



State Performance Package FFY2020-25

Special Education Programs – SD Advisory Panel for Children with Disabilities
September 29th, 2021

What is the State Performance Plan (SPP)?

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. The SPP is a 6-year plan with 17 Indicators that have set baselines and targets.

Annual performance reporting progress in meeting targets is submitted each February. The Office of Special Education Programs (OSEP) then reviews the plan and issues a determination in the fall based on state performance.

OSEP released the new SPP package requirements in December of 2020. SEP gathered a group of stakeholders to assist with determining proposed targets, which we will go over in our presentation today.

17 Indicators: Compliance vs Results

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)	

Special Education Programs

State Performance Plan Indicator Contacts

Linda Turner, Division Director

Linda.turner@state.sd.us

605.773.3678

Wendy Trujillo, Administrator

Wendy.trujillo@state.sd.us 605.773.3678

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

Accommodations and High

School Transition

Beth Schiltz - 605.773.4257

Beth.Schiltz@state.sd.us

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

Accountability

Melissa Flor - 605.773.6119

Melissa.Flor@state.sd.us

- Monitoring/Results Driven Accountability (RDA)
- Disproportionality (Ind 9&10)
- Significant Disproportionality
- Coordinated Early Intervening Services (CEIS) federal and state

Alternate Assessment

Jessica Ahlers- 605.295-3441

Jessica.Ahlers@state.sd.us

- Alternate Assessment
- 1% Waiver
- Assessment Data (Ind 3)
- Parent Surveys (Ind 8)
- IEPq System

Evidence Based Practices

Brandi Gerry - 605.295.3536

Brandi.Gerry@state.sd.us

- State Systemic Improvement Plan (SSIP) (Ind 17)
- State Personnel Development Grant (SPDG)
- Multi-tiered Systems of Support (MTSS)
- Rtl for eligibility
- Dyslexia

Preschool Section 619

(children ages 3-5)

Debra Willert - 605.773.2594

Debra.Willert@state.sd.us

- Preschool Least Restrictive Environment (Ind 6)
- Preschool Outcomes (Ind 7)
- Initial Evaluation Timeline (Ind 11)
- Part C to B Transition (Ind 12)
- Battelle Developmental Inventory
- Personnel Record Form (PRF)

Professional Development

Melissa Bothun- 605.280.9157

- Graduation (Ind 1)
- Dropout data (Ind 2)
- Special Education Conference

Special Education Data

Angel Corrales - 605.773.3783

Angel.Corrales@state.sd.us

- Child Count
- Sped Data Reporting
- Suspension/Expulsion data (Ind 4)

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

Indicator 1

Graduation Rate

- ❖ To improve the graduation rate of students with disabilities
- ❖ Help reduce the gap between students with disabilities and without disabilities

What Did / Does That Look Like

Previous

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

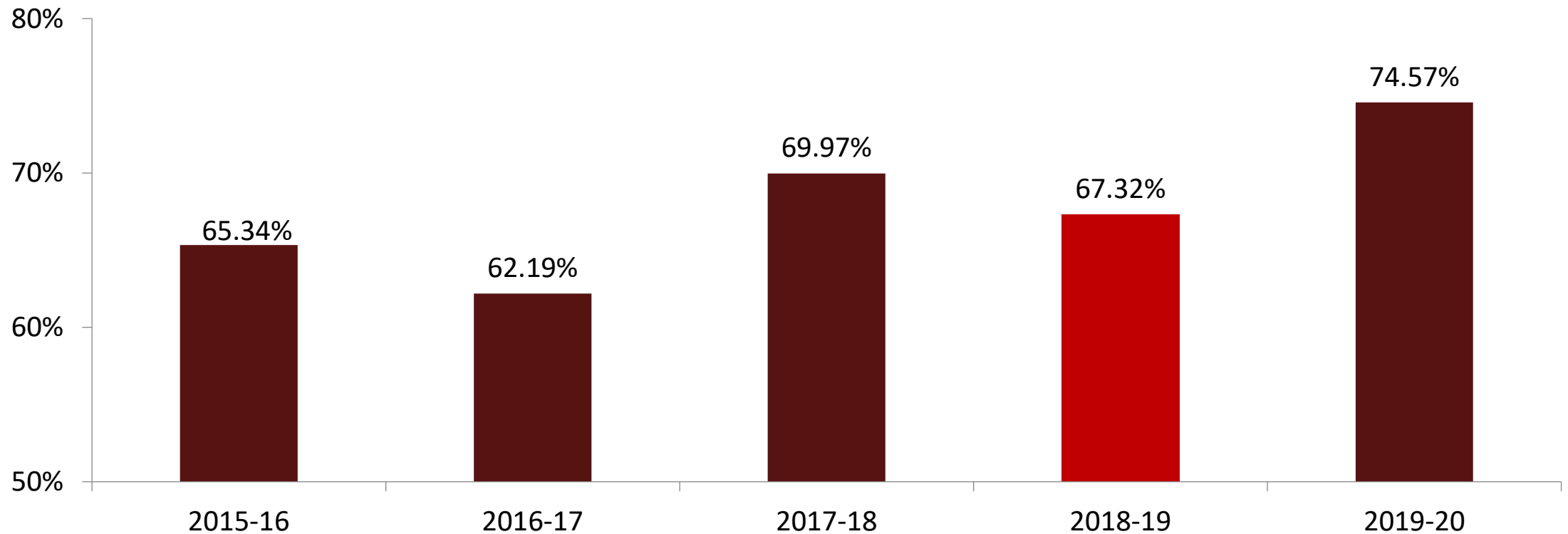
- Student graduating with a regular high school diploma (in the numerator)
- All students who left high school (in the denominator)
 - Graduating with a regular high school diploma
 - Graduated with a state-defined alternate diploma (SD doesn't have this)
 - Received a certificate
 - Reached maximum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

SD Graduation Rates

SD Graduation Rates Over Time (These are the new calculations.)

Note: red is new baseline.

Indicator 1 is on a data lag, e.g., the 2019-20 rate is reported in 2020-21.



Set the target

- Proposed targets of 73%, 76%, 80%

Analyze data

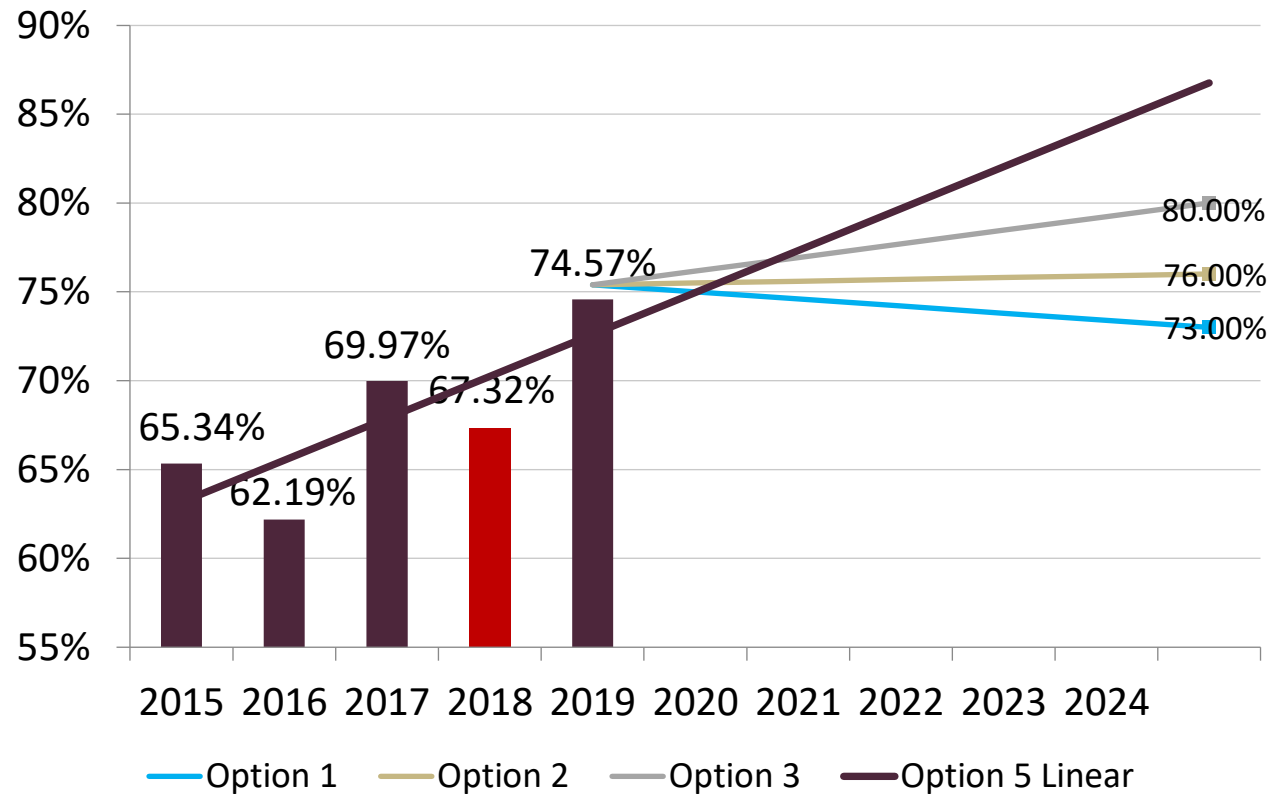
- Previous Graduation Rates
- Possible anomaly in FFY 2019

Evaluate progress

- Not understanding the baseline graduation requirements
- Incorrect exit coding in Campus
- Not putting exit/end codes in Campus

Stakeholder suggested improvement strategies

- Proposed addition of Graduation Coaches
- Proposed Early Warning System for not graduating



Stakeholder Target
Setting Conversation

Group Considerations

- **FFY2018 is the baseline year**
- **How do you count a student as attending school?**
- **How do you know they have completed the coursework?**
- **Looked at previous years' data through the lens of the new calculation**
- **Possible ripple affect due to COVID**
 - **Graduation numbers may reflect school closures**
 - **Students may need to retake classes or take recovery classes to graduate**
- **Concerns regarding the impact of COVID on education are not yet known**
 - **Some schools remained open while others were virtual**

Determination of Target

- Stakeholders noticed an irregular trajectory with FFY 2019 as the highest percentage
- Stakeholders felt this was an anomaly and that it will be lower in coming years due to the impact of COVID on education
- Students may need to re-take coursework due to the way content and assignments within virtual classes are delivered
 - not all student learn well virtually

Stakeholder
proposed
Target of
73%
for FFY2025



Indicator 1 Proposed Intervals

BASELINE

School Year	SY 18/19	SY 19/20	SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25
Target \geq		70%	70%	71%	72%	73%	73%
State Rate	67.32%	74.57%					

Indicator 2

DROP OUT RATE

- ❖ 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

What Did / Does That Look Like

Previous

- 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)

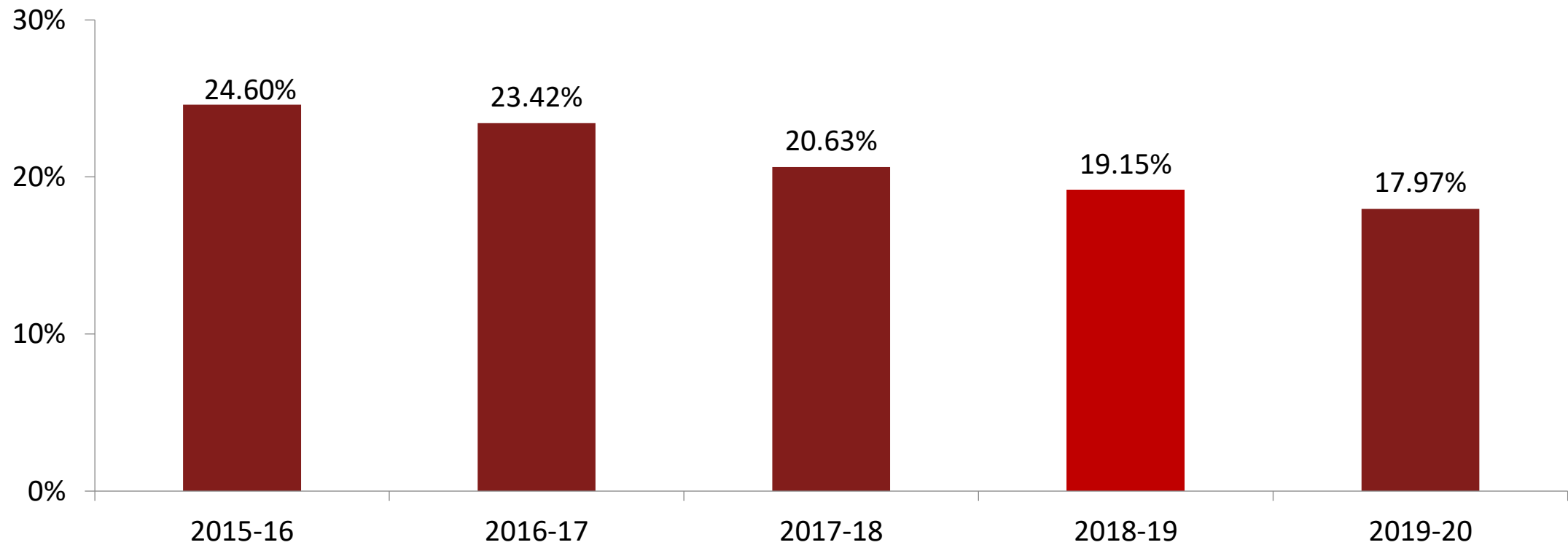
New

- 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.

2 SD Drop Out Rates

SD Drop Out Rates Over Time (These are the new calculations.)

Note: red is new baseline.



