State Performance Plan (SPP) Results
Special Education Programs
January 6, 2021

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SPP Overview

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

• Annual performance reporting progress in meeting targets is submitted each February. OSEP then reviews the plan and issues a determination in the fall based on state performance.

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Special Education Programs
State Performance Plan Indicator Contacts

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• Dispute Resolution (Ind 15 &16) • Special Education Listserv
• SD Advisory Panel for Children with Disabilities

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Accommodations and High School Transition
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• Instructional and State Assessment Accommodations
• Graduation (Ind 1)
• High School Transition (Ind 13)
• Post-High school Outcomes data (Ind 14)

Monitoring
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• Monitoring/Results Driven Accountability (RDA)
• 6-21 Special Education Setting/ Least Restrictive Environments (LRE) (Ind 5)
• Disproportionality (Ind 9&10)
• Significant Disproportionality

Alternate Assessment
Jessica Ahlers- 605.295-3441
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• Alternate Assessment
• 1% Waiver
• Assessment Data (Ind 3)
• Parent Surveys (Ind 8)

Behavior
Rebecca Cain - 605.280.3568
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• Multi-tiered Systems of Support (MTSS)
• Positive Behavior Intervention and Supports (PBIS)
• Dyslexia
• English Language Learners
• Dropout data (Ind 2)
• Suspension/Expulsion data (Ind 4)
• Coordinated Early Intervening Services (CEIS) federal and state

Preschool Section 619 (children ages 3-5)
Debra Willert - 605.773.2594
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• Preschool Least Restrictive Environment (Ind 6)
• Preschool Outcomes (Ind 7)
• Initial Evaluation Timeline (Ind 11)
• Part C to B Transition (Ind 12)
• Early Childhood Outcomes Listserv
• Battelle Developmental Inventory –II (BDI2)

Evidence Based Practices
Brandi Gerry - 605.295.3536
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• State Systemic Improvement Plan (SSIP) (Ind 17)
• State Personnel Development Grant (SPDG)
• IEPQ System

Special Education Data
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• Child Count
• Sped Data Reporting

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

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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)	

Results vs. Compliance

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Indicator 1: Graduation

Results

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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

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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

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Indicator 1: Graduation Rate

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Description	Data
Number of youth with IEPs graduating with a regular diploma	422
Number of youth with IEPs eligible to graduate	585
Regulatory four-year adjusted-cohort graduation rate table	72.14%

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Indicator 1: Graduation Rate

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General Enrollment Field	Special Education Field
19: Continues – Completed IEP team modified course requirements	03 – Continues – Completed IEP team modified course requirements
20: Discontinued Education – Completed IEP team modified course requirements	13 – Discontinued education – Completed IEP team modified course requirements
21: Aged Out – Completed IEP team modified course requirements	14 – Aged Out – Completed IEP team modified course requirements

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Indicator 2: Drop out

Results

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Indicator 2:
Dropout rate (results)

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

•Goal: Decrease
the dropout rate of
student with
disabilities.

SURE, WE
LOSE SOME—BUT
WHO'S COUNTING?

DROPOUT FACTORIES

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Indicator 2:
Dropout Rate (results)
Previous Data

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FFY 2019 SPP/APR Data

(Required)	(Required)					
Number of youth with IEPs who exited special education due to dropping out	Total number of High S(	FFY 2018 Data	FFY 2019 Target	FFY 2019 Data	Status	Slippage
136	5336	3.01%	2.4	2.55%	Did Not Meet Target	No Slippage

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Indicator 2:
Dropout Rate (results)
Current data

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State Dropout Rate %

| | FFY 2014 | FFY 2015 | FFY 2016 | FFY 2017 | FFY 2018 | FFY 2019 |
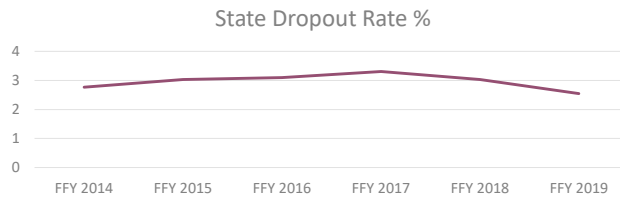
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Indicator 2:
Dropout Rate (results)

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- Percent of student with IEPs dropping out of HS
- Information collected through Campus (exit code 07 and 08)
  - Uses lag year data (2019-2020 SPP uses 2018-2019 data)

82% of prisoners in America are high school dropouts

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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 (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**.

$A \div B \times 100 = Dropout \%$

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Indicator 2:
Dropout Rate (Results)

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Calculation Example for Indicator 2
$A \div B \times 100 = Dropout \%$

A = 90 students in SD dropped out (Exit Code 08) +
**   70 students in SD moved not known to continue (Exit Code 07)**
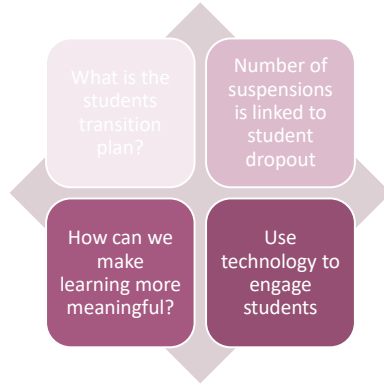**B = 2900 students with IEPs in ages 14-21**

