SOUTH DAKOTA
STATE PERFORMANCE PLAN (SPP)
SD ADVISORY PANEL FOR CHILDREN WITH DISABILITIES

JANUARY 23, 2020

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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

Accommodations and High School Transition
Beth Schiltz - 605.773.4257
Beth.Schiltz@state.sd.us
• Instructional and State Assessment Accommodations
• Graduation (Ind 1)
• High School Transition (Ind 13)
• Post-High school Outcomes data (Ind 14)

Monitoring
Melissa Flor - 605.773.6119
Melissa.Flor@state.sd.us
• Monitoring/Results Driven Accountability (RDA)
• 6-21 Special Education Setting/Least Restrictive Environments (LRE) (Ind 5)
• Disproportionality (Ind 9&10)
• Significant Disproportionality

Alternate Assessment
Vacant - 605.773.3219
Email Address
• Alternate Assessment
• 1% Waiver
• Assessment Data (Ind 3)
• Parent Surveys (Ind 8)

Behavior
Rebecca Cain - 605.280.3568
Rebecca.Cain@state.sd.us
• 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)
Vacant- 605.773.8195
Email Address
• 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
Fon Che - 605.773.3783
Fon.Che@state.sd.us
• Special Education Personnel Record Form (PRF)
• Child Count
• Data Reporting

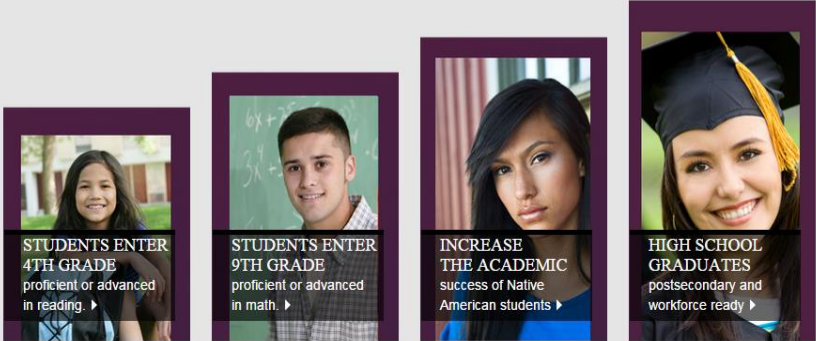**Division of Finance and Management Data Office**
605.773.3248
• Infinite Campus data entry
• SD-STARS
• December 1 Child Count Reporting
• Federal IDEA allocation
• Maintenance of Effort

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)	

LIST OF INDICATORS

PREPARING CHILDREN FOR LEARNING

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

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

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

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Calculations:

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6A: (A1 + B1) ÷ F x 100 = Percent receiving majority of services in a regular Early Childhood program

A1 = 310 (at least 10 hrs. per week)   **B1** = 325 (less than 10 hrs. per week)
F = Total number of students receiving services (3-5)

(Calculation includes students in 310 + 325 / total number of students)

Students in 315 and 330 are only included in the total number of students

6B: [(C1 + C2 + C3) ÷ F] x 100 = Percent receiving majority of services in a special education class, separate school, or residential facility

C1 = 335 (special education class)   **C2** = 345 (separate school)   **C3** = 355 (residential facility)

F = Total number of students receiving services (3-5)

(Calculation Includes students in 335 + 345 + 355 / total number of students)

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INDICATOR 6 FFY 2018 DATA

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Description	Data
Total number of children with IEPs aged 3 through 5	2,923
a1. Number of children attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	682
b1. Number of children attending separate special education class	424
b2. Number of children attending separate school	10
b3. Number of children attending residential facility	0

	Number of children with IEPs aged 3 through 5 served	Total number of children with IEPs aged 3 through 5	FFY 2017 Data	FFY 2018 Target	FFY 2018 Data	Status	Slippage
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	682	2,923	24.24%	21.65%	23.33%	Met Target	No Slippage
B. Separate special education class, separate school or residential facility	434	2,923	14.45%	16.16%	14.85%	Met Target	No Slippage

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

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- **Although 6A Decreased by .91%** - Target Met with No Slippage

- **6B Increased by .40%** - Target Met with No Slippage

Target A for FFY 2019 will remain at 21.65%
Target B for FFY 2019 will remain at 16.16%

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INDICATOR 6:
PROGRESS TO IMPROVE

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✓ This past fall, 2019, we offered 2 Early Childhood IEP Workshops which covered the Least Restrictive Environment for ages 3-5 and all other Early Childhood Special Education components.