Set the target

- Proposed targets of 8%, 13%, 15%

Analyze data

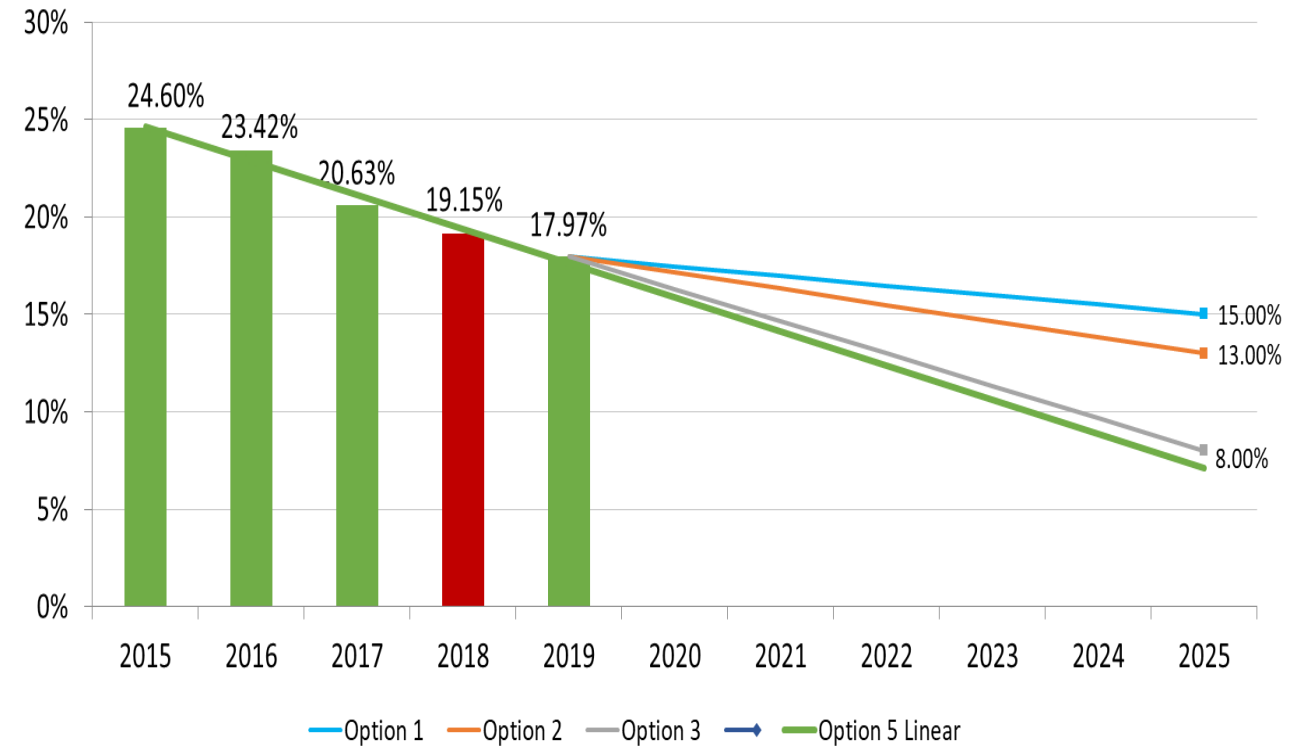
- Drop Out Rates from previous years

Evaluate progress

- Districts should be looking at the following
 - Suspension numbers
 - Attendance data
 - Office discipline referral data
 - Literacy data
 - Restrain and seclusion data

Stakeholder suggested improvement strategies

- Access the JAG program
- Analyze student data earlier
 - Begin in 3rd grade



Stakeholder
Target Setting
Conversation

Group Considerations and Determination of Target

- **FFY2018 is the baseline year**
- **Kids are not being enrolled in districts and get dropped**
- **Some districts do not investigate why the student is not being enrolled**
- **Students may sign up for online, don't log on, and get dropped**
- **Trending down with time**

Stakeholder proposed Target of 10.5% for FFY2025

- ❖ Goal is to graduate all student
- ❖ Desire to go lower to push districts



Indicator 2 Proposed Intervals

BASELINE

School Year	SY 18/19	SY 19/20	SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25
Target \geq		18 %	16 %	14 %	12 %	11 %	10.5%
State Rate	19.15 %	17.97 %					

Indicator 3

Assessment Participation Data

- ❖ Broken down into four categories: Reading and Math Participation Data (3A), Reading and Math Proficiency Data on Regular Test (3B), Reading and Math Proficiency Data on Alternate Test (3C), and Reading/Math Gap Data (3D)

South Dakota Indicator 3A

Reading and Math Participation

Indicator 3A measures the reading and math participation rate for children with Individual Education Plans (IEP) on statewide assessments.

Group Considerations- 3A

- The group considered the data around all grade levels in both content areas.
- There was discussion for the potential of a significant data drop in FFY 2020 due to Covid.
- Historical impacts on data were also evaluated- changes in assessment, public concerns about Common Core Standards, etc.
- The team also discussed potential causes for lower math rates in middle school and high school- apathy, test fatigue, autonomy, attitude toward the assessment, attendance rate, and district's ability to provide staffing and time for students to make up missed test days.

3A Reading

Stakeholder
proposed
Target of
**98% for all grade
levels- 4, 8, HS**
for FFY2025

3A Math

Stakeholder
proposed
Target of
**98% for all grade
levels- 4, 8, HS**
for FFY2025

- ❖ Baseline data was established from the 2020 school year assessment results.



Indicator 3A Proposed Intervals

Reading

School Year	SY 18/19	SY 19/20	SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25
Target \geq		70%	70%	71%	72%	73%	98%
State Rate	98.15%						

Math

School Year		SY 19/20	SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25
Target \geq		70%	70%	71%	72%	73%	98%
State Rate	98.27%						

South Dakota Indicator 3B

Reading and Math Proficiency Data- Regular Test

This is a new calculation.

The proficiency rate for children with IEPs against grade level academic achievement standards.

Group Considerations- 3B

- The group considered a high target that aligns with ESSA 15-year targets.
- There was discussion on the potential for lower scores in FFY20 due to Covid Impact.
- There was also discussion on the impact of the RDA risk rubric.
- The group considered a decline in the number of test takers across grade levels and the possibility that the upper grade students are students with more significant cognitive disabilities.

3B Reading

Stakeholder
proposed
Target of
26% Grade 4
13% Grade 8
20.12% HS
for FFY2025

3B Math

Stakeholder
proposed
Target of
25% Grade 4
10% Grade 8
6% HS
for FFY2025

❖ Baseline data was established from the 2020 school year assessment results.



Indicator 3B Proposed Intervals

Reading

School Year	SY 18/19 baseline year	SY 19/20	SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25
Target ≥							
Grade 4	22.50%						26%
Grade 8	11.54%						13%
HS	16.18%						20.12%

Indicator 3B Proposed Intervals

Math

School Year	SY 18/19 baseline year	SY 19/20	SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25
Target ≥							
Grade 4	20.40%						25%
Grade 8	7.51%						10%
HS	3.76%						6%

South Dakota Indicator 3C

Reading and Math Proficiency Data- Alternate Test

This is a new calculation.

The proficiency rate for children with IEPs against alternate academic achievement standards.

Group Considerations- Indicator 3C

- The group considered reasons for the decline in scores in grade 4 reading, suggesting that it may be due to more stringent requirements for the 1% alt assessment rule, or that families would prefer to work toward a regular diploma.
- The group also discussed scores over the years with the students taking the regular assessment. \
- Considerations were given on when MSAA started and its effect on the alternate assessment (cut scores, student qualifications).
- When districts followed more stringent requirements for students to take the alt assessment, scores decreased.

3C Reading

Stakeholder
proposed
Target of
40.5% Grade 4
40% Grade 8
54% HS
for FFY2025

3C Math

Stakeholder
proposed
Target of
58% Grade 4
55% Grade 8
60% HS
for FFY2025

❖ Baseline data was established from the 2020 school year assessment results.



Indicator 3C Proposed Intervals

Reading

School Year	SY 18/19	SY 19/20	SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25
Target ≥		Baseline Year					
Grade 4	34.86%	19.33%	19.33%	19.58%	19.83%	20.83%	40.5%
Grade 8	31.19%	11.02%	11.02%	11.52%	11.52%	12.02%	40%
HS	44.87%	16.16%	16.16%	16.41%	16.66%	17.16%	54%

Indicator 3C Proposed Intervals

Math

School Year	SY 18/19 baseline year	SY 19/20	SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25
Target ≥							
Grade 4	47.71%						58%
Grade 8	45.87%						55%
HS	35.0%						60%

South Dakota Indicator 3D Reading and Math Gap Data

This is a new calculation.

The gap in reading proficiency rates for children with IEPs and all students against grade level academic achievement standards.

Group Considerations- Indicator 3D

- The group considered the impact of increased achievement levels for all students (students in general education as well as special education).
- There was discussion on the increasing rigor of the statewide assessment.
- The group considered a potential change in gap in the FFY20 data due to covid impacts- perhaps students with disabilities received more instruction than students without disabilities during school closures.

3D Reading

Stakeholder
proposed
Target of
26% Grade 4
40% Grade 8
46.50% HS
for FFY2025

3D Math

Stakeholder
proposed
Target of
26% Grade 4
33% Grade 8
34.50% HS
for FFY2025

❖ Baseline data was established from the 2020 school year assessment results.



Indicator 3D Proposed Intervals

School Year	SY 18/19 baseline year	SY 19/20	SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25
Target ≥							
Grade 4	29.93%						26%
Grade 8	42.22%						40%
HS	48.47%						46.50%

Reading

Indicator 3D Proposed Intervals

Math

School Year	SY 18/19 baseline year	SY 19/20	SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25
Target ≥							
Grade 4	28.89%						26%
Grade 8	36.61%						33%
HS	37.25%						34.5%

South Dakota Indicator 4

Suspension and Expulsion Rate

- ❖ **A.** Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- ❖ **B.** Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions

South Dakota Indicator 4A

Significant Discrepancy and N size

South Dakota's definition of significant discrepancy for 4A means more than 5% of the unduplicated students with disabilities at the LEA level with 10 or more students included in the numerator and the LEA child count included in the denominator. South Dakota chose this option for analyzing suspension data because the South Dakota Department of Education **does not collect data on suspensions of students who are not on IEPs** in a format that allows a comparison between the two groups.

Calculation: IEP students suspended or expelled at the LEA > than 10 days in a school year ÷
Child Count at the LEA X 100 = %

Indicator 4A

Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

Set the target

- Proposed targets of 0%

The target was changed to 0.00%. Because South Dakota has only had between one and three LEAs that meet the N size that have suspended students for greater than 10 days, the previous target of 33.33% allowed for one LEA to be found to have significant discrepancies for suspension. The new target of 0.00% is the only numerical option to reflect improvement over the baseline.

Analyze data

- Suspension/ Expulsions rates from previous years

4A is on a data lag, so the 2019-20 reported data is actually 2018-19 data.

Indicator 4A

IEP Students Suspension/Expulsion

		Suspension/Expulsion					
		FFY2015	FFY2016	FFY2017	FFY2018	FFY2019	FFY2025
1	IEP Students Suspended/Expelled	0.00%	0.67%	0.00%	0.00%	0.00%	0.00%

South Dakota Indicator 4B

Significant Discrepancy and N size

South Dakota's definition of significant discrepancy for 4B means more than 5% of the unduplicated students with disabilities by race/ethnicity at the LEA level with 10 or more students included in the numerator and the LEA child count included in the denominator. South Dakota chose this option for analyzing suspension data because the South Dakota Department of Education does not collect data on suspensions of students who are not on IEPs in a format that allows a comparison between the two groups. IEP students per race and ethnic group suspended or expelled at the LEA > than 10 days in a school year ÷ Child Count at the LEA X 100 = %

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

Indicator 4B

- ❖ Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions

The target is 0.00%. Because indicator 4B is a compliance indicator.

Based on number of districts that meet the threshold.

Analyze data

- Suspension and expulsion rates from previous years

4B is on a data lag, so the 2019-20 reported data is actually 2018-19 data.

Indicator 4B

Suspension/Expulsion by Ethnicity Rates

		Suspension/Expulsion by Ethnicity Rates					
		FFY2015	FFY2016	FFY2017	FFY2018	FFY2019	FFY2025
1	Suspension/Expulsion by Ethnicity Rate	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Indicator 5



Indicator 5: School Age Least Restrictive Environment

- 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. B. Inside the regular class less than 40% of the day (**Self-Contained**); and
 - C. C. In separate schools, residential facilities, or homebound/hospital placements.
- (20 U.S.C. 1416(a)(3)(A))

- Baseline year 2020-2021: Federal requirement determined change 5-year-olds in school from preschool to school age least restrictive environment coding.
- How does IEP team impact the data?
- Each area had a discussion who are the students and what are the challenges of inclusion

Where Does Data Come From?

IEP Team considerations

- Provide services and supports needed to remain in the classroom.
- More time away from peers for services and support impact data.
- Must correctly document location and time of special education services
- Calculate the time included with peers

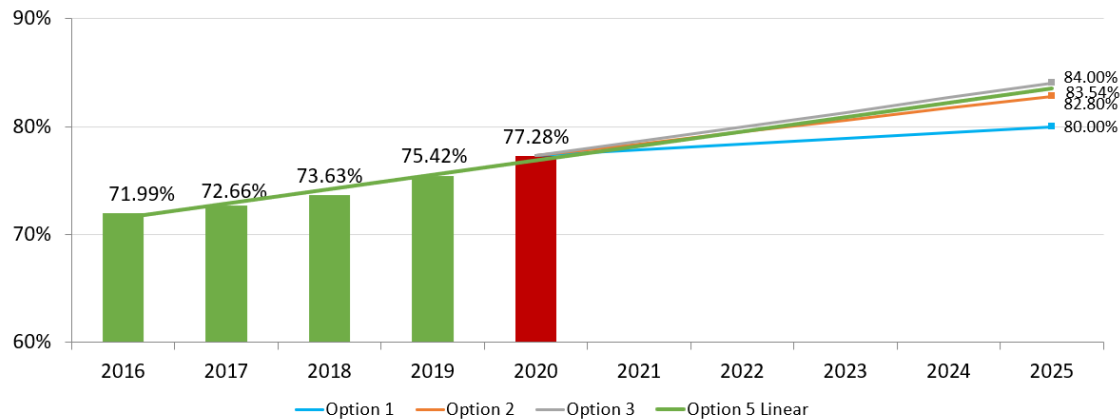
Current struggles

- Documentation of location and time
- Understanding and knowledge of variety of accommodation and supports.