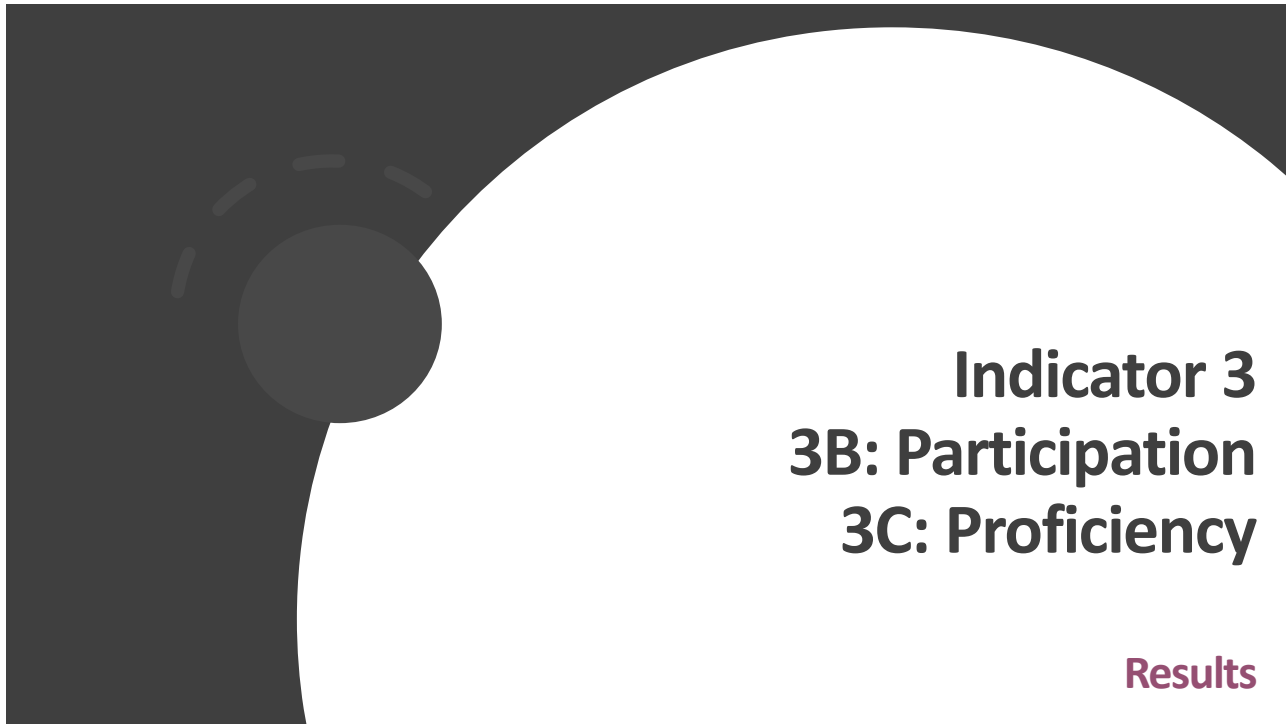**160 ÷ 2900 X 100 = 5.5% dropout rate for SD**

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Indicator 2
Considerations

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What is the students transition plan?

Number of suspensions is linked to student dropout

How can we make learning more meaningful?

Use technology to engage students

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Indicator 3
3B: Participation
3C: Proficiency

Results

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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

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Indicator 3B - Participation

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A ÷ B x 100 = % 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.
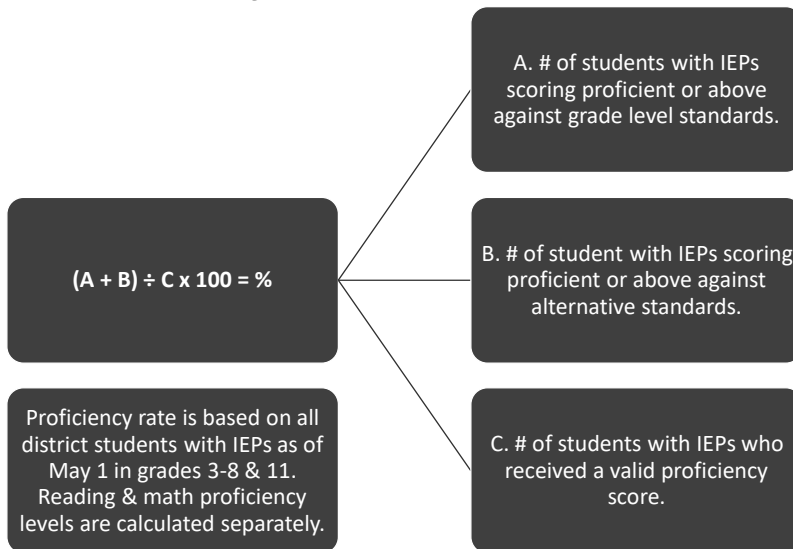
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Indicator 3B: Participation

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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 so no participation data

- Target of 99.4% has remained the same since at least FFY2013
- Have not dipped below 99%
- Have decided to leave at 99.4% as this is already a high target

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Indicator 3C: Proficiency

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

(A + B) ÷ C x 100 = %

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

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.

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

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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 given in spring 2020 thus no proficiency data
  - Targets were lowered but not needed as no assessment was given
- New Targets will need to be set once testing resumes

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Indicator 4
4A& 4B:
Suspension/Expulsion

4A: Results
4B: Compliance

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Indicator 4A
Suspension/Expulsion (results)

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- **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.