SD B6 Decision Tree Tool
❖ Explanation of reporting categories
❖ Scenarios for practice in LRE determination
❖ Option to answer questions about students in your district to determine LRE

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INDICATOR 7:
PRESCHOOL OUTCOMES (RESULTS)

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- Measurement: Percent of children ages 3 through 5 with IEPs who demonstrate improved:

   A. Positive social-emotional skills (including social relationships);

   B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and

   C. Use of appropriate behaviors to meet their needs.

- Collection Method: Battelle Developmental Inventory-2 (BDI-2):

   ❑ The BDI-2 is given to children when they **Enter** and **Exit** the Part B 619 Program (3-5).

   ❑ Entry and exit scores are entered into the online Data Manager for comparison.

   ❑ **Collection Dates:** July 1 – June 30

   ❑ **Submission Date:** August 1

Part B Program Notes

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

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Calculations:

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- **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.

- **Summary Statement 2:** Percent of children who were functioning within age expectations by the time they turned 6 or exited the program.

Summary Statement 1: $(c + d)/(a + b + c + d) = \%$

Summary Statement 2: $(d + e)/(a + b + c + d + e) = \%$

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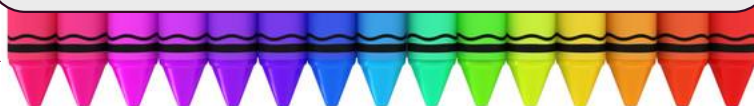
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OUTCOME A: SOCIAL EMOTIONAL FFY 2018 DATA

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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	147	13.87%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	152	14.34%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	148	13.96%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	613	57.83%

Outcome A FFY 2018 Results

	Numerator	Denominator	FFY 2017 Data	FFY 2018 Target	FFY 2018 Data	Status	Slippage
A1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. *Calculation: (c+d)/(a+b+c+d)*	300	447	70.00%	79.35%	67.11%	Did Not Meet Target	Slippage
A2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. *Calculation: (d+e)/(a+b+c+d+e)*	761	1,060	80.64%	84.35%	71.79%	Did Not Meet Target	Slippage

(152 + 148)/(0 + 147 + 152 + 148) x 100 = 67.11%

(148 + 613)/(0 + 147 + 152 + 148 + 613) x 100 = 71.79%

OUTCOME B:
ACQUIRING KNOWLEDGE & SKILLS
FFY 2018 DATA

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	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	313	29.53%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	197	18.58%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	213	20.09%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	337	31.79%

Outcome B FFY 2018 Results

	Numerator	Denominator	FFY 2017 Data	FFY 2018 Target	FFY 2018 Data	Status	Slippage
B1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. *Calculation: (c+d)/(a+b+c+d)*	410	723	62.41%	69.50%	56.71%	Did Not Meet Target	Slippage
B2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program. *Calculation: (d+e)/(a+b+c+d+e)*	550	1,060	56.87%	57.96%	51.89%	Did Not Meet Target	Slippage

(197 + 213)/(0 + 313 + 197 + 213) x 100 = 56.71%

(213 + 337)/(0 + 313 + 197 + 213 + 337) x 100 = 51.89%

OUTCOME C: TAKING ACTION TO MEET NEEDS FFY 2018 DATA

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	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	212	20.00%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	147	13.87%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	150	14.15%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	551	51.98%

Outcome B FFY 2018 Results

	Numerator	Denominator	FFY 2017 Data	FFY 2018 Target	FFY 2018 Data	Status	Slippage
C1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	297	509	61.49%	71.60%	58.35%	Did Not Meet Target	Slippage
C2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program.	701	1,060	71.14%	73.60%	66.13%	Did Not Meet Target	Slippage

(147 + 150)/(0 + 212 + 147 + 150) x 100 = 58.35%

(150 + 551)/(0 + 212 + 147 + 150 + 551) x 100 = 66.13%

Indicator 7 Data
Targets, Slippage and Training

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Targets for Indicator 7, will remain the for each Outcome's Summary Statements for FFY 2019.