Then collected on December 1 annually
(Child Count)

5A: Gen Ed: Proposed Target and Intervals

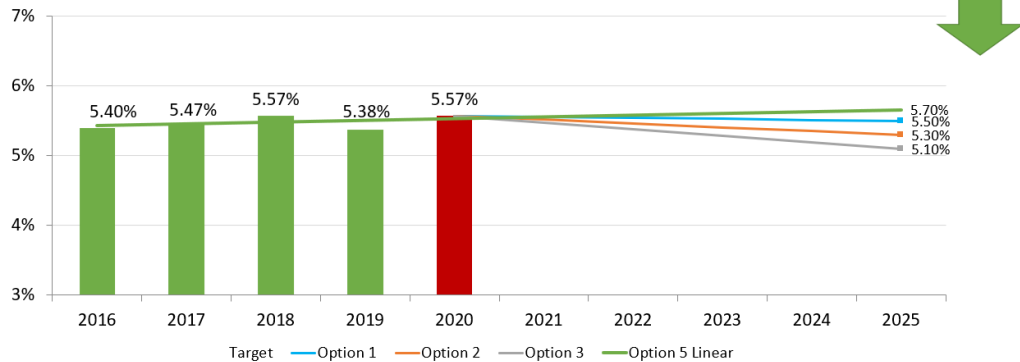
- Required to increase the percentage
- Considered: 80%, 82.80%, 83.54% and 84%
 - Accepted 83.54% due to historically on target to meet the goal.
 - Rejected 80% and 82.80% not progressive enough and 84% was too high for the target year.
- Discussed:
- Middle and high school had lower percentage in this category.
- Districts need more training and supports around accommodations, roles, assistive technology, understanding brain development and mental health strategies.



Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Targets	77.28%	77.28%	79.00%	80.00%	82.00%	83.54%

Indicator 5B: Self-Contained Proposed Targets and Intervals

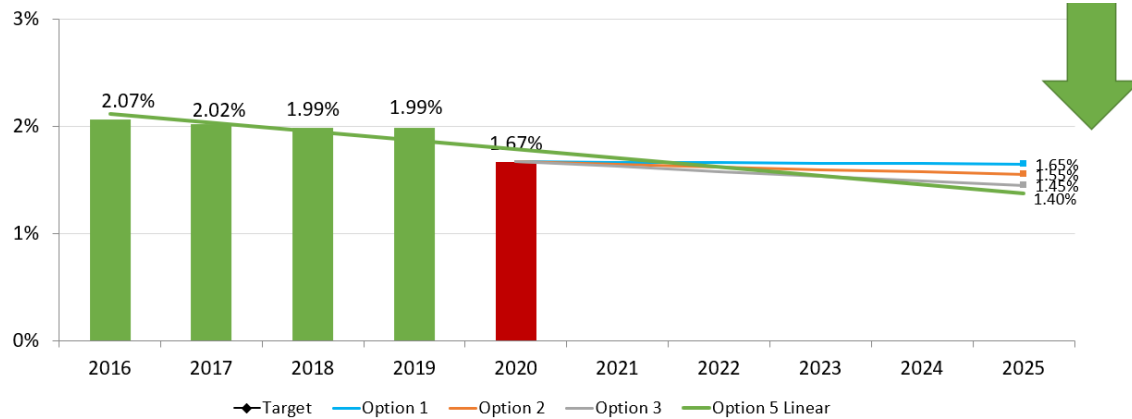
- Required to reduce the percentage
- Considered: 5.70%, 5.50%, 5.30% and 5.10%
 - Accepted target: 5.5%
 - Rejected targets: 5.70%, 5.30%, and 5.10%
- Discussions:
 - The percentage has been steady in previous years and very low even compared to other states. The students in this category tend to have behavior, cognitive and medical challenges that need addressed in smaller specialized setting.



YEAR	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Target	5.57%	5.57%	5.57%	5.57%	5.5%	5.5%

Indicator 5C: In separate facility, residential or home/hospital

- Required to reduce the percentage.
- Considered: 1.40%, 1.45%, 1.55%, and 1.65%
 - Accepted target: 1.65%
 - Rejected targets: 1.40%, 1.45%, 1.55%
- Discussions:
 - Selected the end target because already historically very low percentage and decreasing. They also discussed how COVID may impact this data with more students who have mental health, medically fragile and other significant needs may increase over next couple years before it levels out again.



Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Target	1.67 %	1.67%	1.67%	1.67%	1.67%	1.65%

Indicator 6



Indicator B6

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))

Indicator B6 Goal

Is Achieved by:

Increasing:

- the number of children attending a regular EC program while receiving services in the EC program (B6-A)

Decreasing:

- the number of children attending (B6-B)
 - A separate special education class
 - A separate school or
 - A residential facility or
 - Receiving services in another location

and (New)

- Decreasing the number of children receiving services in the home (B6-C)

Indicator 6

Entering and Accessing District Data for Timeliness

1

Entering Data

Infinite Campus/SIMS

IEP LRE placement
data is entered

2

Accessing Data

SIMS Child Count report
can be accessed by
downloading from
SIMS/Infinite Campus
for verification

3

District Submission

- Districts verify and sign off on December 1 Child Count annually
- The State collects data using the December 1st Child Count

4

Timeline

- In accordance with 24:17:03:02 – Students with Disabilities Child Count student data must be reported in the Statewide Information Management System (SIMS) according to the below timeline:
- **December Child Count Data: December 1st.**

Data Sources

IEP Least Restrictive Environment

Continuum of Alternative Placements (Preschool Ages 3-5)

- 0310 Regular Early Childhood Program-10 hrs./week & SPED services in Reg EC program
- 0315 Regular Early Childhood Program-10 hrs./week & SPED services in other location
- 0325 Regular Early Childhood Program-Less than 10hrs/wk & SPED services in Reg EC program
- 0330 Regular Early Childhood Program-Less than 10hrs/wk & SPED services in other location
- 0335 Special Education Class
- 0345 Separate School
- 0355 Residential Facility
- 0365 Home
- 0375 Service Provider Location

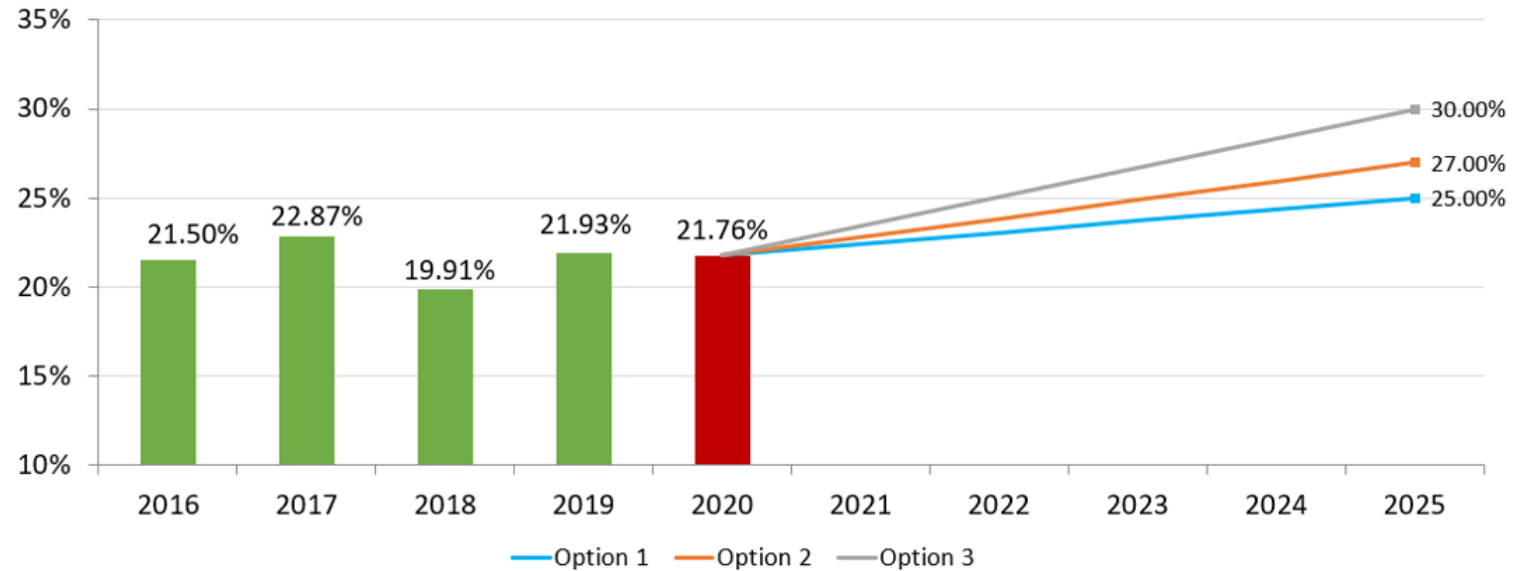
Infinite Campus Reporting Field

Special Ed Fields

Effective Date	Special Ed Program	Special Ed Category
08/19/2020	D: Early Childhood	0375: Service Provider Location
	Primary Disability	Multiple Disability 1
	550: Speech/Language	
	Multiple Disability 2	Multiple Disability 3
	Multiple Disability 4	Multiple Disability 5

Indicator 6A – Regular Classroom

- Proposed Targets
 - 25%
 - 27%
 - 30%
- Baseline year is 2020.
- By year 2025 we need to be at the accepted set target.

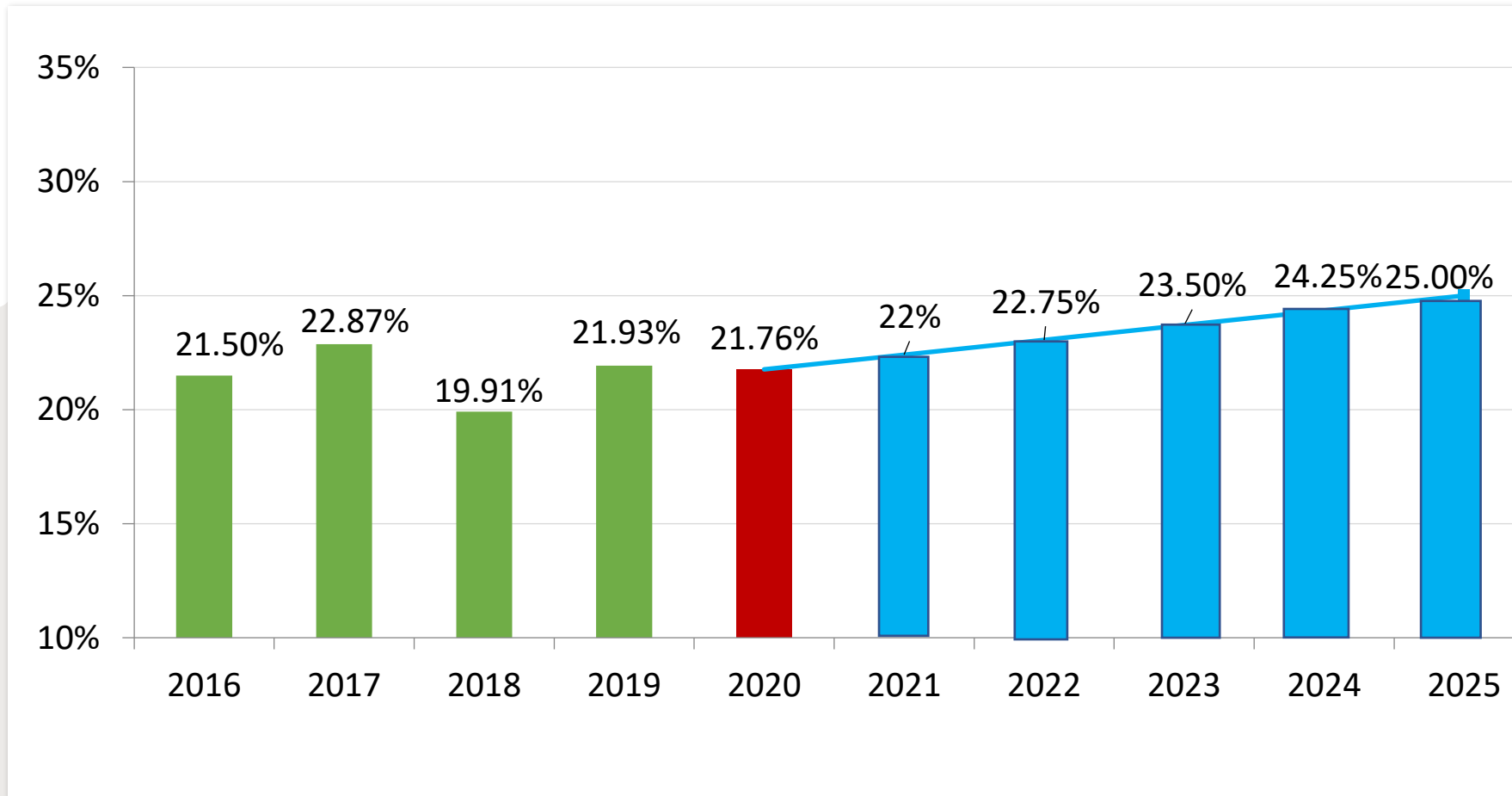


Accepted: 25%

- Historically, the State has been below 23%. This needs to increase.