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Indicator 4A
Suspension/Expulsion (results)

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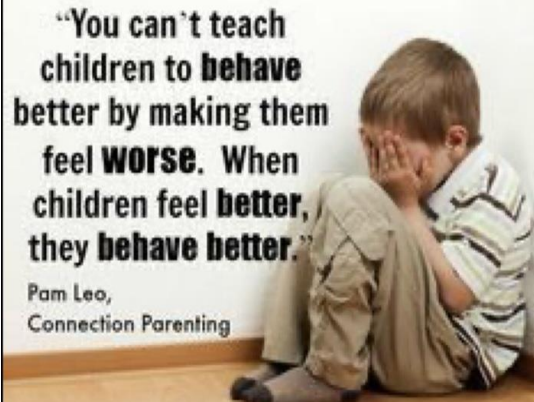Learning. Leadership. Service.

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%	33.33	0.00%	Met Target	No Slippage

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Indicator 4A
Suspension/Expulsion (results)

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- Percentage of students with disabilities **with out of school suspension** greater than 10 days
- Data is collected through secure Launchpad site
- Due July 1
- Uses lag year data (2019-2020 SPP uses 2018-2019 data)

"You can't teach children to **behave** better by making them feel **worse**. When children feel **better**, they **behave better**."

Pam Leo,
Connection Parenting

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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

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

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

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Indicator 4A
Suspension/Expulsion

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Calculation Example 4A
$(A \div C) \times 100 = \%$ Suspended

A = 28 students with IEPs suspended or expelled >10 school days during the year
C = 340 Total SPED Child Count

(28 ÷ 340) x 100 = 8.23% = significant discrepancy
(8.23% is above the 5% discrepancy rate allowed so district is flagged)

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Indicator 4A
Suspension/Expulsion (results)

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• Target: 33.33%

Because of the minimum N size of 10, SD has only had three districts that have suspended greater than 10 students.

The target of 33.33% allows for one district to meet the criteria for the state.

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Indicator 4B
Suspension/expulsion by
Race/ethnicity (compliance)

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•**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

Target: 0%

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Indicator 4B
Suspension/expulsion by
Race/ethnicity (compliance)

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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

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Indicator 4B
Suspension/Expulsion by
Race/ethnicity (Compliance)

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- Percentage of students with disabilities with out of school suspension greater than 10 days disaggregated by race/ethnicity
- Uses same data entered for 4A
- Uses lag year data (2019-2020 SPP uses 2018-2019 data)
- Compliance= SD cannot have any districts flagged (Need 0%)
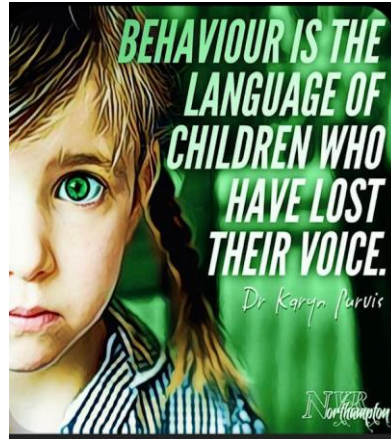
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Indicator 4b:
Suspension/Expulsion by
race/Ethnicity (compliance)

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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.

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Indicator 4B
Suspension/expulsion by
Race/ethnicity (Compliance)

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Calculation Example 4B
(B ÷ C) x 100 = % suspended by race/ethnicity

B =11 Native American Students with IEPs suspended or expelled >10 school days during the year.

C = 340 Total SPED Child Count

(11 ÷ 340) x 100 = 3.23% of Native American students suspended does NOT = significant discrepancy

(3.23 % is below the 5% discrepancy rate allowed so district is not flagged)
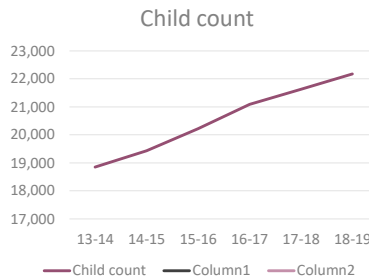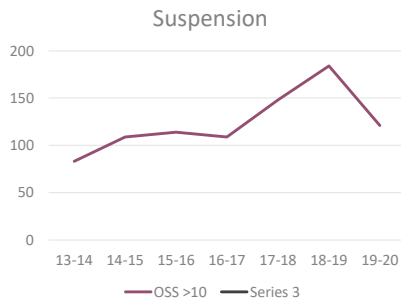
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Suspension trend

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Indicator 4A and 4B Considerations

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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

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Efforts to improve suspension rates

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- De-escalation trainings
- Positive Behavioral Interventions and Supports initiative
- Center for Disability trainings on
  - Mental health
  - Functional Behavior Assessments
  - Autism
- MTSS Summer Conference for 2021
  - Mike Veny- Mental health

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Indicator 5
Least Restrictive Environment
Ages 6-21

Results

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INDICATOR 5:
LEAST RESTRICTIVE
ENVIRONMENT
AGES 6-21 (RESULTS)

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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).