❑ Improved Data Process: the process used for analyzing has increased the number of student we are capturing

❑ SEP will be working with districts to identify why the targets were not met and what TA is needed.

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

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✓ DOE SEP offered 2 Early Childhood IEP Workshops which covered Indicator 7 Preschool Outcomes.

✓ BDI-2 Online Modules are offered to providers that administer, score and enter assessment data for outcomes.

✓ Battelle Developmental Inventory 3rd Edition will be released June 2020.

✓ BDI-2 program note errors are monitored and sent to districts twice per year for corrections.

✓ Capturing more students for better analysis.

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INDICATOR 12:
TRANSITION PART C TO B (COMPLIANCE)

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- 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.

♥ Spreadsheet for Indicator 12 is now available for districts to upload to Launchpad.

- 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:
TRANSITION PART C TO B (COMPLIANCE)

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- Calculation:

A = # of children who have been served in Part C and referred to Part B for eligibility determination.

B = # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.

C = # of those found eligible who have an IEP developed and implemented by their third birthdays.

D = # of children for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR 300.301(d) applied.

E = # of children who were referred to Part C less than 90 days before their third birthdays.

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

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Indicator 12 FFY 2018 Data

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FFY 2018 SPP/APR Data

a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.	753
b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday.	193
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	458
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.	11
e. Number of children who were referred to Part C less than 90 days before their third birthdays.	69
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

INDICATOR 12 FFY 2018 RESULTS

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	Numerator	Denominator	FFY 2017 Data	FFY 2018 Target	FFY 2018 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.	458	480	97.72%	100%	95.42%	Did Not Meet Target	Slippage

Indicator 12 Compliance Data

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Out of Compliance: student transitioning from Part C to Part B who did not have an IEP developed and implemented prior to their 3rd birthday.

- Nine out of 149 districts found Out of Compliance
- Total of 16 students
- District's receive Corrective Action Plan (CAP) to be completed within 1 year

Reasons for not reaching the timeline:
- Starting the process late
- Incorrect dates
- No documentation of parent contacts

- Training on 11 & 12
- EC IEP Workshops

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IMPROVE READING AND MATH PROFICIENCY
THROUGH CONDUCIVE LEARNING ENVIRONMENT AND HIGH QUALITY INSTRUCTION

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INDICATOR 3:
STATEWIDE ASSESSMENT (RESULTS)

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If I do this test with one eye closed, one hand tied behind my back and hopping on one foot, do I get an A for effort?"

K.Spear

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 2018 Target	FFY 2018 Data	FFY 2017 Data	FFY 2016 Data	Status	Slippage
Reading	10,826	10,752	99.40%	**99.32%**	99.32%	99.42%	Target not met	No Slippage

	Number of children with IEPs	Number of children with IEPs participating	FFY 2018 Target	FFY 2018 Data	FFY 2017 Data	FFY 2016 Data	Status	Slippage
Math	10,829	10,744	99.40%	**99.22%**	99.25%	99.4%	Target not met	No Slippage

- Target of 99.4% has remained the same since at least FFY2013
- Have not dipped below 99%
  - Reading is the same as last year
  - Math seems to be dropping just a bit each year
- Have decided to leave at 99.4% as this is already a high target

