SD Part B
State Performance Plan (SPP)

Federal Fiscal Year 2020 (FFY20)
Reported in February 2022

July 18, 2022

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STATE PERFORMANCE PLAN 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 is a six-year plan with 17 Indicators that have set baselines and targets.
  - A new package was released in December of 2020 for the reporting years FFY20-FFY25
  - Special Education Programs was required to indicator data and set targets through FFY 25 with stakeholders.
- Each year, states must report against the targets in its SPP in an annual performance report (APR) due in February.
- OSEP 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.

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FFY 2020 Submission Requirements

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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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)	

Compliance targets must be 100% or 0%

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ANNUAL PERFORMANCE REPORT

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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

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NEW BASELINE AND TARGETS FOR FFY20

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- Indicator 1: Graduation
- Indicator 2: Drop Out
- Indicator 3A: Participation for Children with IEPs
- Indicator 3B: Proficiency for Children with IEPs (Grade Level Academic Achievement Standards)
- Indicator 3C: Proficiency for Children with IEPs (Alternate Academic Achievement Standards)
- Indicator 3D: Gap in Proficiency Rates (Grade Level Academic Achievement Standards)
- Indicator 5A: Education Environments (children 5 in K - 21) Regular Classroom
- Indicator 5B: Education Environments (children 5 in K - 21) Separate Classroom
- Indicator 5C: Education Environments (children 5 in K - 21) Separate Facilities
- Indicator 6A: Preschool Environments (children 3-5) Regular Classroom
- Indicator 6B: Preschool Environments (children 3-5) Separate Classroom
- Indicator 9: Disproportionate Representation
- Indicator 10: Disproportionate Representation in Specific Disability Categories
- Indicator 14A: Post-School Outcomes – Higher Education
- Indicator 14B: Post-School Outcomes – Competitive Employment
- Indicator 14C: Post-School Outcomes 0 Other Education/Training

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OVERVIEW FOR FFY20

South Dakota met targets for the following SPP indicators:

- Indicator 4A: Suspension/Expulsion
- Indicator 4B: Suspension/Expulsion
- Indicator 8: Parent involvement

*SD in not required to set targets for Indicator 15: Resolution Sessions and Indicator 16: Mediation
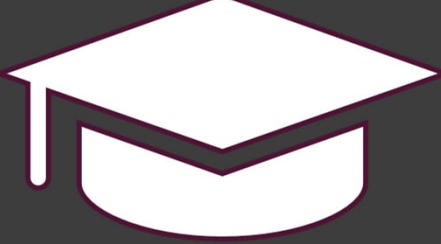The state remains under the minimum N of 10.*

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OVERVIEW FOR FFY20

South Dakota did not met targets for the following SPP indicators:

- Indicator 7A1/A2: Preschool Outcomes - Social emotional skills
- Indicator 7B1/B2: Preschool Outcomes – Acquisition and use of knowledge and skills
- Indicator 7C1/C2: Preschool Outcomes – Use of Appropriate Behaviors
- Indicator 11: Child Find
- Indicator 12: Early Childhood Transition
- Indicator 13: Secondary Transition
- Indicator 17: State Systemic Improvement Plan

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INDICATOR 1: GRADUATION

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

❖ TO IMPROVE THE GRADUATION RATE OF STUDENTS WITH DISABILITIES

❖ HELP REDUCE THE GAP BETWEEN STUDENTS WITH DISABILITIES AND WITHOUT DISABILITIES

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INDICATOR 1: GRADUATION

CHANGES OVER LAST YEAR

Previous Calculation

4-year cohort

- Graduated with a regular high school diploma within 4 years (in the numerator)

- Students who entered HS at the same time (freshman year) (In the denominator)

New Calculation

- Student graduating with a regular high school diploma (in the numerator)

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

GRADUATION DATA FOR THIS INDICATOR ARE "LAG" DATA

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FFY 2020 SPP/APR DATA

- Who is in the reported data group?
  - Special Education students ages 14-21 who graduated in the 2019-2020 school year

Number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma	Number of all youth with IEPs who exited special education (ages 14-21)	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
610	809	72.14%	67.99%	75.40%	MET TARGET	NA