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

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INDICATOR 5:
LEAST RESTRICTIVE ENVIRONMENT
AGES 6-21 (RESULTS)

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Enter and Accessing the Data

- Collection Method: IEP teams determine least restrictive environment depending on needs of student.
- It is entered into SIMS/Infinite Campus

Collection and Submission Date: December 1 Child Count

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Calculation Guide

Reg. Classroom w. Modifications

$$A \div D \times 100$$

Self-Contained Classroom

$$B \div D \times 100$$

Out of District

$$C \div D \times 100$$

A= Students with IEPs served in regular classroom 80% or more of the day

B= Students with IEPs served in regular classroom less than 40% of the day

C= Students with IEPs served in separate schools, residential facilities, or homebound/hospital placements

D= Total students age 6-21 with IEPs

Resources Support Inclusive Environments

- IRIS Center: http://iris.peabody.vanderbilt.edu
- SD DOE State Performance Plan webpage: http://doe.sd.gov/oess/sped-SPP.aspx
- Florida's Multi Tiered Systems of Support: http://www.florida-rti.org/floridaMTSS/index.htm

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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.

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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%.

State has historically been increasing in this area until 2019.

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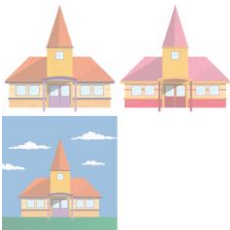
5C Data: Separate, Residential, and Home/Hospital

We want the percentage to 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 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

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Indicator 6:
Results Indicator

- **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

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Indicator 6:

6A	**(A1 + B1) ÷ F x 100** (310 + 325) ÷ total # of kids ages 3-5 X 100
6B	**[(C1 + C2 + C3) ÷ F] x 100** [(335 + 345 + 355)] ÷ total # of kids ages 3-5 X 100

Continuum of Alternative Placements (Ages 3-5)

☐ **310 Early Childhood Setting-10 hrs.+/week services in Reg EC program (A1)**

☐ 315 Early Childhood Setting-10 hrs.+/week services in other location (A2)

☐ **325 Early Childhood Setting-Less than 10hrs/wk. services in Reg EC program (B1)**

☐ 330 Early Childhood Setting-Less than 10hrs/wk. services in other location (B2)

☐ **335 Special Education Class (C1)**

☐ **345 Separate School (C2)**

☐ **355 Residential Facility (C3)**

☐ 365 Home

☐ 375 Service Provider Location

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Indicator 6:

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%

6A	6B
Increase by .46 %	Decrease by 1.19%

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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-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

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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.

  o **(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.

  o **(d + e)/(a + b + c + d + e) = %**

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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

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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

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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