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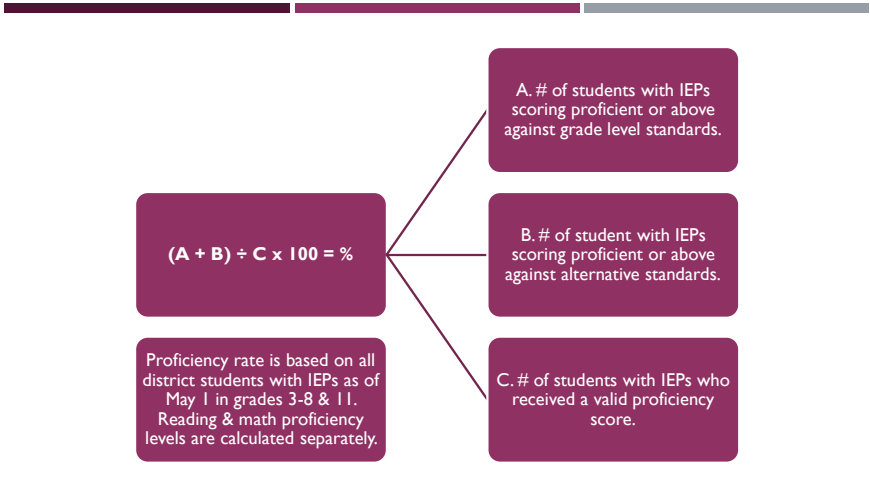
A. # of students with IEPs scoring proficient or above against grade level standards.

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

(A + B) ÷ C x 100 = %

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

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

INDICATOR 3B: PROFICIENCY

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INDICATOR 3B: PROFICIENCY

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	Children with IEPs who received a valid score & proficiency was assigned	Number of children with IEPs Proficient	FFY 2018 Target	FFY 2018 Data	FFY 2017 Data	FFY 2016 Data	Status	Slippage
Reading	10,752	1982	46.07%	18.43%	18.83%	18.64%	Target not met	No Slippage
Math	10,744	1797	46.49%	16.73%	17.78%	18.36%	Target not met	Slippage

- Children with IEP students who received a valid score and a proficiency was assigned. (Full Academic Year (FAY) does not apply) (Smarter Balanced and MSAA)
  - Reading dropped just a bit from last year
  - Math has dropped the last 2 years
- Targets have been set in past by ESSA accountability
  - New ESSA goals were set in 2017-2018

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INDICATOR 3B: PROFICIENCY TARGETS

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Background information:

- In 2017 according to the state ESSA (Every School Succeeds Act)/state Consolidated Application (Title) the long term goals were reset (*ESEA section 1111(c)(4)(A)(i)(I)(aa)*).
- SD DOE worked with its Technical Advisory Committee, Regional Education Lab, and experts from the Council of Chief State School Officers (CCSSO) to re-evaluate the state's long- and short-term accountability goals to better align with the ultimate aspiration that all students leave the K-12 system college, career and life ready.
- SD DOE set a trajectory for where it wants the educational system to be in 13 years, when the fall 2017 cohort of kindergarteners is ready to leave the educational system in 2030-31.
  - In five years (2022-23), the proficiency expectation will be that all student groups will demonstrate proficiency percentage as measured at the 50th percentile of public schools on the 2017 summative assessment.
  - In 10 years (2027-28), the proficiency expectation will be that all student groups will demonstrate proficiency percentage as measured at the 75th percentile of public schools on the 2017 summative assessment.
  - Goals are set with the expectation that all student groups will perform at these levels with the intent that in 2030-31 all students will demonstrate both English language arts and mathematics proficiency.

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INDICATOR 3B: PROFICIENCY TARGETS FOR STUDENTS WITH IEP

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Reading	Baseline year	Year 1	Year 2	Year 3	Year 4	Year 5
Accountability	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Target	19.21%	26.26%	33.31%	40.36%	47.41%	54.44%
Actual	19.21%	18.63%				
SPP/APR	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Target	39.33%	46.07%				
Actual	18.83%	18.43%				

Math	Baseline year	Year 1	Year 2	Year 3	Year 4	Year 5
Accountability	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Target	18.20%	23.51%	28.82%	34.13%	39.44%	44.74%
Actual	18.20%	16.87%				
SPP/APR	2017-18	2018-19				
Target	38.86%	45.49%				
Actual	17.78%	16.73%				

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INDICATOR 3: STATEWIDE ASSESSMENT (RESULTS)