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INDICATOR 2: DROP OUT

Results Indicator : Percent of students with IEP's dropping out of high school

❖ DECREASE THE DROPOUT RATE OF STUDENT WITH DISABILITIES

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

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INDICATOR 2: DROP OUT

CHANGES OVER LAST YEAR

Previous Calculation

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

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

New Calculation

- States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to dropping out (in the numerator)

- and the youth with IEPs who left high school (ages 14-21) (in the denominator)

  - Include the following exiting categories: (a) graduated with a regular high school diploma; (b) graduated with a state-defined alternate diploma; (c) received a certificate; (d) reached maximum age; or (e)

DROPPED OUT DATA FOR THIS INDICATOR ARE "LAG" DATA

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FFY 2020 SPP/APR DATA

- Who is in the reported data group?
  - Special Education students ages 14-21 who dropped out in the 2019-2020 school year

Number of youth with IEPs (ages 14-21) who exited special education due to dropping out	Number of all youth with IEPs who exited special education (ages 14-21)	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
147	809	2.55%	19.35%	18.17%	MET TARGET	NA

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INDICATOR 3: ASSESSMENT

Results Indicator

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IMPORTANT CHANGES TO INDICATOR 3 FOR THE FFY20-FFY25 SPP/APR CYCLE:

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

Separates proficiency data by general and alternate assessments (C)

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

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INDICATOR 3: ASSESSMENT

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

A. Participation rate for children with IEPs

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

C. Proficiency rate for children with IEPs against alternate academic achievement standards

D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

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INDICATOR 3A MEASUREMENT

- Number of students with IEPs who participated in the South Dakota English language arts (ELA) or math assessment ÷ Total number of students with IEPs enrolled at time of testing

- Participation rates include students with IEPs taking the general assessments and the Alternate Assessment

- Participation rates reported for reading and math

- Data calculated separately for grades 4, 8 and high school

Participation Rate Measure

Students who participated in the assessment

9 out of 10 students with IEPs participated: 9 ÷ 10 = 90%

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INDICATOR 3A FFY 2020 DATA

FFY 2020 SPP/APR Data: Reading Assessment

Group	Group Name	Number of Children with IEPs Participating	Number of Children with IEPs	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A	Grade 4	1,791	1,875		95.52%	95.52%	N/A	N/A
B	Grade 8	1,264	1,372		92.13%	92.13%	N/A	N/A
C	Grade HS	833	893		93.28%	93.28%	N/A	N/A

FFY 2020 SPP/APR Data: Math Assessment

Group	Group Name	Number of Children with IEPs Participating	Number of Children with IEPs	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A	Grade 4	1,786	1,876		95.20%	95.20%	N/A	N/A
B	Grade 8	1,260	1,377		91.50%	91.50%	N/A	N/A
C	Grade HS	833	896		92.97%	92.97%	N/A	N/A

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Indicator 3
3B: Proficiency on General Assessment
3C: Proficiency on Alternate Assessment

Results

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Indicator 3B: Proficiency on General Assessment

FFY 2020 SPP/APR Data: Reading Assessment

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Grade Level Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Regular Assessment	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A	Grade 4	313	1,691		18.51%	18.51%	N/A	N/A
B	Grade 8	123	1,168		10.53%	10.53%	N/A	N/A
C	Grade HS	119	746		15.95%	15.95%	N/A	N/A

FFY 2020 SPP/APR Data: Math Assessment

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Grade Level Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Regular Assessment	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A	Grade 4	347	1,686		20.58%	20.58%	N/A	N/A
B	Grade 8	78	1,163		6.71%	6.71%	N/A	N/A
C	Grade HS	26	747		3.48%	3.48%	N/A	N/A

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Indicator 3C: Proficiency on Alternate Assessment

FFY 2020 SPP/APR Data: Reading Assessment

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Alternate Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Alternate Assessment	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A	Grade 4	38	100		38.00%	38.00%	N/A	N/A
B	Grade 8	32	96		33.33%	33.33%	N/A	N/A
C	Grade HS	49	87		56.32%	56.32%	N/A	N/A

FFY 2020 SPP/APR Data: Math Assessment

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Alternate Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Alternate Assessment	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A	Grade 4	54	100		54.00%	54.00%	N/A	N/A
B	Grade 8	38	97		39.18%	39.18%	N/A	N/A
C	Grade HS	49	86		56.98%	56.98%	N/A	N/A