Rejected: 27% and 30%

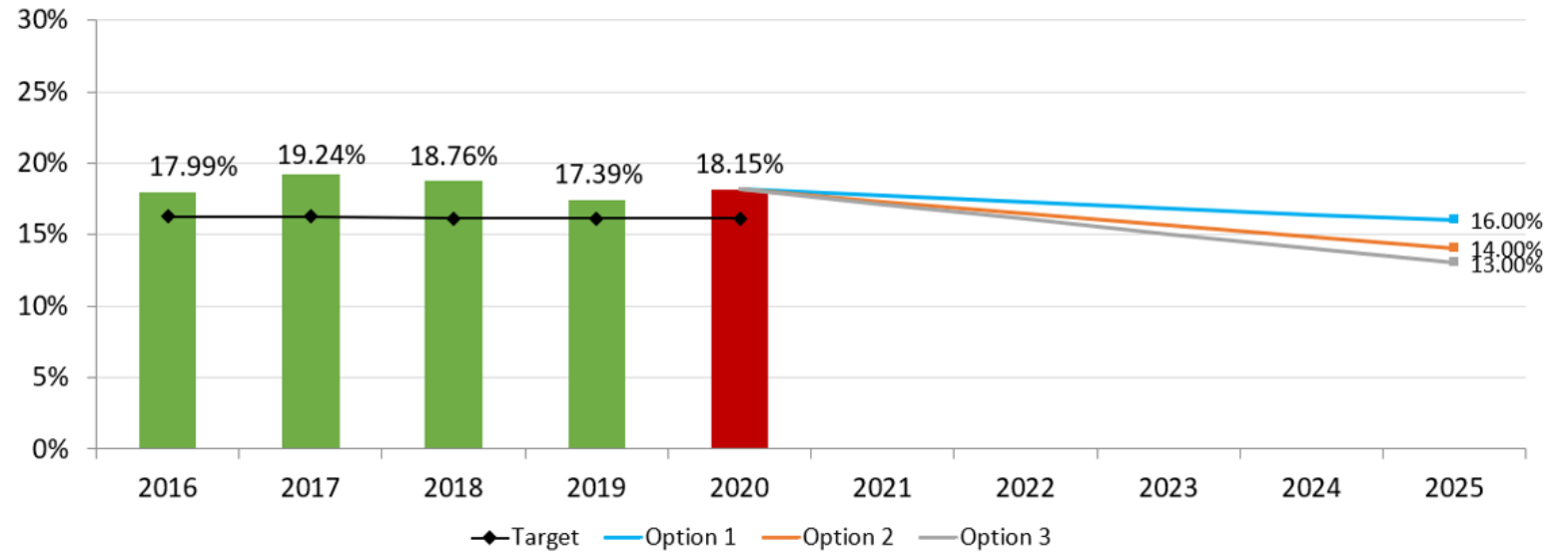
- The State has not been above 25% therefore accepting 27% or 30% indicated an aggressive but perhaps unobtainable target (statistically to high).



Indicator 6A – Interval Targets

Indicator 6B – Attending a Separate School

- Proposed Targets
 - 16%
 - 14%
 - 13%
- Baseline year is 2020.
- By year 2025 we need to be at the accepted set target.

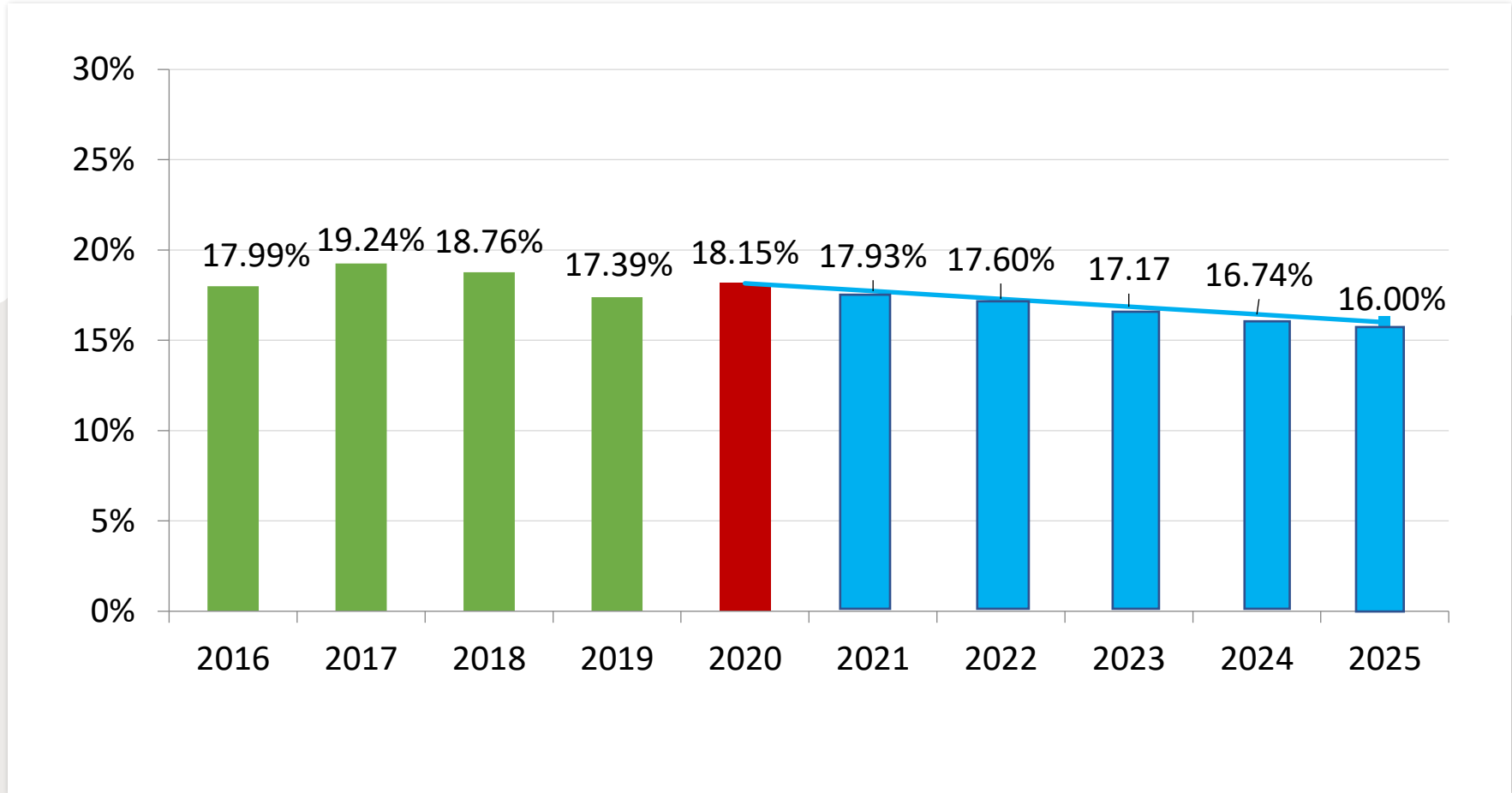


Accepted: 16%

- Historically, the State has been above 17%. This needs to decrease.

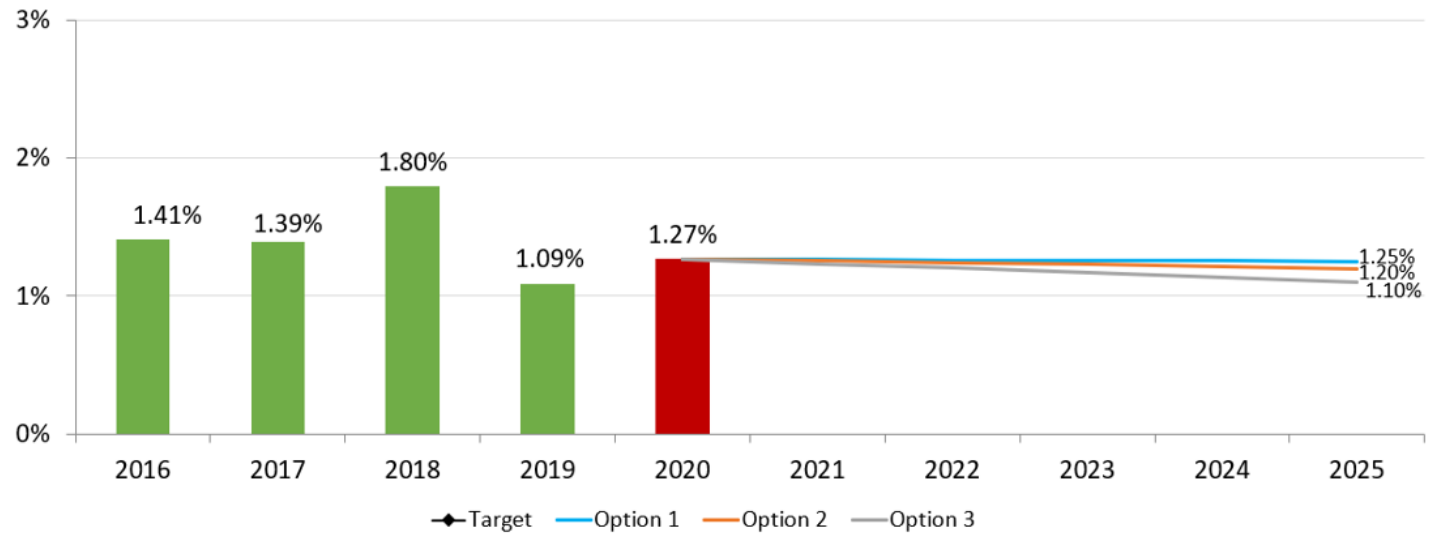
Rejected: 13% and 14%

- The State has been above 18%, 3 of the last 5 years. 16% is conservative, however, obtainable considering few changes are being expected.



Indicator 6B – Interval Targets

Indicator 6C – Services in the Home **New*



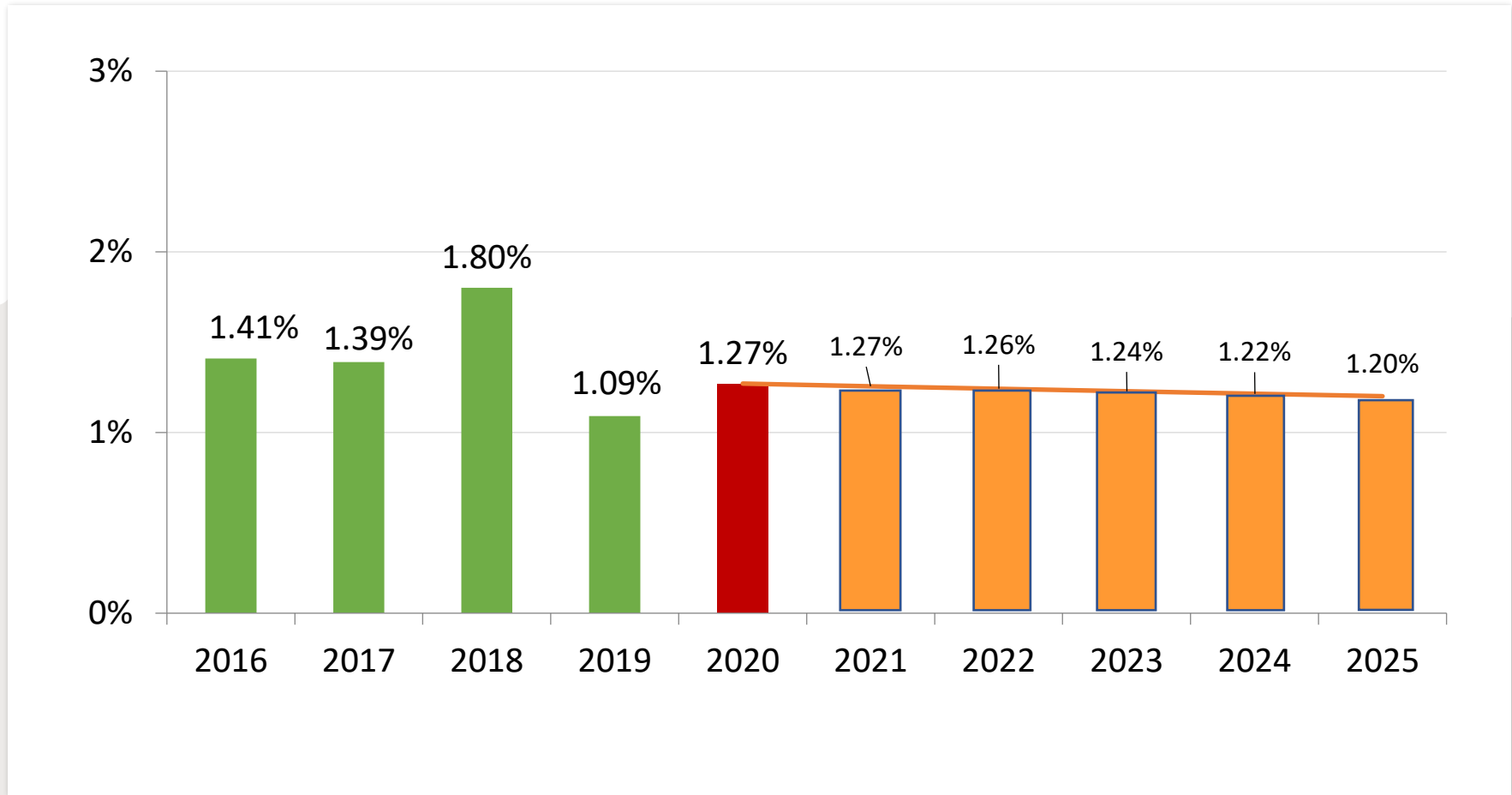
- Proposed Targets
 - 1.25%
 - 1.20%
 - 1.10%
- Baseline year is 2020.
- By year 2025 we need to be at the accepted set target.

Accepted: 1.20%

- Historically, the State has been above 1.20%. This needs to decrease.

Rejected: 1.10% and 1.25%

- The State has been above 1.20% 4 of the last 5 years. 1.25% was determined too high. 1.10% determined too low. Pre-Covid only one year was below 1.10%.



Indicator 6C – Interval Targets

Determination of Proposed Targets – Obstacles

Where are services delivered?

- Preschool and Head Starts not available in a district
- Daycares and private preschools not accessible

South Dakota is a rural area with small districts and a sparse population.

- Staffing shortages
- Lack of space/rooms for inclusive classrooms
- Funding sources/local district funding

Access to preschools with students not on IEPs.

- Districts only have a separate classroom program (at least 50% of the students on IEPs)

More students are being found eligible, placed on IEPs, and require more services (Autism, Developmental Delay, Cognitive, etc.)