- Questions are
  - Do we reset the targets lower?
  - How can we help improve proficiency
    - Reading (SSIP)
    - Math (has been dropping)

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

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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 (2018-2019 SPP uses 2017-2018 data)
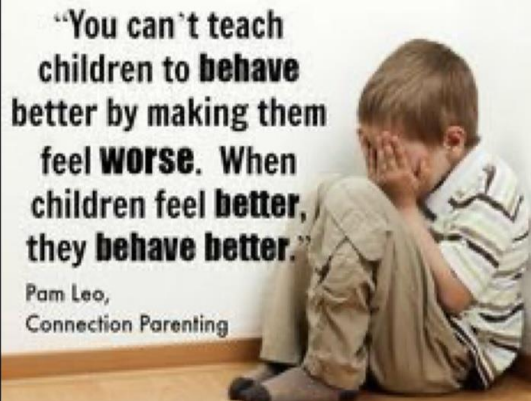
"You can't teach children to **behave** better by making them feel **worse**. When children feel **better**, they **behave better.**"

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 ÷ C) x 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 ÷ C) x 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 2017 Data	FFY 2018 Target	FFY 2018 Data	Status	Slippage
0	0	3	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 (2018-2019 SPP uses 2017-2018 data)
- Compliance= SD cannot have any districts flagged (Need 0%)
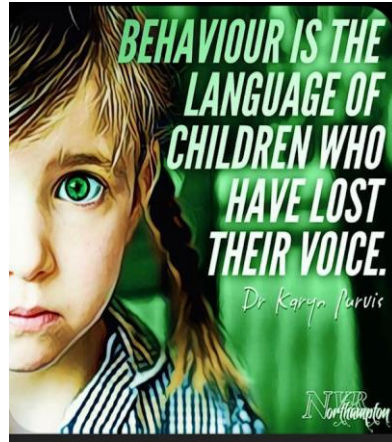
BEHAVIOUR IS THE LANGUAGE OF CHILDREN WHO HAVE LOST THEIR VOICE.
Dr Karyn Purvis

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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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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

Suspension

Child count
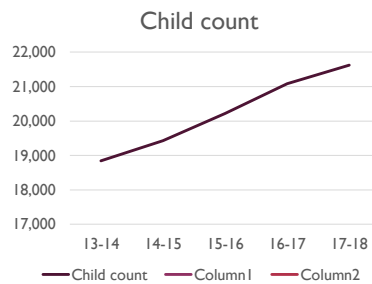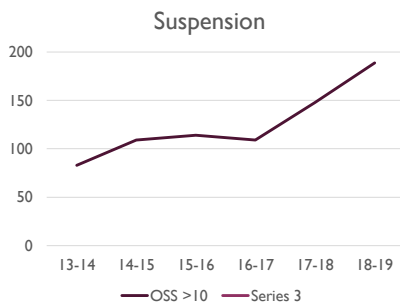
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INDICATOR 4A AND 4B CONSIDERATIONS

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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
  - Dr. Terry Scott

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

Measurement: Percent of children with IEPs aged 6 through 21:
- **A.** Inside the regular class 80% or more of the day;
- **B.** Inside the regular class less than 40% of the day; and
- **C.** In separate schools, residential facilities, or homebound/hospital placements.

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

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

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)

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

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

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

	Number of children with IEPs aged 6 through 21 served	Total number of children with IEPs aged 6 through 21 (Required)	FFY 2017 Data	FFY 2018 Target	FFY 2018 Data	Status	Slippage
A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	13,543	18,789	71.01%	68.00%	72.08%	Met Target	No Slippage
B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	1,047	18,789	5.46%	6.00%	5.57%	Met Target	No Slippage
C. Number of children with IEPs aged 6 through 21 inside separate schools, residential facilities, or homebound/hospital placements [c1+c2+c3]	374	18,789	1.94%	3.29%	1.99%	Met Target	No Slippage