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Indicator 3
3D: Gap in Proficiency Rates

Results

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INDICATOR 3D MEASUREMENT

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

Gap Rate Measure

All students with who received a valid score:

Proficiency Rate: 40 out of 50 students scored proficient: 40 ÷ 50 = 80%

Students with IEPs who received a valid score:

Proficiency Rate: 6 out of 10 students scored proficient: 6 ÷ 10 = 60%
(Same as Indicator 3B Measure)

Gap Rate: 20%

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Indicator 3D: Gap in Proficiency Rate

FFY 2020 SPP/APR Data: Reading Assessment

Group	Group Name	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A	Grade 4	18.51%	48.30%		29.79	29.79	N/A	N/A
B	Grade 8	10.53%	51.98%		41.45	41.45	N/A	N/A
C	Grade HS	15.95%	65.92%		49.97	49.97	N/A	N/A

FFY 2020 SPP/APR Data: Math Assessment

Group	Group Name	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A	Grade 4	20.58%	47.10%		26.51	26.51	N/A	N/A
B	Grade 8	6.71%	39.59%		32.88	32.88	N/A	N/A
C	Grade HS	3.48%	39.28%		35.80	35.80	N/A	N/A

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Indicator 4
4A& 4B:
Suspension/Expulsion

4A: Results
4B: Compliance

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INDICATOR 4: SUSPENSION/EXPULSION

This indicator is divided in two parts

4A (results)
4B (compliance)

Indicator 4 uses lag year data in the SPP APR.

This year, we report 2019-2020 data

4A

- **Students with IEPs suspended/expelled in the district > 10 school days in the school year included (numerator) divided by the LEA child count (denominator) x 100**

4B

- **Students with IEPs per race and ethnic group suspended/ expelled in the district >10 school days during the school year (numerator), divided by the LEA child count (denominator) x 100**

❖ *Significant Discrepancy: If greater than 5% of the LEA child count population by race have been suspended for >10 days.*

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INDICATOR 4A
SUSPENSION/EXPULSION (RESULTS)

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- 21 LEAs reported suspending one or more students for greater than ten days. Of the 21 LEAs, one met the minimum N size of 10 students for removals, no LEAs suspended over 5% of their special education students for greater than 10 days and therefore no LEAs were required to have a review of policies, procedures, and practices.

Number of LEAs that have a significant discrepancy	Number of LEAs that met the State's minimum n/cell size	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
0	1	0.00%	0.00%	0.00%	Met target	No Slippage

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

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- 21 LEAs reported suspending one or more students for greater than ten days. Of the 21 LEAs, one met the minimum N size of 10 students for removals none had suspended over 5% of their special education students in any of their race or ethnic groups for greater than 10 days and therefore were not required to have a review of policies, procedures, and practices.

Number of LEAs that have a significant discrepancy, by race or ethnicity	Number of those LEAs that have policies, procedure or practices that contribute to the significant discrepancy and do not comply with requirements	Number of LEAs that met the State's minimum n/cell size	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
0	0	1	0.00%	0%	0.00%	Met target	No Slippage

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Indicator 5
Least Restrictive Environment
Ages 6-21

Results

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LEAST RESTRICTIVE ENVIRONMENT

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

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

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

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

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FFY 2020 SPP/APR Data

Education Environments	Number of children with IEPs aged 5 (kindergarten) through 21 served	Total number of children with IEPs aged 5 (kindergarten) through 21	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class 80% or more of the day	15,100	19,879	73.91%	75.96%	75.96%	N/A	N/A
B. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class less than 40% of the day	1,107	19,879	5.38%	5.57%	5.57%	N/A	N/A
C. Number of children with IEPs aged 5 (kindergarten) through 21 inside separate schools, residential facilities, or homebound/hospital placements [c1+c2+c3]	331	19,879	1.99%	1.67%	1.67%	N/A	N/A

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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.

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INDICATOR 6 OVERVIEW

Preschool Students with Disabilities Least Restrictive Environment (LRE)

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

- 6A - Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and

- 6B - Separate special education class, separate school or residential facility.