54
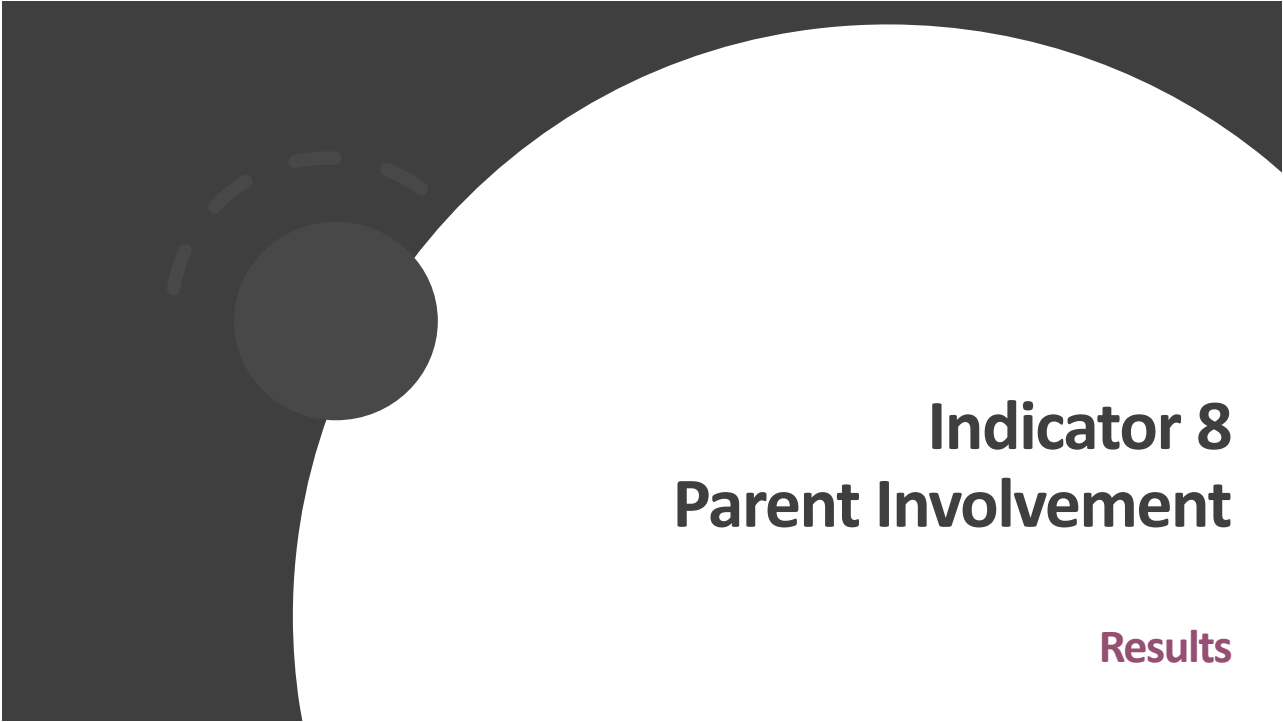
Indicator 8
Parent Involvement

Results
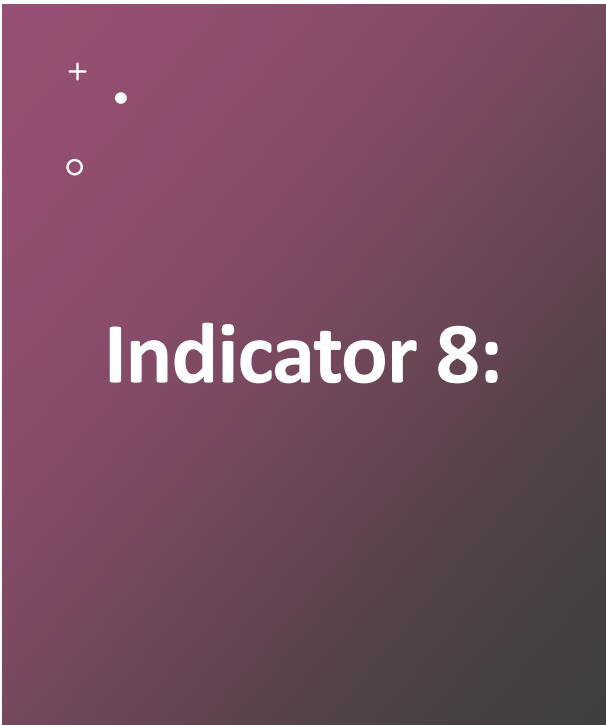
Indicator 8:

Measurement:

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

ensure that all families are given an opportunity to respond and that the surveys are being distributed. We internally check district response rate and if they don't have sufficient return rate we come up with

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

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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	Slippage
5,281	6,019	87.77%	79%	87.74%	Met Target	.03% decrease

Indicator 8 Statewide Parent Survey Results

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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.

Parent Involvement Over Time

The overall parent involvement score decreased by 0.03 percentage points from 2018-19 to 2019-20.

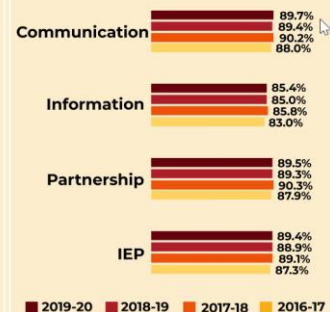The State met its target of parent involvement (79.0%) for 2019-20.

84.74% 88.41% 87.77% 87.74%

2016-17 2017-18 2018-19 2019-20

■ State ● Target

59

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).

Scale Scores Over Time

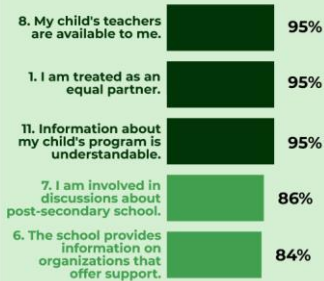The 12 items are grouped into four scales. Average scores are similar over time.

Communication 89.7% 89.4% 90.2% 88.0%

Information 85.4% 85.0% 85.8% 83.0%

Partnership 89.5% 89.3% 90.3% 87.9%

IEP 89.4% 88.9% 89.1% 87.3%

■ 2019-20 ■ 2018-19 ■ 2017-18 ■ 2016-17

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Indicator 8 Highlights

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Item Results

On all 12 items, over 80% of parents expressed a positive attitude. The three highest-rated items and the two lowest-rated items are listed below:

8. My child's teachers are available to me.	95%
1. I am treated as an equal partner.	95%
11. Information about my child's program is understandable.	95%
7. I am involved in discussions about post-secondary school.	86%
6. The school provides information on organizations that offer support.	84%

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).

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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).

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●

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Indicator 8
# **Response Rate**

Remember:

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

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	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Number in Sample	17,707	18,026	17,825	18,158	18,354	18,986	17,683	18,398	19,175	19,709	20,060
Number Responded	3,518	3,968	4,401	5,227	5,388	5,348	5,813	6,869	7,017	7,072	6,019
State Percent Responded	19.87%	22.01%	24.69%	28.79%	29.36%	28.17%	32.87%	37.34%	36.59%	35.88%	30.00%

Response Rate - Over Time
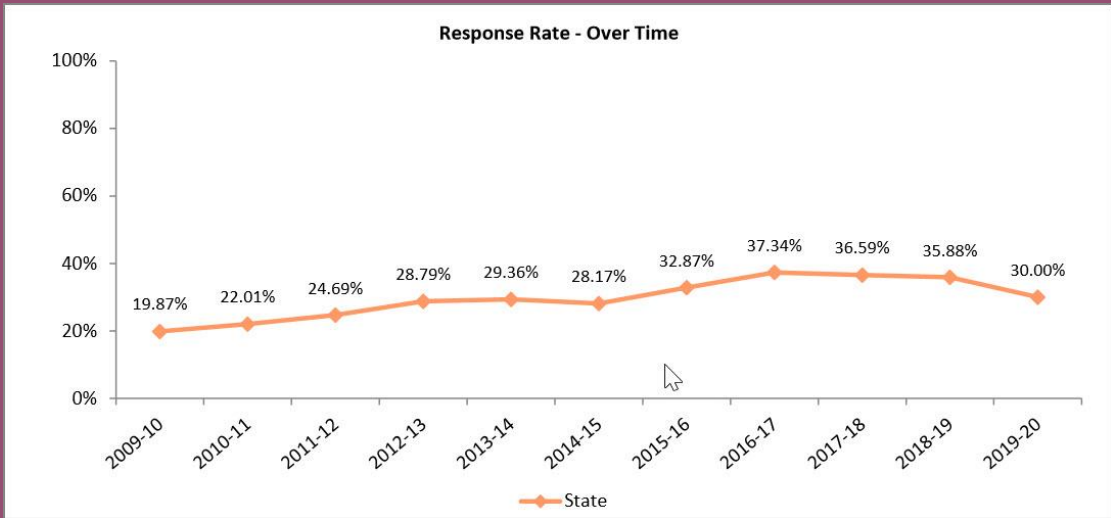
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Indicator 9 & 10 Disproportionate Representation

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.