LRE incorrect

- Misunderstanding of the Least Restrictive Environment on the IEP
- Entered incorrectly into Infinite Campus
- Choosing an “all or none” approach

Determination of Proposed Targets – DOE Support

Dissemination of inclusion information and technical assistance to:

- DSS Early Childhood Enrichment sites
- Preschool listserv
- Parent Connection as a resource

Provide bi-monthly TA calls for preschool SPED teachers

- Inclusion
- SPP Indicators

Added support to districts not meeting the target

- Networking with other districts to help learn best practices

More training on how to

- Build up to 10 or more hours and services in the classroom
- Inclusion training

Reaching private preschools and daycares

- Allowing services in the setting vs. another location
- Teaching strategies to encourage/inform non-district preschool programs of the benefits of service provider

Determination of Proposed Targets – Final Suggestion

Stakeholders reviewed from a statewide perspective:

- Historical data
- Trends
- Forecasted data

Analyzed the districts impacted and the raw number vs. percentage

The removal of 5-year-old students in Junior Kindergarten/Kindergarten than moved to Indicator 5 (LRE codes for 5-21).

Reviewed national data in comparison with South Dakota

Considered ongoing, unknown, lingering impact of COVID-19

Indicator 7



Indicator B7

Preschool Outcomes

Measurement: Percent of preschool students aged 3 through 5 with IEPs who demonstrate improved:

- 7A - Positive social-emotional skills (including social relationships);
- 7B - Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- 7C - Use of appropriate behaviors to meet their needs.

Summary Statement 1: Of those preschool students who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool students who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

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

Indicator 7 Goal

- The goal of Indicator 7 is to track students' functioning at entry and exit in the 3 outcome areas in order to determine quality of services to students' and families and identifies areas of program improvement.



Data Sources

Indicator Access Points

- The Battelle Developmental Inventory-2 (BDI-2) and Battelle Developmental Inventory-3 (BDI-3) is given to students 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.
- Child Count report from SIMS/Infinite Campus can be used to verify students are accounted for, have been correctly exited from EC, and are enrolled in Part B (6-21), if eligible.

Submission Timeline

- Scores are entered into the BDI-2 and BDI-3 Data Manager from July 1 to June 30 of each year.
- All entry and exit scores must be entered into BDI-2 Data Manager by **July 1 of each year.**

Indicator B7A1

Social-Emotional Skills

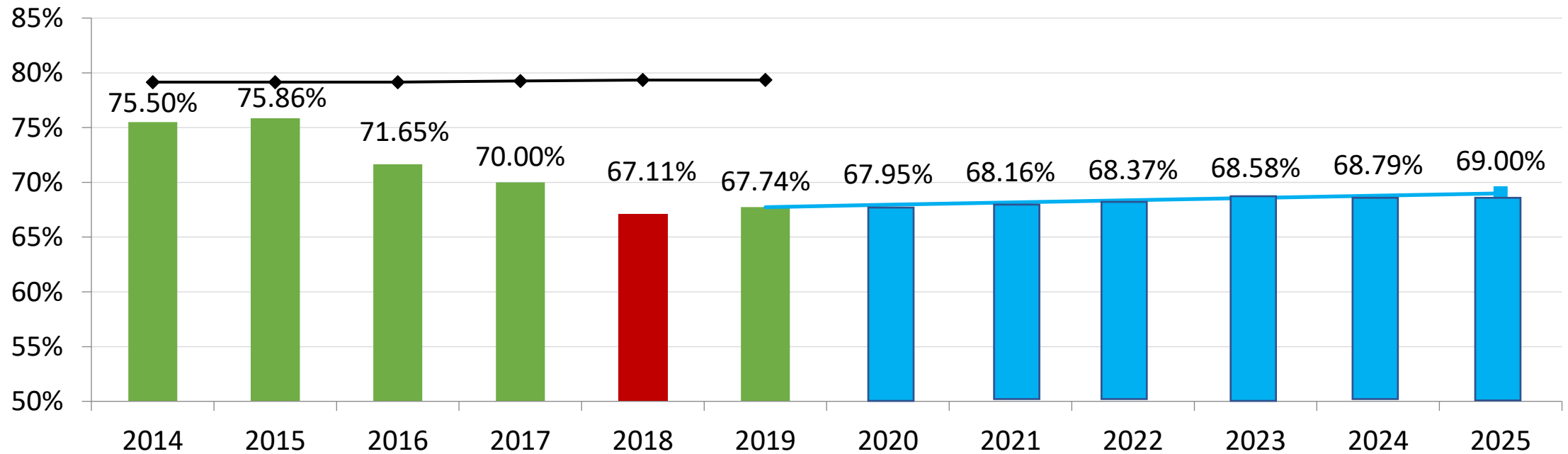
Of those preschool students who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Accepted: 69%

- Based on trend we would continue to decline even though state has been above 69%

Rejected: 71% and 73%

- Intertwined with Indicator 6 – needs to improve to increase %
- BDI3 implemented on July 1, 2021 – may impact outcomes



Indicator B7A2

Social-Emotional Skills

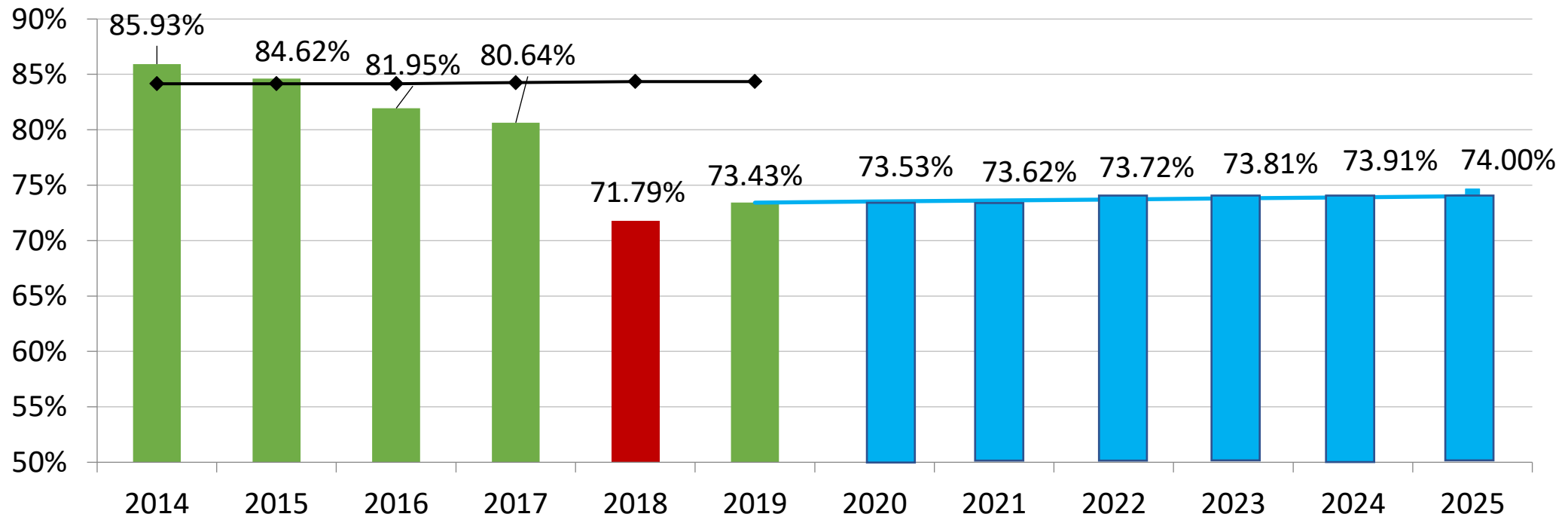
Of those preschool students who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Accepted: 74%

- Forecasting and trend predicts the State will continue to decline even though state has been above 74%

Rejected: 76% and 78%

- Intertwined with Indicator 6 – needs to improve to increase %
- BDI3 implemented on July 1, 2021 – may impact outcomes



Indicator B7B1

Acquisition and Use of Knowledge and Skills

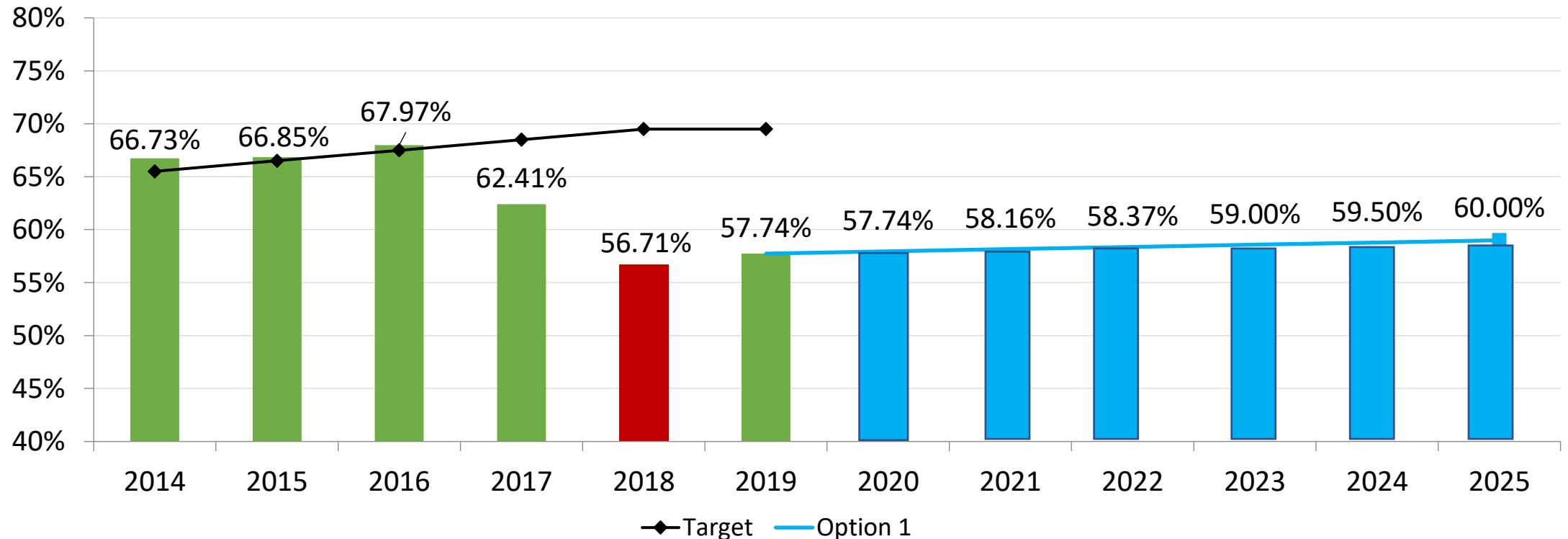
States must determine of those students who entered the program below age expectations, the percent that substantially increased their rate of growth by the time they turned 6 years of age or exited.

Accepted: 60%

- Historically higher

Rejected: 59% and 61%

- 59% obtained successively except past 2 years
- 61% too aggressive - lingering affects of COVID



Indicator B7B2

Acquisition and Use of Knowledge and Skills

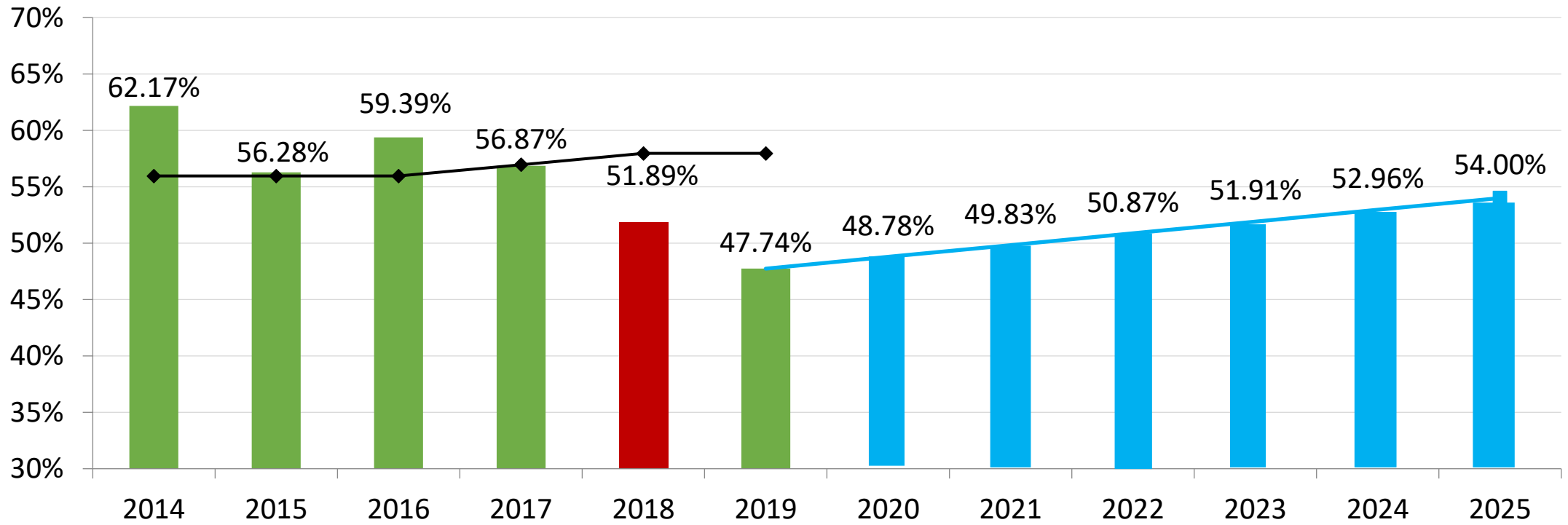
States must determine of those students who entered the program below age expectations, the percent that exited at age level.