- 6C - Receiving special education and related services in the home. New*
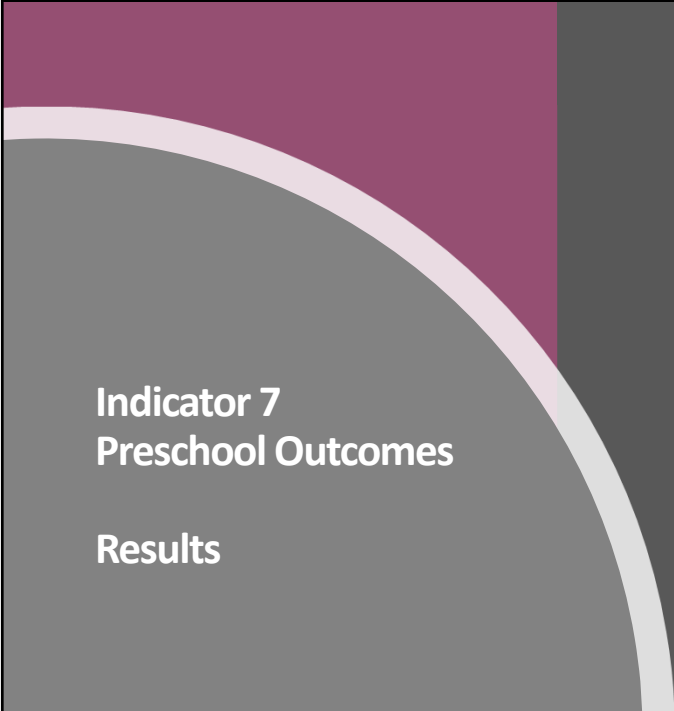
(20 U.S.C. 1416(a)(3)(A)

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FFY 2020-2021 SPP/APR DATA – AGED 3 THROUGH 5

FFY 2020 SPP/APR Data - Aged 3 through 5

Preschool Environments	Number of children with IEPs aged 3 through 5 served	Total number of children with IEPs aged 3 through 5	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	410	1,884	23.79%	21.76%	21.76%	N/A	N/A
B. Separate special education class, separate school or residential facility	342	1,884	13.62%	18.15%	18.15%	N/A	N/A
C. Home	24	1,884		1.67%	1.27%	N/A	N/A

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**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

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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 BDI2 and BDI3 – July 1 through June 30 – Submitted August 1
- 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.
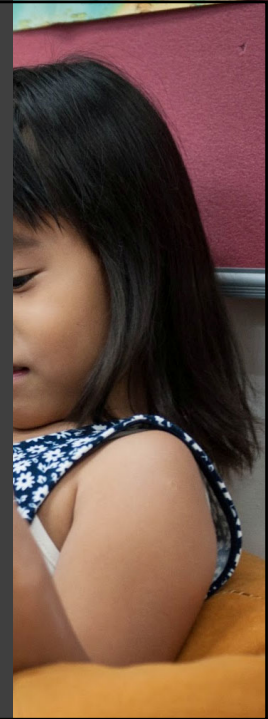
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FFY 2020 SPP/APR DATA – CHILD OUTCOMES
7A – POSITIVE SOCIAL EMOTIONAL SKILLS

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

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

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

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

Outcome C	Numerator	Denominator	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
C1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. *Calculation:(c+d)/(a+b+c+d)*	279	459	60.06%	58.35%	60.78%	Met target	No Slippage
C2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program. *Calculation: (d+e)/(a+b+c+d+e)*	550	865	66.72%	66.13%	63.58%	Did not meet target	Slippage

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Indicator 8
Parent Involvement

Results

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INDICATOR 8: THE BIG PICTURE

▪**What does it measure?**

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

▪**Why do we measure this?**

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

▪**What is the goal?**

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

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INDICATOR 8:
PARENT SURVEYS (RESULTS)

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FFY 2020 SPP/APR Data

Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities	Total number of respondent parents of children with disabilities	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
4,790	5,557	87.74%	81.00%	86.20%	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%.

