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 (COMPLIANCE)

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 2018 Target	FFY 2018 Data	Status	Slippage
107	128	100%	83.59%	Did Not Meet Target	Slippage

INDICATOR 13: SECONDARY TRANSITION (COMPLIANCE)



- Possible reasons for slippage
 - Less district reviewed
 - Smaller districts reviewed
 - Less files reviewed
- Reasons for non-compliance
 - Agency invites not completed prior to being invited to IEP meeting
 - Course of Study not completed
- What we are currently doing
 - TSLP (Transition Services Liaison Project) provide district training
 - Provide more transition workshops

INDICATOR 14: POST-SCHOOL OUTCOMES (RESULTS)

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:

- 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.



INDICATOR 14: POST-SCHOOL OUTCOMES (RESULTS)

How data is collected

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graph TD; A[How data is collected] --> B[Part 1: After students exit high school, identify demographic and contact information (graduates, ages out, drops out)]; B --> C[Part 2: One year after students exit high school];
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Part 1: After students exit high school, identify demographic and contact information
(graduates, ages out, drops out)

Part 2: One year after students exit high school

Black Hills State University, or districts if volunteered, will collect post-school outcomes data in April-September by electronic collection or phone call

INDICATOR 14: POST-SCHOOL OUTCOMES (RESULTS)



b. Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	313
a. Number of respondent youth who enrolled in higher education within one year of leaving high school	53
c. Number of respondent youth who competitively employed within one year of leaving high school	168
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)	10
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).	26

INDICATOR 14: POST-SCHOOL OUTCOMES (RESULTS)



Total number of respondents = 313	Number of respondent youth	FFY 2018 Target	FFY 2018 Data	Status	Slippage
A. Enrolled in higher education (a)	53	15.5%	16.93%	Met target	No Slippage
B. Enrolled in higher education or competitively employed (a+c)	221	68.5%	70.61%	Met target	No 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%	82.11%	Met target	No slippage

INDICATOR 15 & 16: DISPUTE RESOLUTION (RESULTS)

- **Indicator 15:** Resolution Sessions (Due Process Hearings)
 - **Measurement:** the percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
- **Indicator 16:** Mediation Agreements
 - **Measurement:** Percent of mediations held that resulted in mediation agreements.
- **Data Collection:** IDEA Part B Dispute Resolution Survey completed by the Dispute Resolution Coordinator who tracks all due process hearing requests and resolution session results.
- **Targets:** The state does not have to set targets for either indicator if resolution sessions are under 10.



INDICATOR 15 & 16: DISPUTE RESOLUTION (RESULTS)

2018-2019 Results: 100%

- **Due Process Resolution Sessions:**
 - 3 sessions held
 - 0 agreements
- **Mediation Agreements:**
 - 3 sessions held
 - 1 related to due process
 - 2 not related to due process



INDICATOR 17: SSIP

STATE SYSTEMIC IMPROVEMENT PLAN



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.

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
<p>Phase I Analysis</p> <ul style="list-style-type: none"> • Data Analysis; • Infrastructure Analysis; • State-identified measureable result; • Coherent Improvement Strategies; • Theory of Action 	<p>Phase II Plan</p> <ul style="list-style-type: none"> • Multi-year plan addressing: <ul style="list-style-type: none"> • Infrastructure Development; • Support EIS Program/LEA in Implementing Evidence-Based Practices; • Evaluation Plan 	<p>Phase III Evaluation</p> <ul style="list-style-type: none"> • Reporting on Progress including: <ul style="list-style-type: none"> • Results of Ongoing Evaluation • Extent of Progress • Revisions to the SPP

INDICATOR 17: SSIP

STATE SYSTEMIC IMPROVEMENT PLAN



- Based on stakeholder input and feedback, South Dakota identified reading proficiency among students with learning disabilities entering grade four as the main focus for the SSIP.
- General Education and Special Education Initiative
- Pilot Program through 2020.
- 2019-2020 - alignment with SD SPDG (State Personnel Development Grant).