Accepted: 54%

- Historically higher

Rejected: 56% and 58%

- 56% increase of 5% baseline
- 58% too aggressive - lingering affects of COVID & severe disabilities



Indicator B7C1

Use of Appropriate Behaviors to Meet their Needs

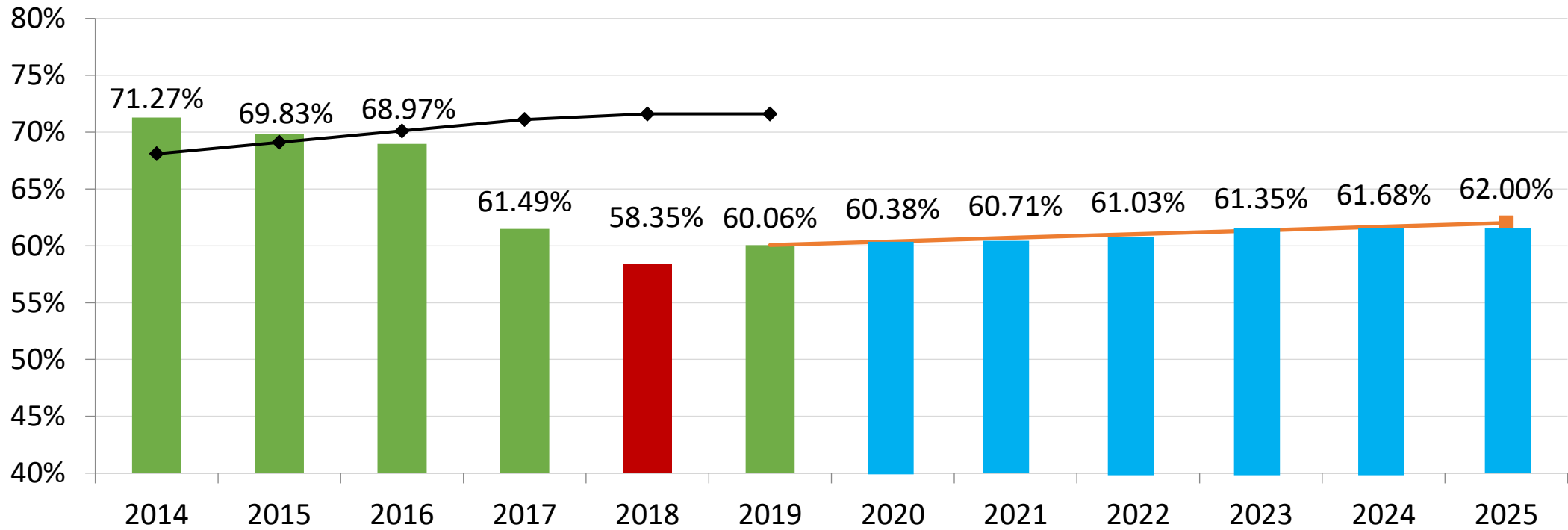
- States must determine of those preschool students who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Accepted: 62%

- 3 of the past 6 years have been higher

Rejected: 60% and 64%

- Baseline 2018 but did not want to be under 2019
- Considered move to BDI3



Indicator B7C2

Use of Appropriate Behaviors to Meet their Needs

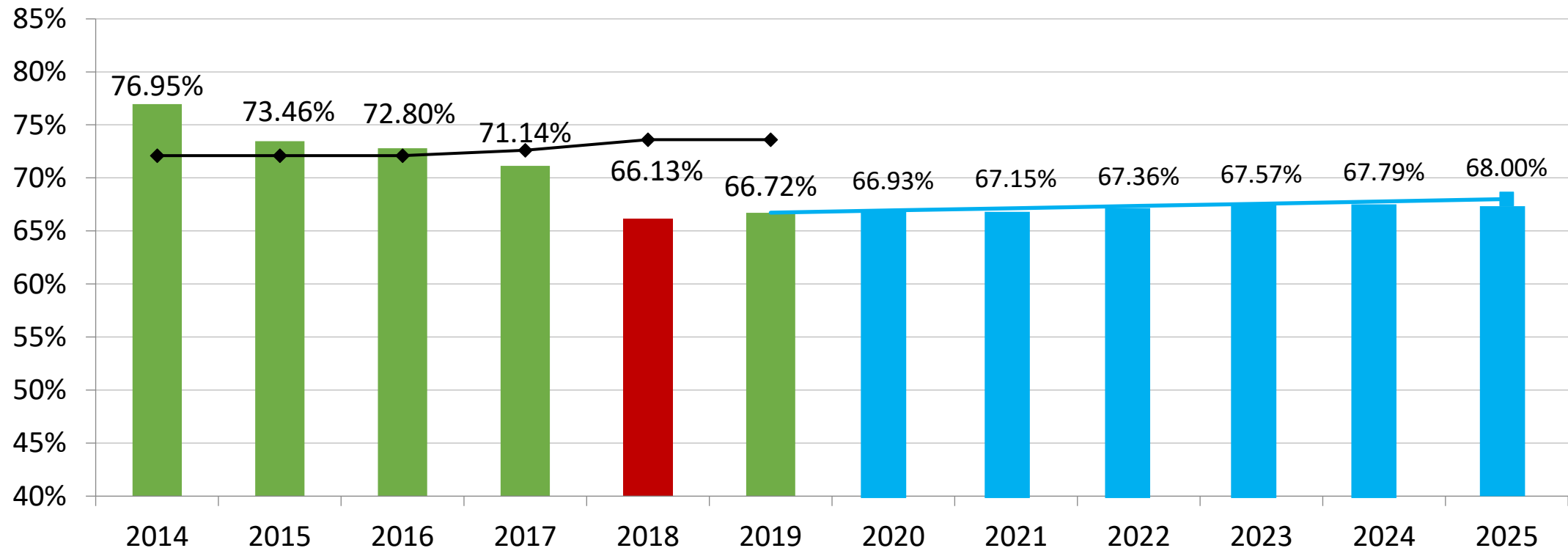
-States must determine the percent of preschool students who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

Accepted: 68%

- 4 of the past 6 years have been above 68%

Rejected: 70% and 72%

- Students with greater needs in adaptive care
- Severe disabilities



Determination of Proposed Targets – Obstacles

Services

- Provided one time per week or every other week
- Services being provided in separate classroom or service provider location.

Lingering affects of Covid

- Less student referrals
- Parents not wanting face to face services

Lack of research-based curriculum/any curriculum in the early childhood program

Compartmentalization of service providers vs. working across the five domains

Greater knowledge of Indicator 7 data and the Battelle Developmental Inventory 2 (BDI2) and Battelle Developmental Inventory 3 (BDI3).

Determination of Proposed Targets – DOE Support

Provide in depth training of Indicator 7 and how data collected and compiled

Provide reasoning behind administering the BDI2 and BD3

- Part of data collection
- Importance of fidelity
- Accuracy of information

Provide information on district meeting target with relationship to having a preschool program.

Training on connection between Indicator 6 and 7

- Extension to daycares, Head Starts and private preschool programs

Making sure technical assistance information is given to the correct people

- Early childhood special education teachers
- Preschool teachers

Determination of Proposed Targets Final Suggestion with Points to Consider

Stakeholders reviewed from a statewide perspective:

- Historical data
- Trends

- Forecasted data
- COVID affects
- Severity of disabilities

Implementation of the BDI3

- Fidelity
- New scoring system
- Added scoring items to some domains

Student with severe disabilities do not meet the criteria for Summary Statement 1 and 2 even if growth is shown.

Points to Ponder:

- Perhaps using the Change Sensitive Score (CSS) vs. the standard deviation and age
- Giving the exit BDI at the end of preschool or
- Student is in preschool and turns 6 vs. prior to 6 years of age (student could be in kindergarten).

Indicator 8

Parent Involvement

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

South Dakota Indicator 8

Parent Involvement

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.

- ❖ Information is collected through a paper survey completed by parents of students with IEPs, or completed online. The online links can be found in the District Parent Survey Letter found at <https://doe.sd.gov/sped/SPP.aspx>

South Dakota
Indicator 8
Parent
Involvement

Calculation Guide

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

of parents responded positively

A= # of respondent parents of students with IEPs reporting that districts facilitated parent involvement as a means of improving services and results for their child with an IEP

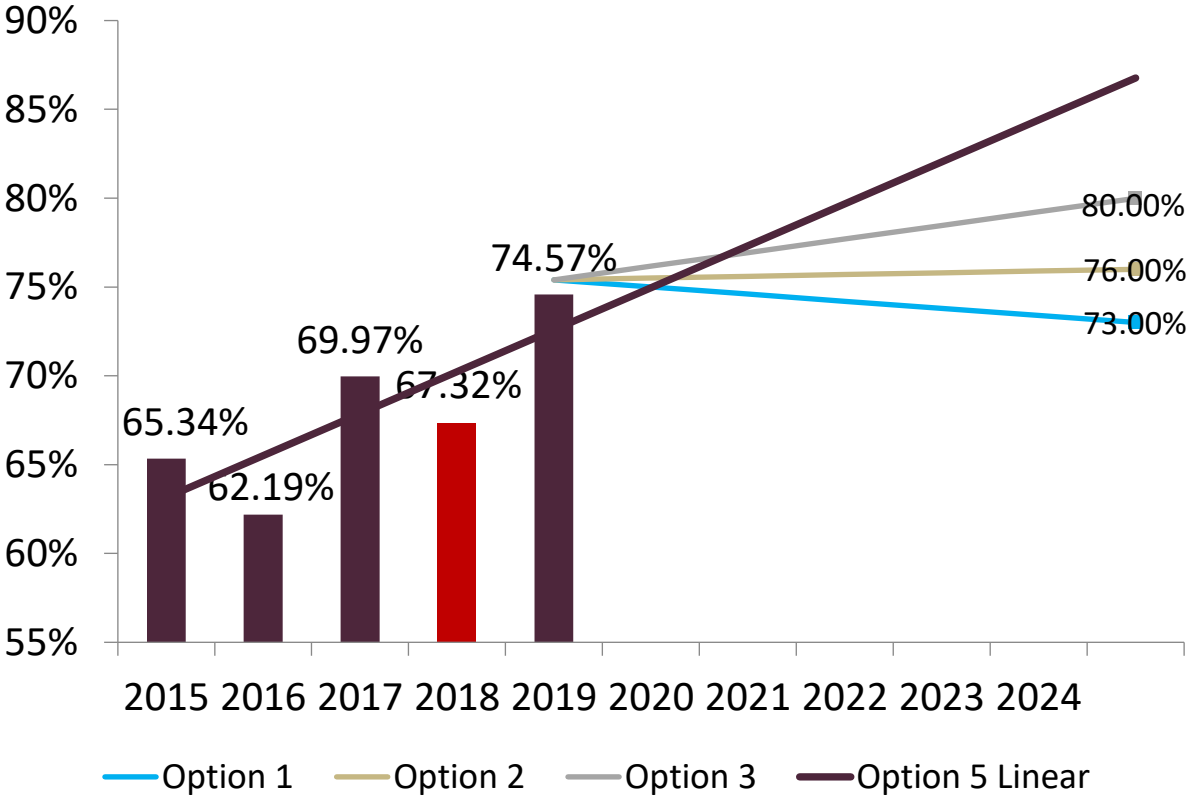
B= Total number of respondent parents of students with IEPs

Set the target

- Proposed targets of 88.50%, 89%, 90%

Analyze data

- Previous district results
- South Dakota Parent Involvement Percentage compared to other states.
- The representativeness of the responses was examined by using statistical significance testing to determine if a particular group was over-represented or under-represented in the response rate.



Stakeholder Target Setting Conversation

Stakeholder
proposed
Target of
89%
for FFY2025



Indicator 8 Proposed Intervals

School Year	SY 19/20	SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25	SY 25/26
Target ≥	79%	81%	82%	83%	84%	85%	89%
State Rate	87.74%						

- ❖ Starting the interval targets somewhat low and gradually increasing to the final target gives districts the opportunity to create effective practices for higher response rates.

Indicator 9 and 10



Indicator 9 and 10: Disproportionality

Compliance: 0%

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.

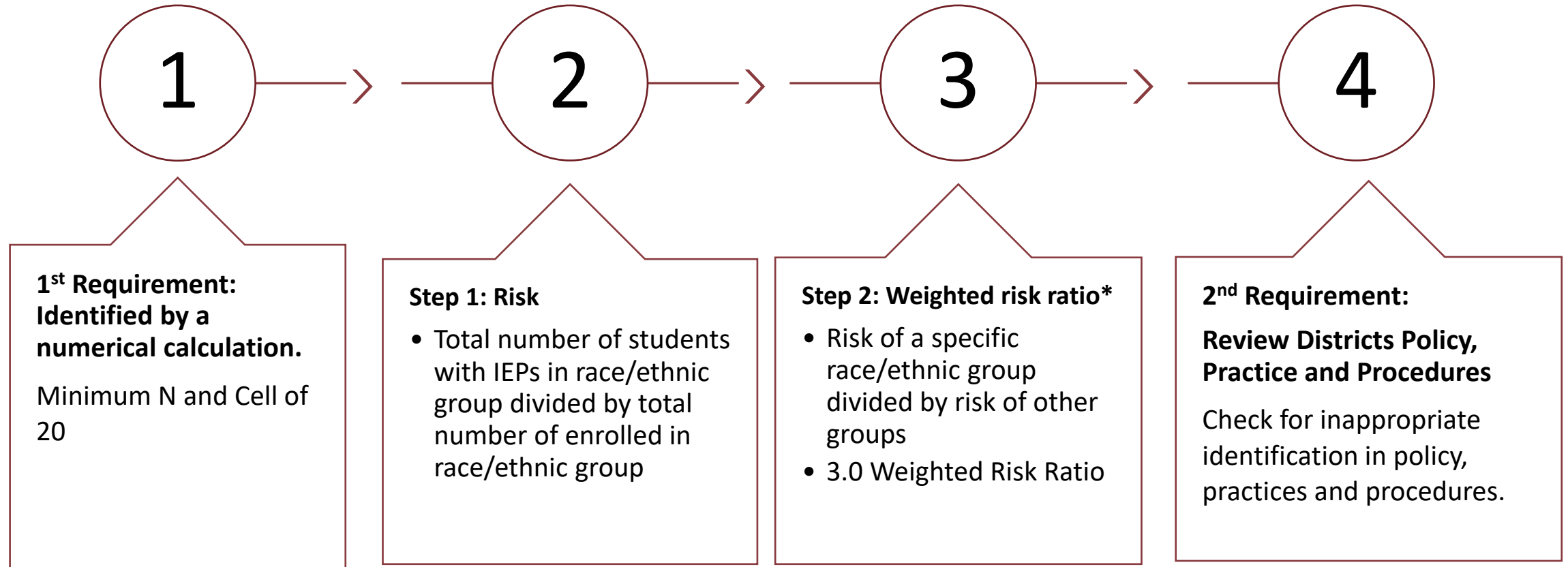
Indicator 10

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, and Speech

Indicator 9 & 10:

Calculation



Indicator 9 and 10 Data Review and Discussion

- Districts have been numerically identified in either 9 or 10
- 0% Inappropriate Identification
- Mostly Native American/American Indian in Specific Learning Disability
- 2021-2022: Update the process for reviewing policy, practices and procedures
- Discussed aligning the methodology (calculation) to align to significant disproportionality
 - Identify district for Indicator 9 and 10 if 2 years of meeting threshold.