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Indicator 9 & 10 Disproportionate Representation

Compliance

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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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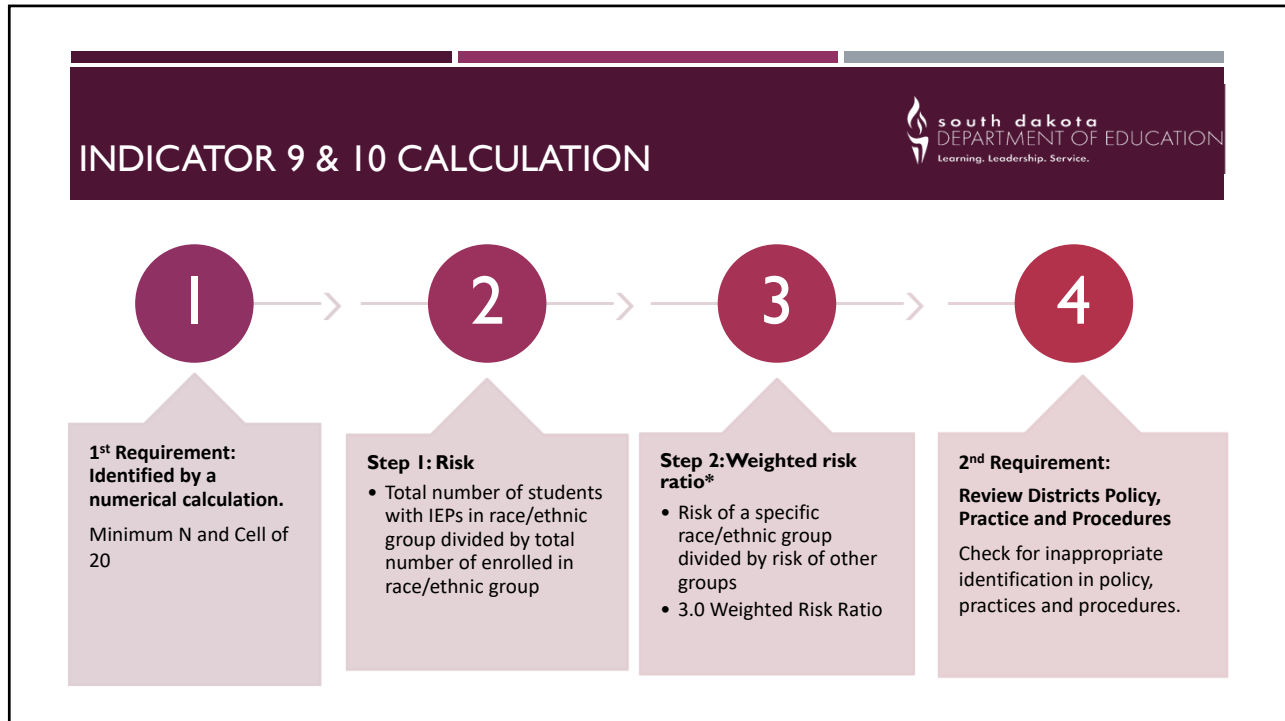Learning. Leadership. Service.

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

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INDICATOR 9 & 10 CALCULATION

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1 → **2** → **3** → **4**

1st Requirement: Identified by a numerical calculation.
Minimum N and Cell of 20

Step 1: Risk
- Total number of students with IEPs in race/ethnic group divided by total number of enrolled in race/ethnic group

Step 2: Weighted risk ratio*
- Risk of a specific race/ethnic group divided by risk of other groups
- 3.0 Weighted Risk Ratio

2nd Requirement:
Review Districts Policy, Practice and Procedures
Check for inappropriate identification in policy, practices and procedures.

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

Indicator 9 Data

Number of districts with disproportionate representation of racial/ethnic groups in special education and related services	Number of districts with disproportionate representation of racial/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 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
0	0	36	0.00%	0%	0.00%	N/A	N/A

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Indicator 10 Data

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

Number of districts with disproportionate representation of racial/ethnic groups in specific disability categories	Number of districts with disproportionate representation of racial/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 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
0	0	17	0.00%	0%	0.00%	N/A	N/A

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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.

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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.

(a) Number of children for whom parental consent to evaluate was received	(b) Number of children whose evaluations were completed within 60 days (or State-established timeline)	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
5,413	5,395	99.85%	100%	99.67%	Did not meet target	No Slippage