COLLEGE, CAREER, LIFE READY

doe.sd.gov

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INDICATOR 9 & 10 (COMPLIANCE)

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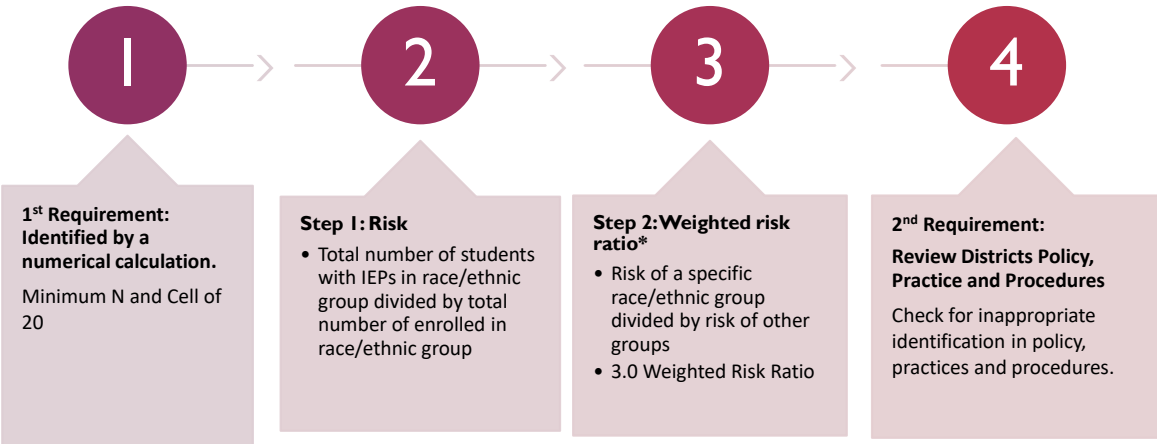DEPARTMENT OF EDUCATION
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Indicator 9 Measurement:
Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

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

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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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Indicator 9 Data

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

This means that 1 district met the numerical threshold 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

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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

This means that 2 districts met the numerical threshold 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%
2	0	14	Met target and no slippage

70

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

71

Indicator 11
Compliance Indicator

- **Child Find: Timely Initial Evaluations**

- ▪ **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.

- ▪ **Collection Method:**
  - o Launchpad Secure website
  - o **Collection Dates:** July 1 – June 30
  - o **Submission Date:** August 1

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Indicator 11

2019-2020 Data

- **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

73

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**

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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.

Connected to Indicator 6, 7, 8, and 11

75

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.

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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 = %**

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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

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Indicator 12
Data Breakdown

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

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Indicator 13
Secondary Transition

Compliance

80

Indicator 13: Secondary Transition

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:

- 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 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
- 4-year cycle for district reviews

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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

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Indicator 13: Secondary Transition

- This is a 100% target indicator
- Didn't meet target, however no slippage this year
- 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
  - TSLP conducted Transition IEP workshop virtually
- Possible changes?
  - Record some modules on how to complete the Transition IEP?

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Indicator 14
Post-School Outcomes

Results

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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.

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Indicator 14: Post-School Outcomes

- **14A. (a ÷ b) x 100 = % in higher ed.**
- **14B. [(a + c) ÷ b] x 100 = % in higher ed. and competitively employed**
- **14C. [(a + c + d + e) ÷ b] x 100 = % in higher ed., some other post sec. ed. or training program., competitively employed, or other employment**

  - a. Number of exiter respondents enrolled in higher education (2 or 4 yr degree program)
  - b. total number of exiter respondents
  - c. Number of exiter respondents competitively employed
  - d. Number of exiter respondents enrolled in some other postsecondary education or training program
    - Number of exiter respondents in some other employment

- * All respondents are surveyed one year after exiting high school.

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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%) -

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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

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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

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Indicator 14: Post-School Outcomes

- **Things we see**
  - Did not meet targets in a couple of areas
    - Reasons: Pandemic?
  - Response rates are still low but consistent with last couple of years
    - Asking more districts to help call
      - Through Sped Director call
      - Through newsletter
      - Through Transition listserv
    - Developing an online survey for students
    - Are there other suggestions for helping to increase the response rate?
  - Students going to college is higher, however those competitively employed is a litter lower

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Indicator 15 & 16 Due Process Resolution and Mediation Sessions

Compliance

92

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

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Indicator 17
State Systemic Improvement Plan (SSIP)

Results

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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.

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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.

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.	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.	Students with Learning Disabilities will receive core instruction.	
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).	The family will become a stronger participant in the IEP process and support learning at home.	
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.		