Indicator 11



Indicator 11– Timely Evaluations for Students with Disabilities Ages 3-21

OSEP

Percent of students who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

(20 U.S.C. 1416(a)(3)(B))

South Dakota

Percent of students who were evaluated within 25 school days of receiving parental consent to evaluate.

Indicator 11 Goal

- The goal of Indicator 11 is to improve efforts to locate and serve students with disabilities by ensuring 100% of students with parental consent to evaluate, are completed within 25 school days.

Indicator 11 Data Source

- Launchpad – secure website
- A spreadsheet can also be uploaded into Launchpad.
- Data must be based on actual, not average number of school days.
- All public schools are required to submit evaluation timelines into Launchpad.
- Indicator 11 data collection is completed for each fiscal year beginning July 1st and ending June 30th.
- All initial evaluation data must be entered in Launchpad and signed off by August 1st each year.
- A school calendar is uploaded with snow days and other non-school days noted to ensure accurate count of school days.

Indicator 11 Measurement

- A. Number of students for whom parental consent to evaluate was received.
- B. Number of students whose evaluations were completed within 25 school days from date district received the signed consent to evaluate
- C. Account for students included in (a), but not included in (b). Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.
- D. Formula: $\text{Percent} = [(b) \text{ divided by } (a)] \times 100$

Indicator 11 100% Compliance

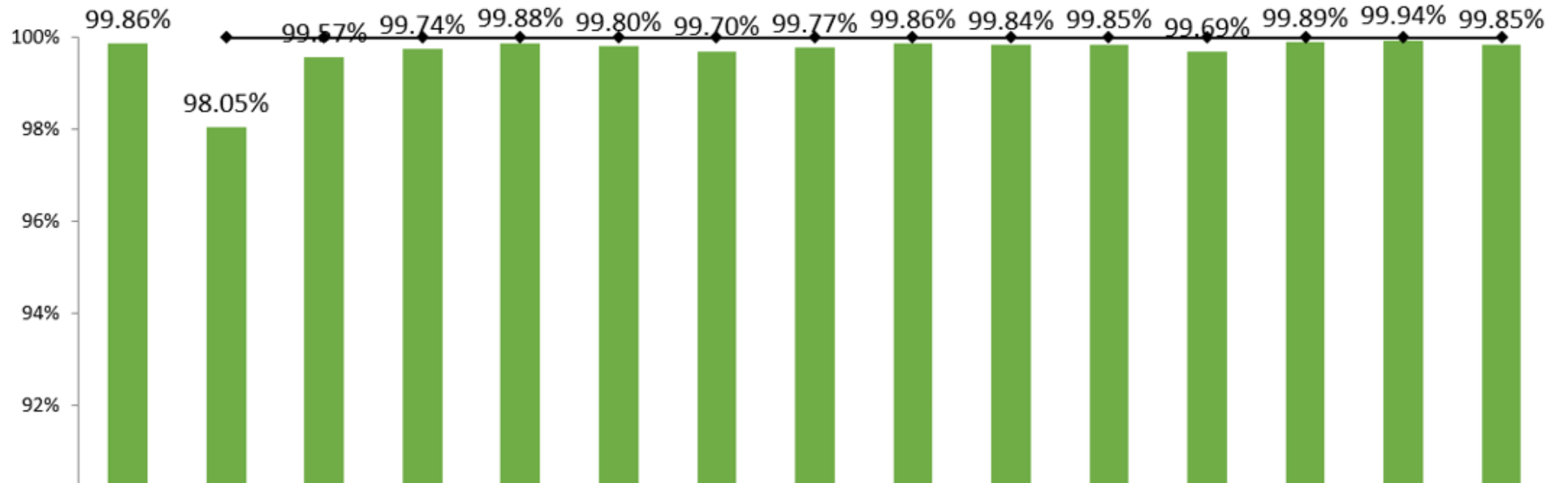
Historically, doing
very well.

Department of Education Support

- Calendar example for districts to use to count days
- Yearly district training
- Information to the correct people (trickle down)

District Improvement Strategies

- Train staff on completing within the timeline date
- Staff member to check counts
- Develop System for tracking (Desk Guide)



Indicator 12



Indicator 12— Timely Transition from Part C to Part B for Students with Disabilities

OSEP and State of South Dakota

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.

(20 U.S.C. 1416(a)(3)(B))



Indicator 12 Goal

The goal of Indicator 12 is 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.



Indicator 12 Data Source

- Launchpad – secure website - is used.
- A spreadsheet can also be uploaded into Launchpad.
- Evaluation timeline is 25-school days.
- Data must be based on actual, not average number of school days.
- All public schools are required to submit evaluation timelines into Launchpad.
- Indicator 12 data collection is completed for each fiscal year beginning July 1st and ending June 30th.
- Transition information must be entered in Launchpad and signed off by September 1st each year.
- A school calendar is uploaded with snow days and other non-school days noted to ensure accurate count of school days. Districts can upload a preschool calendar if days are different than regular school calendar.

Indicator 12 Measurement

- A. Number of children who have been served in Part C and referred to Part B for eligibility determination
- B. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
- C. Number of those found eligible who have an IEP developed and implemented by their third birthdays.
- D. Number of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.
- E. Number of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.
- 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.

Calculation

$[(C) \div (A - B - D - E)] \times 100 = \% \text{ of Part C Children who transitioned to Part B by their third birthday.}$

Indicator 12
100% Compliance

Historically, doing
 very well.

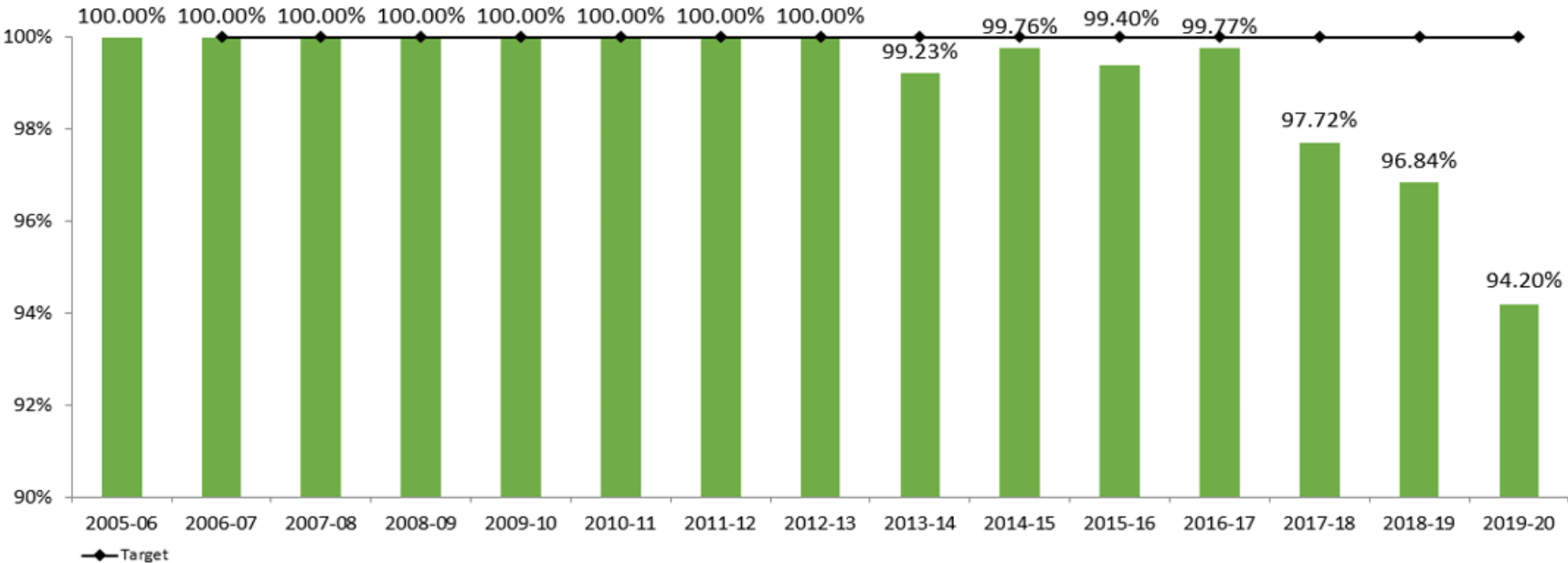
Department of Education Support

- Analyze data to determine if there is a trend (time of year) when evaluations are not being met

District Improvement Strategies

- Train staff on completing timeline date
- Begin evaluation 60-90 days prior to 3rd birthday
- Develop System for tracking (Desk Guide)

SD Transition from Part C to Part B Rates Over Time



Indicator 13



Indicator 13 – High School Transition Planning

- Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.
- Compliance indicator
- Target set at 100%

Transition Components

1. Evidence measurable post-secondary goals based on age-appropriate transition assessment
2. Measurable post secondary goals
3. Goals annually updated
4. Course of study
5. Transition services and/or activities
6. Annual IEP goals linked/related to transition services needs
7. Student invited to IEP meeting
8. If appropriate, participating agency invited to IEP meeting (consent from parent or consenting student needed prior to invite)

How do we get to 100%?

		Transition Planning on IEP Rates					
		FFY2015	FFY2016	FFY2017	FFY2018	FFY2019	FFY2025
1	Transition Planning on IEP Rates	82.02%	90.29%	93.71%	83.59%	87.18%	100.00%

What we are doing

- TSLP representatives offer to come to district and review IEPs with staff to ensure the components are correct in IEP
- Transition Summer Institute
- Transition IEP trainings
- TSLP website with a TA Guide for Transition in the IEP (www.tslp.org)

What was suggested

- Send the Indicator 13 Accountability letter to teachers or lead teachers within the district
- Quarterly trainings on Transition Planning (topic specific)
- Survey HS Sped teachers for transition planning training needs
- Develop a PLC (professional learning community)
- Provide training to pre-service students (at the universities)
- Highlight districts that are doing transition planning well

Indicator 14



Indicator 14 – Post School Outcomes

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

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

- Baseline year 2018-2019
- Target set for 2024-2025

Indicator 14 – Respondents

Response Rate

- Number of students who responded to the survey divided by the number of student who on an IEP at time exited high school
 - Exited: Graduated, Aged out, Dropped out
 - Around 700 exiters each year
 - Discussion:
 - How to increase response rate which is at around 43%;
 - If response rate it higher, the data will look different

Representativeness

- Balancing the scale when looking at the different demographics such as race/ethnicity, gender, disability category, geographic area (urban or rural),
- Have to include
 - Race/ethnicity and
 - One other area (for SD it will be white (Caucasian), Native American, Hispanic, all other)
- Discussed which area
 - Geographic by regions (rather than urban and rural)
 - Disability category (broken out more than just Specific Learning Disability, Emotional Disability, Cognitive, and All other)

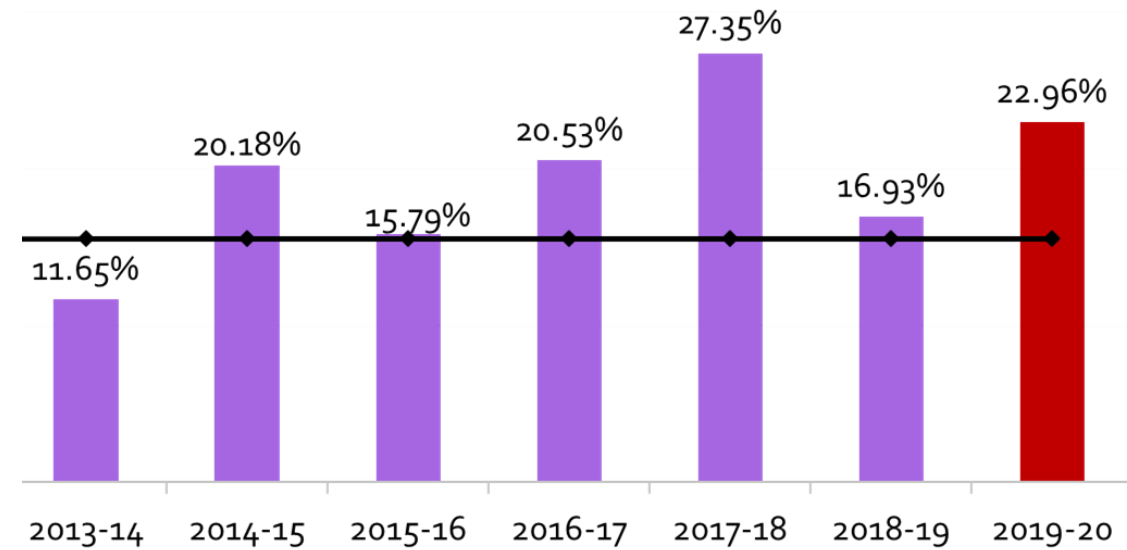
14A – Higher Education

Students completing one semester of a 2-yr or 4-yr program at a university or college

- Changed baseline year from 2019 (22.96%) to 2018 (16.93%)
- Considered 23.5%, 25.00%, and 26.5%
- **Proposed target 23.5%**
- Rejected
 - 2019 as baseline year
 - Higher suggested targets (too high);

Discussion

- Around COVID and uncertainty of what students may or may not do
- Online classes vs in person classes
- Data seemed to jump either up or down from year to year