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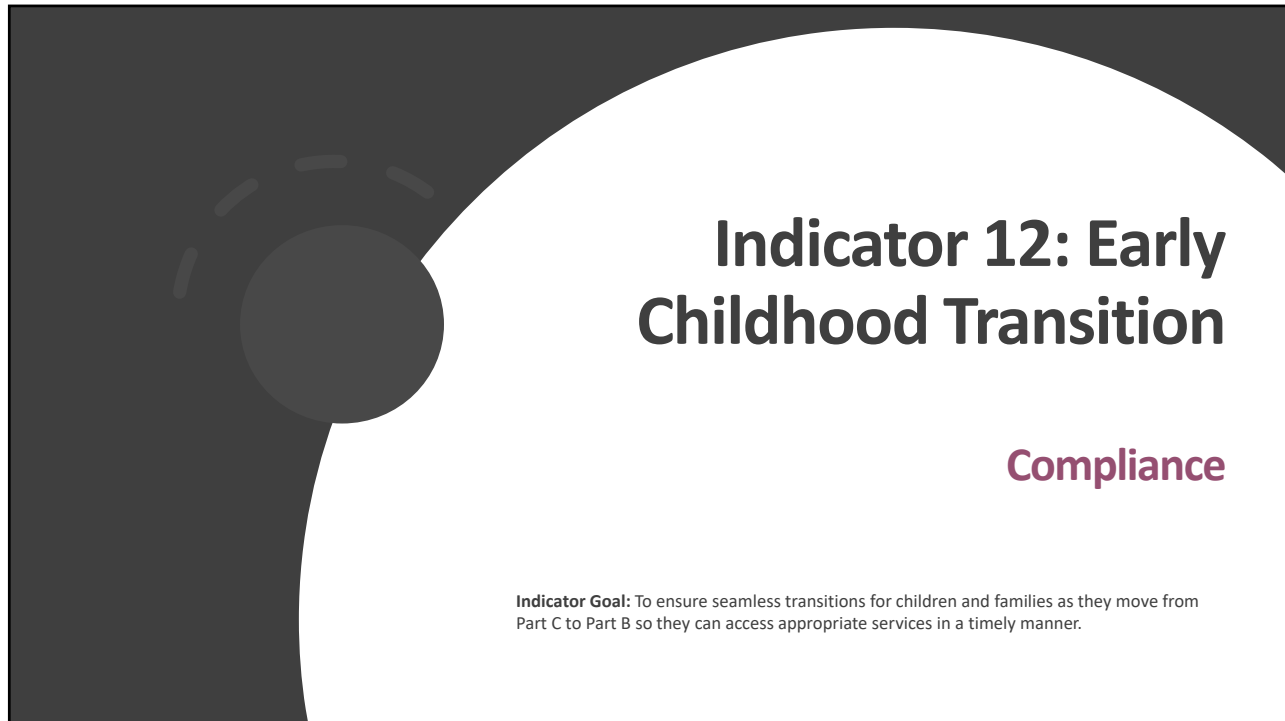
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Indicator 11

Data Breakdown

_____

- **Number of districts found out of compliance**
  - o **14 out of 149 districts**

- **Total number of student files out of compliance**
  - o **18 individual student files**

- **Reasons timelines were not met**
  - o **Evaluator was unavailable**
  - o **Poor Scheduling**
  - o **Teacher and student illness**

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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.

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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 birthdays.

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

Correct data for FFY 2019
Fifteen of the 149 LEAs (total of 26 students), did not meet the FFY 2019 100% target. In FFY 2019 the percent of Part C students transitioned to Part B by their third birthday was 94.20%.

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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**

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Indicator 13
Secondary Transition

Compliance

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INDICATOR 13: SECONDARY TRANSITION