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Indicator 17: SSIP
State Systemic Improvement Plan

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Timeline

- 2013-2014: Target Setting
- 2014-2020: Pilot Program
  - 2019-2020: Integrated with SD SPDG (State Personnel Development Grant)
- 2020-2021: Planning Year - Integration with SD MTSS (Multi-Tiered System of Supports).
  - Emphasis on providing instructional coaching supports to K-3 teachers.
  - Updated Target Setting – February 2021

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Indicator 17: SSIP
State Systemic Improvement Plan

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SSIP Results – School-Level Impact

Benefits on School/District:
- *"It allowed us to adopt a different curriculum as a pilot program that we think better suits the needs of our students. Without this training, I would not have noticed the gaps in our past curriculum."*
- *"I felt like everyone had the same training and everyone is on the same page. The district also set aside time for collaboration between special education and general education teachers."*

**Impact on School/District
Percent Who Said "Yes"**

S6Q1. Did your participation in the SSIP Project benefit your school or district?	89%
S6Q1b. Do you have any data or evidence that suggest the SSIP Project benefited your school or district?	78%
S6Q2. Did you share the information that you obtained from the SSIP Project with your school or district colleagues?	89%

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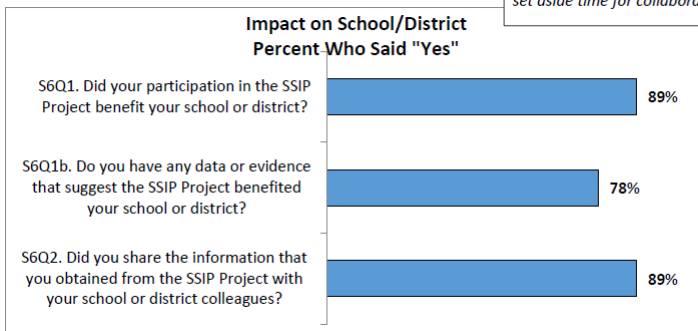
<u>SSIP Results – Student-Level Impact</u>

- 50% of students receiving a Tier 2 intervention showed improved performance from November 2019 to February 2020.

- 66% of students receiving a Tier 3 intervention showed improved performance from November 2019 to February 2020.

Percent Receiving Tiered Interventions

Percent of SLD students in a tiered intervention — 77.9% / 84.2%

Of those receiving an intervention, percent getting Tier 2 — 1.1% / 0.9%

Of those receiving an intervention, percent getting Tier 3 — 98.9% / 99.1%

February (top)
November (bottom)

0% 20% 40% 60% 80% 100%

99

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<u>SSIP Results – Student-Level Impact</u>

**Impact on Students
Percent Who Said "Yes"**

S7Q1. Do you think the SSIP positively impacted students with disabilities? — 95%

S7Q2. Do you think the SSIP positively impacted students with specific learning disabilities? — 84%

S7Q3. One of the main goals of the SSIP was to improve reading achievement of students with specific learning disabilities. Do you think this happened? — 89%

Positive Impacts on Students with Disabilities:
- *"It helped us identify the gaps in learning and our training has helped to align our curriculum to match our training."*
- *"I think it has helped to better target skills that students need and make them realize that everyone needs help with 1 skill or another – and there are other students that need help with the same skills. I think it makes the students feel like they are not they only one that needs help. It's been very positive for all students."*

Positive Impacts on Students with Specific Learning Disabilities:
- *"We have been able to identify and assessment the needs of students in pre-k and give them the individual support they require and I continue to see improvement and the students also gain confidence because of their improvements. We know how to identify better and what to do and give support where needed."*
- *"I think we have been closing the gap with students by assessing, qualifying and testing in a team approach because we are better able to target particular skill needs."*
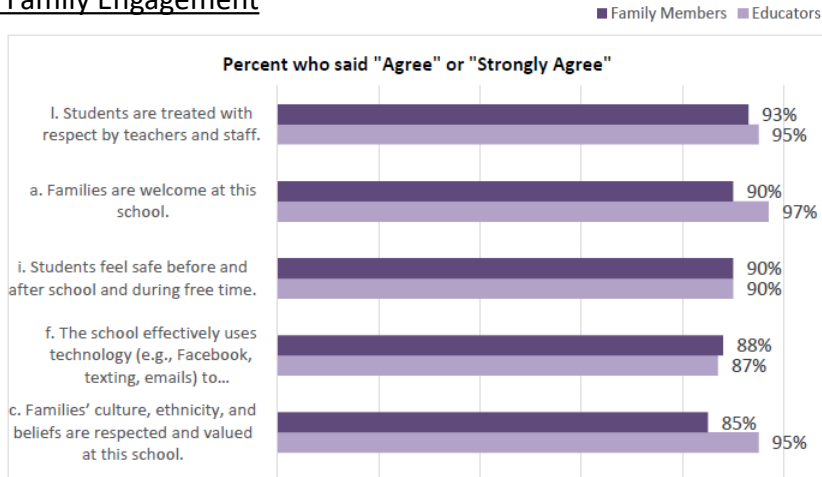
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Indicator 17: SSIP
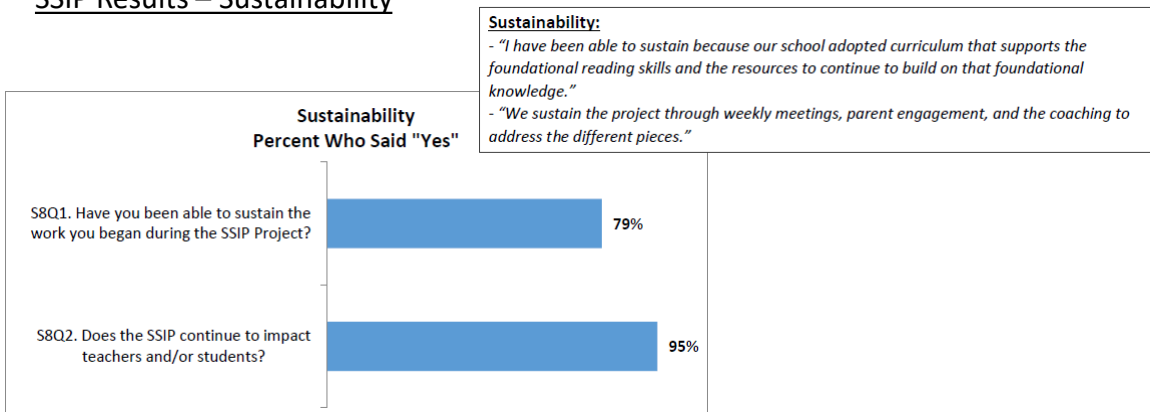## State Systemic Improvement Plan