SSIP Theory of Action

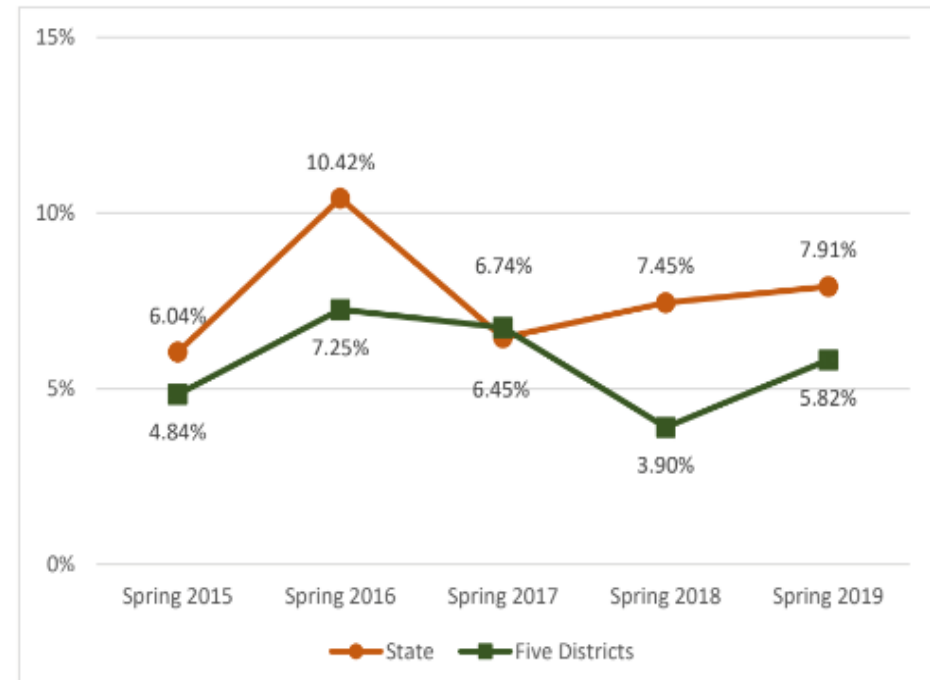
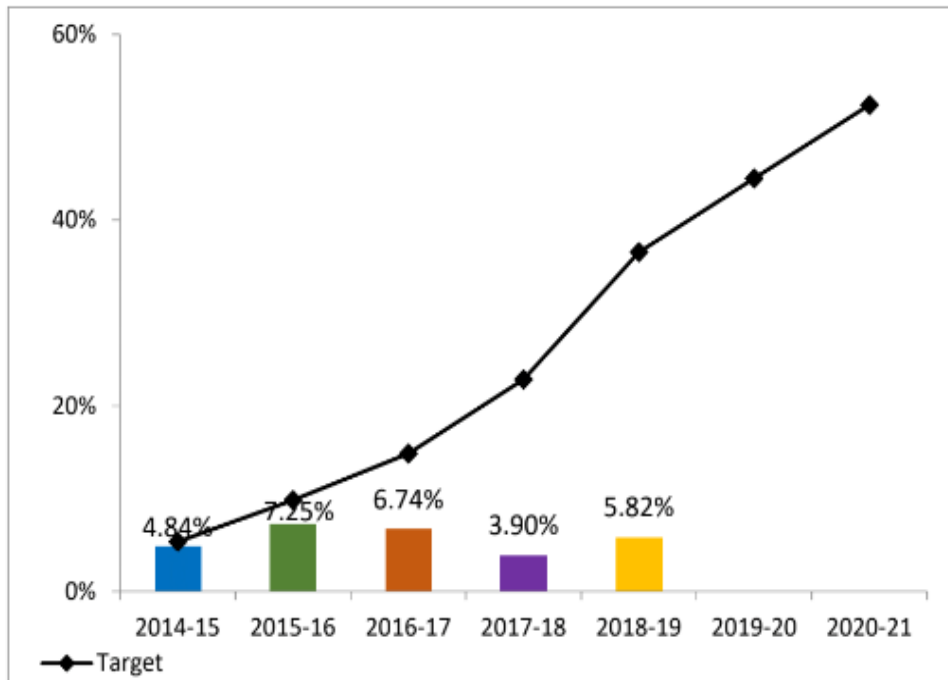
State-identified Measurable Results (SiMR): Students with Specific Learning Disabilities will increase reading proficiency prior to fourth grade from 4.84% in spring 2015 to 36.56% by spring 2019 as measured by the statewide assessment.