Percent of youth with IEPS (aged 16 and above) whose IEP includes:	Districts must document:
• Appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; • Transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals; • Annual IEP goals related to the student's transition needs.	• 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
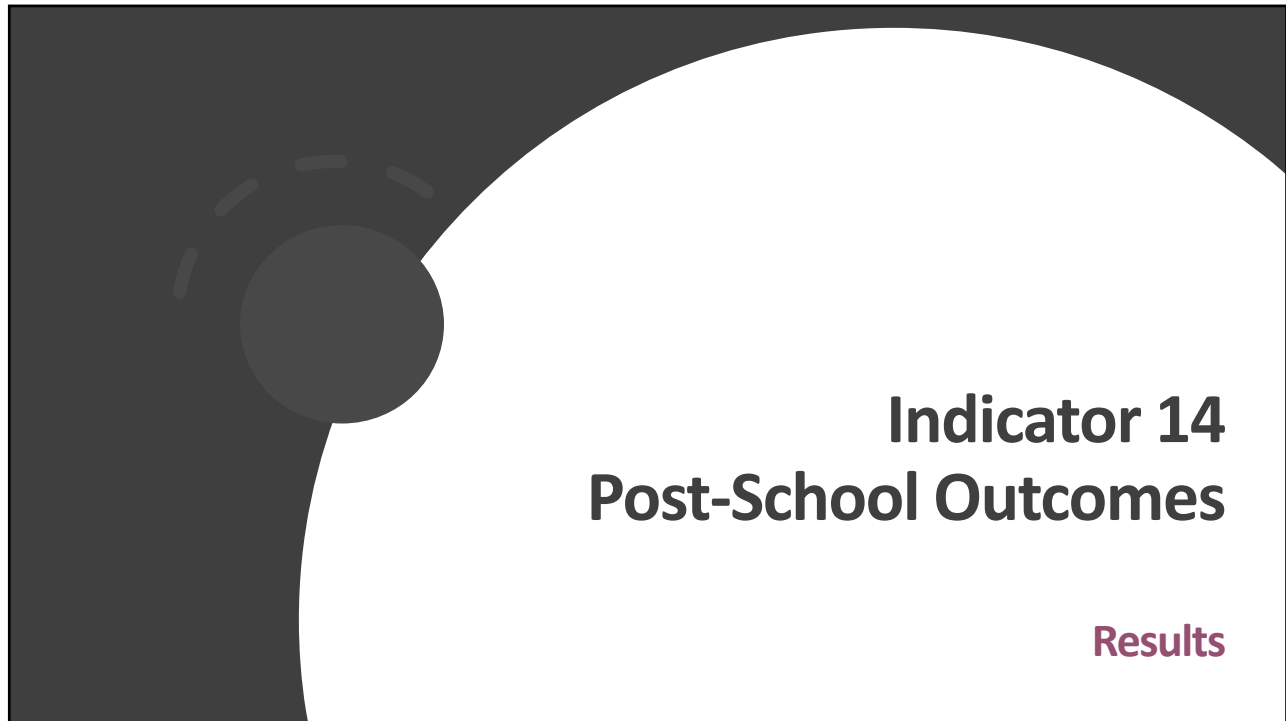
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Indicator 13: Secondary Transition - Data

FFY 2020 SPP/APR Data

Number of youth aged 16 and above with IEPs that contain each of the required components for secondary transition	Number of youth with IEPs aged 16 and above	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
85	128	87.18%	100%	66.41%	Did not meet target	Slippage

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Indicator 14
Post-School Outcomes

Results

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INDICATOR 14: POST SCHOOL OUTCOMES

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

A. Enrolled in higher education, or;

B. Enrolled in higher education or competitively employed, or;

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

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RESPONSE RATE

	Data
Total number of targeted youth in the sample or census	688
Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	163
Response Rate	23.69%

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FFY 2020 SPP/APR DATA

Measure	Number of respondent youth	Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A. Enrolled in higher education	18	163	22.96%	11.04%	11.04%	N/A	N/A
B. Enrolled in higher education or competitively employed within one year of leaving high school	101	163	66.35%	61.96%	61.96%	N/A	N/A
C. Enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment	126	163	80.82%	77.30%	77.30%	N/A	N/A

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Indicator 15 & 16
Due Process Resolution and Mediation Sessions

Compliance

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INDICATOR 15: RESOLUTION SESSION

- Measures the percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

- States are not required to establish baseline or targets if the number of resolution/mediation sessions is less than 10.

- Resolution Sessions occur as part of the due process hearing

- Data Collected:
  - Number of resolution sessions
  - Number of resolution sessions resolved through settlement agreements

- 3 Due Process Requests submitted (all withdrawn/dismissed)
  - 2 resolution sessions were held and resolved

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INDICATOR 16: MEDIATIONS

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

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Indicator 17
State Systemic
Improvement Plan (SSIP)

Results

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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.

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 general education and special education staff.

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SSIP TARGET UPDATES

- **FFY 2020 Target – 17.49%** (for students with specific learning disabilities entering fourth grade).