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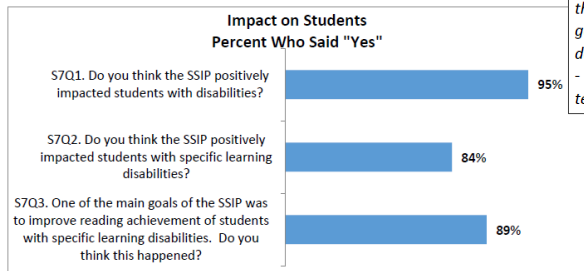
SSIP Results – Family Engagement

■ Family Members ■ Educators

Percent who said "Agree" or "Strongly Agree"

- l. Students are treated with respect by teachers and staff. — 93% / 95%
- a. Families are welcome at this school. — 90% / 97%
- i. Students feel safe before and after school and during free time. — 90% / 90%
- f. The school effectively uses technology (e.g., Facebook, texting, emails) to… — 88% / 87%
- c. Families' culture, ethnicity, and beliefs are respected and valued at this school. — 85% / 95%

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SSIP Results – Sustainability

Sustainability:
- "I have been able to sustain because our school adopted curriculum that supports the foundational reading skills and the resources to continue to build on that foundational knowledge."
- "We sustain the project through weekly meetings, parent engagement, and the coaching to address the different pieces."

Sustainability
Percent Who Said "Yes"

- S8Q1. Have you been able to sustain the work you began during the SSIP Project? — 79%
- S8Q2. Does the SSIP continue to impact teachers and/or students? — 95%

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SSIP Results – End of Year Student Data (Grade 3 students with SLD)

• NOTE: No spring 2020 student state reading test data due to school closures in spring 2020.

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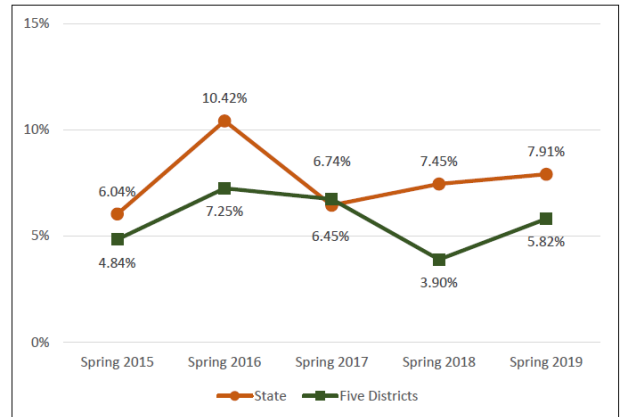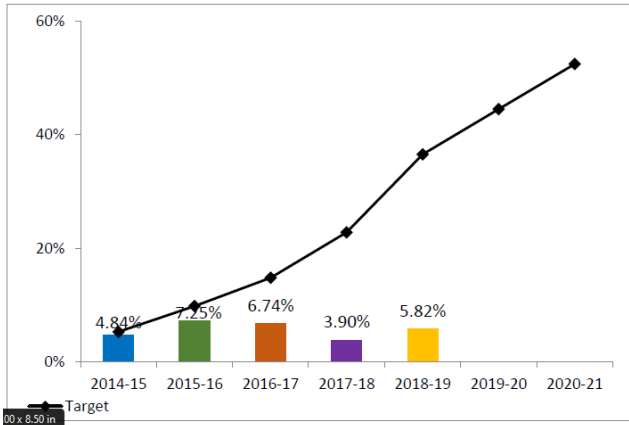
Next Steps

- Updated Target Setting and Theory of Action Development – February 2021.

- Shift to providing coaching supports to SD MTSS districts beginning in 2021-2022 school year.
    - Systems Coaching and Instructional Coaching
    - Ongoing training in literacy and instructional strategies.
    - Emphasis on developing coaching sustainability in each district. (ex: peer coaching, leadership integration, shared coaches)

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Resources

- SD DOE Special Education Programs Resource
  - **https://doe.sd.gov/sped/SPP.aspx**
  - **Annual Performance Report and Determinations**
  - **Data Collection Calendar**
  - **Sped Contact Card**
  - **Determination Criteria**
  - **Indicator TA Guides**
  - **Public Reporting**
- Federal Resource
  - **https://sites.ed.gov/idea/spp-apr/**

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