Standards of Action	If...	Then...	Near Result(s)	Far Result(s)
Data Analysis	General and Special Education teachers understand and apply evaluation data knowledge for instructional decision making...	Instructional practices will improve.	Students with Learning Disabilities will receive evidence-based foundational reading instruction. Students with Learning Disabilities will receive core instruction. The family will become a stronger participant in the IEP process and support learning at home.	Increased Reading Proficiency Rates of Students with Learning Disabilities.
Instructional Practices & Strategies	The state supports LEAs (i.e., PD, coaching) in the implementation of evidence-based foundational reading instruction...	Teachers will implement effective reading instruction for all students.		
Collaboration	Strong general education and special education collaboration exists...	Students with learning disabilities will receive consistent support, accommodations and learning across settings (i.e., support the SLO goal).		
Family & Community Involvement	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.		

SSIP RESULTS – OVERALL

T. Student State Reading Test Data
Grade 3 Students with a Specific Learning Disability – Percent Scoring Proficient

	Spring 2015		Spring 2016		Spring 2017		Spring 2018		Spring 2019	
	# test-takers	Proficiency Rate	# test-takers	Proficiency Rate	# test-takers	Proficiency Rate	# test-takers	Proficiency Rate	# test-takers	Proficiency Rate
State	712	6.04%	739	10.42%	698	6.45%	644	7.45%	721	7.91%
Five Districts	186	4.84%	193	7.25%	178	6.74%	154	3.90%	189	5.82%



SOUTH DAKOTA'S IDEA PART B DETERMINATION

- Based on the APR submitted in February 2020
- Data set is from FFY18 (18-19 school year) except lag indicators which are FFY17 (17-18 school year)
 - South Dakota received :
 - 19 out of 20 points for Compliance for a score of 95%
 - 21 out of 24 points for Results for a score of 87.5%
 - The scores are averaged to yield the final percent and determination of
 - **91.25% - Meets Requirements** (Average of at least 80%)
 - (Last year – 89.58% - Meets Requirements)
 - South Dakota
 - Is 1 of 22 states that met requirements for Part B only and 1 of 12 that met requirements for Part B and Part C
 - Has met requirements for the last 5 years

SOUTH DAKOTA'S DETERMINATION

COMPLIANCE MATRIX

Part B Compliance Indicator ²	Performance (%)	Full Correction of Findings of Noncompliance Identified in FFY 2017	Score
Indicator 4B: Significant discrepancy, by race and ethnicity, in the rate of suspension and expulsion, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with specified requirements.	0	N/A	2
Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.	0	N/A	2
Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification.	0	N/A	2
Indicator 11: Timely initial evaluation	99.94	No	2
Indicator 12: IEP developed and implemented by third birthday	96.65	No	2
Indicator 13: Secondary transition	83.97	Yes	1
Timely and Accurate State-Reported Data	97.62		2
Timely State Complaint Decisions	100		2
Timely Due Process Hearing Decisions	100		2
Longstanding Noncompliance			2
Special Conditions	None		
Uncorrected identified noncompliance	None		

RESULTS MATRIX

- The Results Matrix reflects the following data:
 - Percentage of SWD participating in regular Statewide assessments at 4th and 8th grade calculated separately:
 - NAEP assessment in reading and math at 4th and 8th grade calculated separately:
 - The percentage of SWD scoring at basic or above on the NAEP;
 - The percentage of SWD included in NAEP testing (*0 or 1 point*);
 - The percentage of SWD exiting school by graduating with a **regular** high school diploma.
 - The percentage of SWD exiting school by dropping out.

RESULTS INDICATORS

- Unlike Compliance Indicators, loose connection in results determination to Results Indicators:
- Graduation
 - Data is based on Special Ed federal exiting data for 16-17.
 - Students exiting special education age 14-21 that year
 - Indicator 1 uses the same calculation as ESEA accountability, reflects a four year cohort
 - 16-17 is the first year SD started reporting on graduation code 03: Graduated with diploma modified by IEP team
- Dropout
 - Data is based on Special Ed federal exiting data for 16-17.
 - All students exiting special education divided by those age 14-21 that year that dropped out
 - Indicator 2 is calculated using the number of students age 14-21 with IEPs who dropped out, divided by the number of students with disabilities on child count age 14-21.

Statewide Assessment

- Results for 4th and 8th grade participation based on students with disabilities participating in the general assessment (*those on alternate not included*)
- Not included: Results for 4th and 8th grade proficiency on regular statewide assessment.

NAEP

- Results for 4th and 8th grade participation and proficiency
 - Based on NAEP are from 16-17 school year due to NAEP being administered every other year, so next years rubric will reflect same data
 - NAEP administered every other year, last administration was 18-19. These results reflect the new data and will carry over next year.