- **SEP did not meet the target for this indicator.**

- **Change in State-identified Measurable Results (SiMR):** Students with SLD, S/L, and OHI will increase reading proficiency prior to fourth grade by 5 percentage points from the spring 2021 baseline.
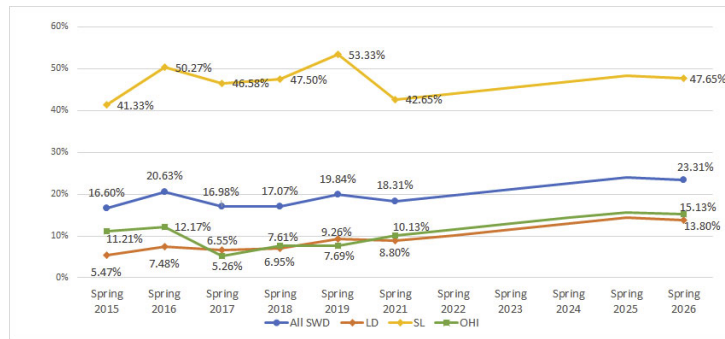
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SSIP Theory of Action

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State-identified Measurable Results (SiMR): Students with specific learning disabilities, other health impairments, and speech and language disabilities will increase reading proficiency prior to fourth grade from 18.12% in spring 2021 to 23.12% by spring 2025 as measured by the statewide assessment.

Standards of Action	If...	Then...
MTSS/Data-Driven Decision Making	General and special education teachers understand and apply evaluation data knowledge for instructional decision making...	Instructional practices will improve.
Literacy/Instruction	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.
Coaching	Schools have building-level coaches who can provide technical assistance and feedback surrounding foundational reading instruction, classroom/behavior management, assessment and student data, and lesson planning/delivery.	Students with disabilities will receive consistent support, accommodations and learning across settings (i.e., support the SLO goal).
Family Engagement	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 disabilities.

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SOUTH DAKOTA'S IDEA PART B DETERMINATION

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Slide 71

- Based on the APR submitted in February 2022
- Data set is from FFY20 (20-21 school year) except lag indicators which are FFY19 (19-20 school year)
  - South Dakota received :
    - 16 out of 18 points for Compliance for a score of 88.89%
    - 12 out of 16 points for Results for a score of 75%
  - The scores are averaged to yield the final percent and determination of
    - 81.94%- Meets Requirements
      (Last year – 80% - Meets Requirements)

SOUTH DAKOTA'S DETERMINATION

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Slide 72

Part B Compliance Indicator[3]	Performance (%)	Full Correction of Findings of Noncompliance Identified in FFY 2019	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	99.67	No	2
Indicator 12: IEP developed and implemented by third birthday	99.23	Yes	2
Indicator 13: Secondary transition	66.41	Yes	0
Timely and Accurate State-Reported Data	95.24		2
Timely State Complaint Decisions	100		2
Timely Due Process Hearing Decisions	N/A		N/A
Longstanding Noncompliance			2
Specific Conditions	None		
Uncorrected identified noncompliance	None		

COMPLIANCE MATRIX

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RESULTS MATRIX

- The Results Matrix reflects the following data:
  - 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.

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Reading Assessment Elements

Reading Assessment Elements	Performance (%)	Score
Percentage of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	35	2
Percentage of 4th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	92	1
Percentage of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	27	1
Percentage of 8th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	91	1

Math Assessment Elements

Math Assessment Elements	Performance (%)	Score
Percentage of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	52	2
Percentage of 4th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	95	1
Percentage of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	33	2
Percentage of 8th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	90	1

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Exiting Data Elements

Exiting Data Elements	Performance (%)	Score
Percentage of Children with Disabilities who Dropped Out	18	0
Percentage of Children with Disabilities who Graduated with a Regular High School Diploma[2]	75	1

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RESULTS MATRIX SCORING

- Scoring based on rank order against other states for:
  - NAEP proficiency
  - Graduation
  - Drop out

- Set percent for participation on NAEP

Results Elements	RDA Score= 0	RDA Score= 1	RDA Score= 2
Percentage of 4th grade CWD scoring Basic or above on reading NAEP	<22	22-27	>=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	40-45	>=46
Percentage of 8th grade CWD scoring Basic or above on math NAEP	<20	20-26	>=27
Percentage of CWD Exiting School by Graduating with a Regular High School Diploma	<75	75-82	>=83
Percentage of CWD Exiting School by Dropping Out	>16	16-11	<=10

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%.

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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

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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)

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Questions

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