↑
Baseline

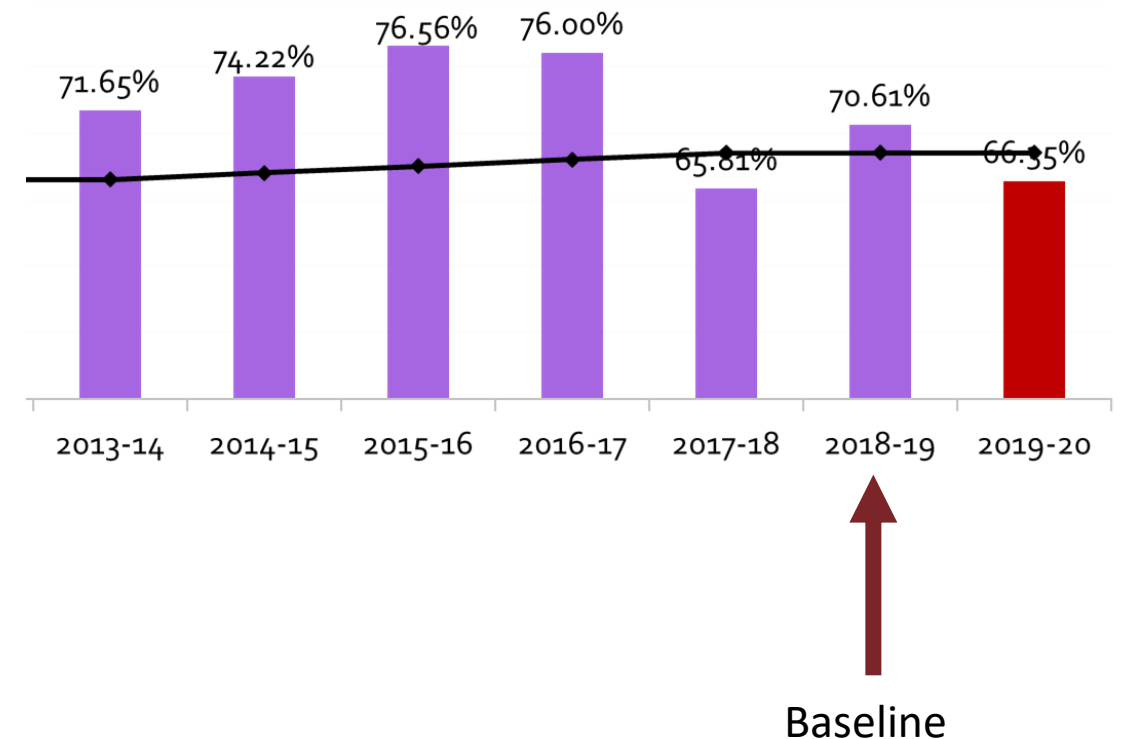
14B – Higher Education and Competitive Employment

Competitive Employment is at minimum wage, 20 or more hours a week or at least 90 days

- Baseline year change 2019 (66.35%) to 2018 (70.61%)
- Considered 71%, 73%, and 75%
- **Proposed target: 73%**
- Rejected:
 - Other suggested targets based on previous years of data;
 - Lower rate due to job available;
 - Rejected higher rate due to uncertainty caused by COVID (baseline already high);

Discussion:

- Concerns about COVID and job availability;
- Not all districts have/had student respondents;
- Employment might increase due to need for employees



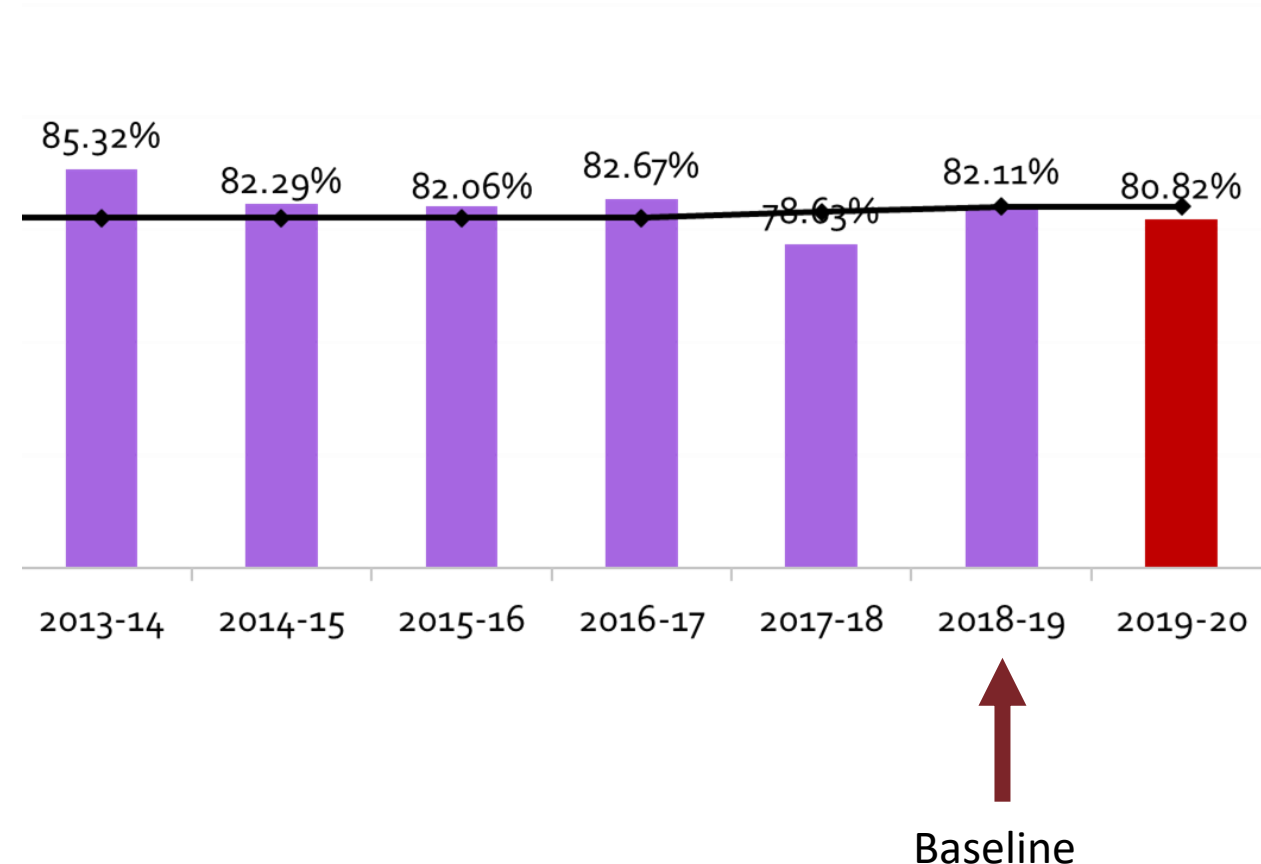
14C: Higher Education, Other Education or Training, Competitive Employment; and all Other Employment

All respondent engaged in some type of education or employment

- Baseline year change from 2019 (80.82%) to 2018 (82.11%)
- Considered 83%, 85%, and 87%
- **Proposed target: 83.5%**
- Rejected:
 - Lower target as too low so suggested a little higher target;
 - High targets (baseline already high)

Discussion:

- Historically SD doesn't increase a lot but do see increases
- May be a drop but will then could increase due to COVID impact (less jobs, then increase in jobs)



Indicator 14 – Intervals and Targets

School Year	SY 18/19 baseline year	SY 19/20	SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25
14A Target ≥		18.0%	19.5%	21.0%	22.0%	23.0%	23.5%
State Rate	16.93%	22.96%					
14B Target ≥		70.61%	71.0%	71.5%	72.0%	72.5%	73.0%
State Rate	70.61%	66.35%					
14C Target ≥		82.11%	82.5%	82.5%	83.0%	83.0%	83.5%
State Rate	82.11%	80.82%					

Feedback?
Comments?

Indicators 15 and 16

- ❖ **Indicator 15** measures the percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
- ❖ **Indicator 16** measures the percent of mediations held that resulted in mediation agreements.

Indicator 15 – Resolution Sessions & Indicator 16 – Mediations

- States are not required to establish baseline or targets if the number of resolution/mediation sessions is less than 10.
- Resolution Sessions occur when a due process hearing request is submitted to the State.
 - Due Process hearing requests submitted is less than 5 in an average year
 - 19-20 there were 4 requests submitted
 - 20-21 there were 3 requests submitted
- Mediation requests submitted is less than 10 in an average year
 - 19-20 there were 7 requests submitted
 - 20-21 there were 3 requests submitted

Indicator 17

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.

Multi-year plan for improving results for children with disabilities.

Based on stakeholder input and feedback (2014), 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.

Year 1 - FFY 2013 Delivered by April 2015	Year 2 - FFY 2014 Delivered by Feb 2016	Years 3-6 FFY 2015-18 Feb 2017- Feb 2020
<p>Phase I Analysis</p>	<p>Phase II Plan</p>	<p>Phase III Evaluation</p>
<ul style="list-style-type: none"> • Data Analysis; • Infrastructure Analysis; • State-identified measureable result; • Coherent Improvement Strategies; • Theory of Action 	<ul style="list-style-type: none"> • Multi-year plan addressing: <ul style="list-style-type: none"> • Infrastructure Development; • Support EIS Program/LEA in Implementing Evidence-Based Practices; • Evaluation Plan 	<ul style="list-style-type: none"> • Reporting on Progress including: <ul style="list-style-type: none"> • Results of Ongoing Evaluation • Extent of Progress • Revisions to the SPP

SSIP Theory of Action

State-identified Measurable Results (SiMR): Students with specific learning disabilities will increase reading proficiency prior to fourth grade from 4.84% in spring 2015 to 44.49% by spring 2020 as measured by the statewide assessment.

Standards of Action	If...	Then...	Near Result(s)	Far Result(s)
MTSS/Data-Driven Decision Making	General and special education teachers understand and apply evaluation data knowledge for instructional decision making...	Instructional practices will improve.	<p>Students with specific learning disabilities will receive evidence-based foundational reading instruction.</p> <p>Students with specific learning disabilities will receive instruction from well-trained teachers across all settings.</p> <p>The family will become a stronger participant in the IEP process and support learning at home.</p>	<p>Increased reading proficiency rates of students with specific learning disabilities.</p>
Literacy/Instruction	The state supports LEAs 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 provide technical assistance and feedback surrounding the implementation of evidence-based foundational reading instruction...	Students with learning 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 specific learning disabilities.		

Stakeholder Target Setting Conversation

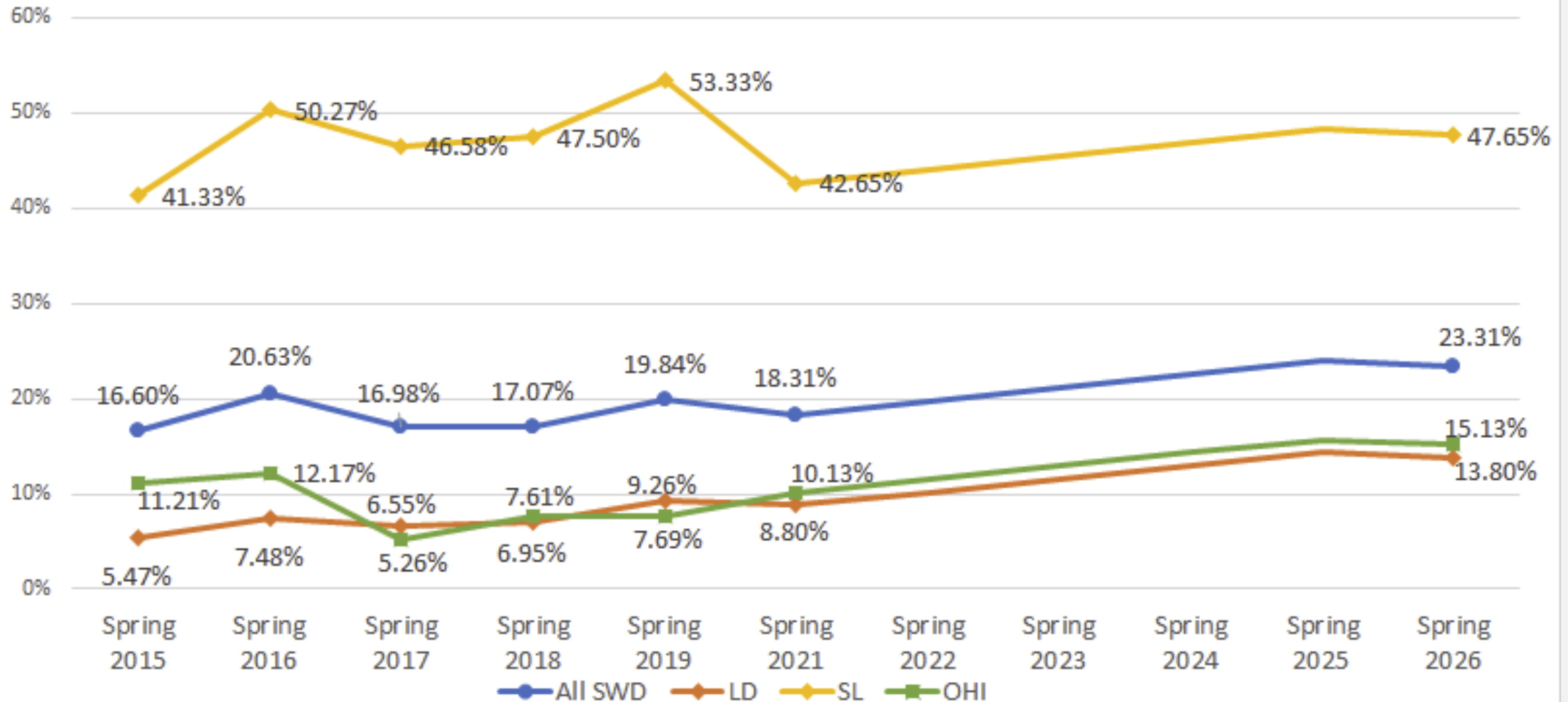
Changes in subgroup:

- Will now include students in the following categories: Specific Learning Disability (SLD), Speech & Language (S/L), and Other Health Impairment (OHI).

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.

Grade 3-5 Students with Disabilities – Percent Scoring Proficient





Questions and Feedback

Resources

DOE Special Programs SPP-APR

- <https://doe.sd.gov/sped/SPP.aspx>
- LEA Public Reports
- TA Guides
- Collection Calendar
- Indicator webinars
- Sped Contact Card for each indicator