RESULTS INDICATORS

RESULTS MATRIX SCORING

- Scoring based on set percent for
 - Participate on state assessment and NAEP

or
- Rank order against other states for:
 - NAEP proficiency
 - Graduation
 - Drop out

Results Elements	RDA Score= 0	RDA Score= 1	RDA Score= 2
Participation Rate of 4th and 8th Grade CWD on Regular Statewide Assessments (reading and math, separately)	<80	80-89	>=90
Percentage of 4th grade CWD scoring Basic or above on reading NAEP	<23	23-27	>=28
Percentage of 8th grade CWD scoring Basic or above on reading NAEP	<27	27-31	>=32
Percentage of 4th grade CWD scoring Basic or above on math NAEP	<40	40-46	>=47
Percentage of 8th grade CWD scoring Basic or above on math NAEP	<20	20-27	>=28
Percentage of CWD Exiting School by Graduating with a Regular High School Diploma	<70	70-78	>=79
Percentage of CWD Exiting School by Dropping Out	>21	21-14	<=13
Percentage of 4th and 8th Grade CWD included in NAEP testing (reading or math): 1 point if State's inclusion rate was higher than or not significantly different from the NAGB goal of 85%. 0 points if less than 85%.			

RESULTS MATRIX READING

Reading Assessment Elements	2017 Perform	2017 Score	2018 Perform	2018 Score	2019 Perform	2019 Score	2020 Perform	2020 Score
% of 4th Grade Children with Disabilities Participating in Regular Statewide Assessments	90.00%	2	92.00%	2	94.00%	2	94.00%	2
% of 8th Grade Children with Disabilities Participating in Regular Statewide Assessments	89.00%	1	89.00%	1	89.00%	1	91.00%	2
% of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	29.00%	1	33.00%	2	33.00%	2	35.00%	2
% of 4th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress (0 or 1 if meet target)	86.00%	1	90.00%	1	90.00%	1	92.00%	1
% of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	35.00%	1	36.00%	2	36.00%	2	27.00%	1
% of 8th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress (0 or 1 if meet target)	88.00%	1	85.00%	1	85.00%	1	91.00%	1

RESULTS MATRIX MATH

MATH ASSESSMENT ELEMENTS	2017 PERFORM	2017 SCORE	2018 PERFORM	2018 SCORE	2019 PERFORM	2019 SCORE	2020 PERFORM	2020 SCORE
% of 4th Grade Children with Disabilities Participating in Regular Statewide Assessments	90.00%	2	92.00%	2	94.00%	2	93.00%	2
% of 8th Grade Children with Disabilities Participating in Regular Statewide Assessments	89.00%	1	89.00%	1	89.00%	1	91.00%	2
% of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	56.00%	2	53.00%	2	53.00%	2	52.00%	2
% of 4th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress (0 or 1 if meet target)	94.00%	1	92.00%	1	92.00%	1	95.00%	1
% of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	33.00%	2	28.00%	2	28.00%	2	33.00%	2
% of 8th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress (0 or 1 if meet target)	88.00%	1	86.00%	1	86.00%	1	90.00%	1

Exiting Data Elements	2017 Perform	2017 Score	2018 Perform	2018 Score	2019 Perform	2019 Score	2020 Perform	2020 Score
% of Children with Disabilities who Dropped Out	23.00%	1	25.00%	0	23.00%	1	21.00%	1
% of Children with Disabilities who Graduated with a Regular High School Diploma	73.00%	1	65.00%	1	62.00%	0	70.00%	1

RESULTS MATRIX

AREAS OF IMPROVEMENT

- Compliance determinations continue to maintain high standards
- Results determinations continue to show improvement, over last 5 years have gone from 85% to 91.25%
- Dropout rate continues to decrease
- Graduation rate has increased (but has been inconsistent)
- 8th grade participation on state general assessment has increase
 - State no longer has to apply for waiver under ESSA to test over 1% on alternate
- 8th grade math proficiency on NAEP increased

AREAS TO IMPROVE

- SD is ranked in middle third of states for graduation and dropout rate so there is room to improve
- 8th grade reading proficiency on NAEP decreased
- Indicator 12 – students found eligible for Part B and have an IEP developed and implemented by their third birthday
- Indicator 13 – Secondary transition components in IEP
 - This is reviewed during on-site reviews. Districts can work with their TSLP liaison prior to on-site reviews to ensure compliance.
 - Review districts on a 5 year cycle so districts need to continue to learn and maintain knowledge

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

- 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)