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

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Indicator 5A: More than 80%

	2015	2016	2017	2018	2019
Actual_score	69.21	70.4	71.01	72.08	0
Target	67	67	67.5	68	68
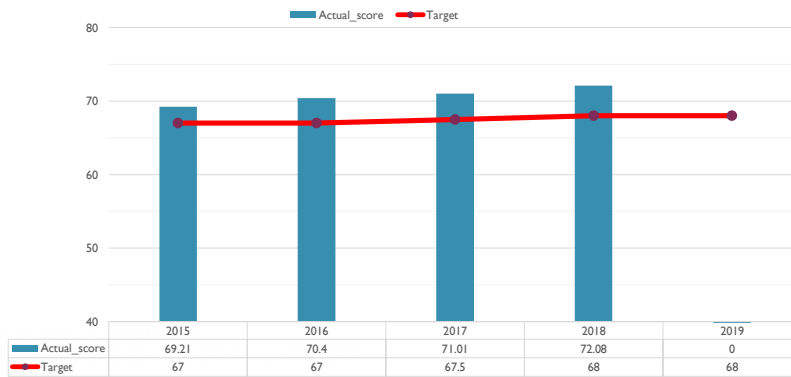
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INDICATOR 5B: LESS THAN 40%

ACTUAL DATA SHOULD BE LESS

TARGET 6.0% HAS REMAINED THE SAME AND RECOMMEND CONTINUE IN 2019

Indicator 5B: Less than 40%
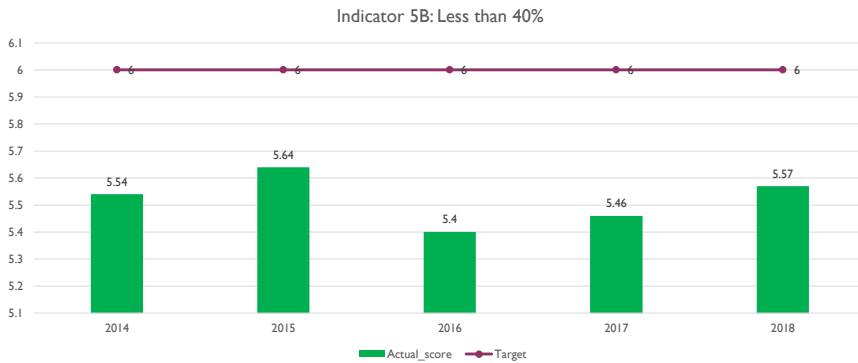
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Indicator 5C: Seperate, Residential, Home/Hospital
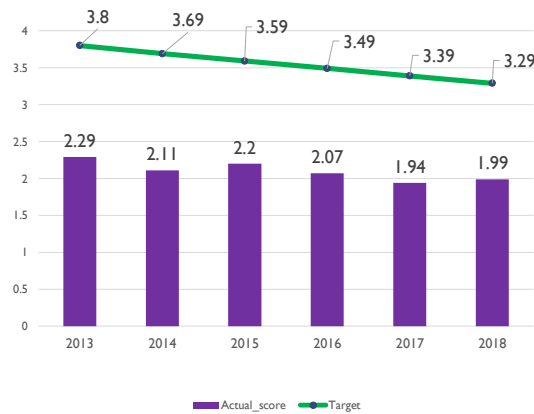
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INDICATOR 5C: LESS THAN THE TARGET

2019 TARGET RECOMMEND TO STAY SAME AT 3.29%

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FACILITATE INVOLVEMENT AND EVALUATE STUDENTS APPROPRIATELY

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INDICATOR 8:
PARENT SURVEYS (RESULTS)

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INDICATOR 8: PARENT SURVEYS (RESULTS)

ABOUT GETTING THE PARENT'S PERSPECTIVE ON HOW DISTRICTS INVOLVE THEM TO HELP IMPROVE SERVICES AND RESULTS FOR THEIR CHILD

- **Results indicator:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

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INDICATOR 8: PARENT SURVEYS (RESULTS)

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A/B*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

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

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INDICATOR 8:
PARENT SURVEYS (RESULTS)

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Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities	Total number of respondent parents of children with disabilities	FFY 2017 Data	FFY 2018 Target	FFY 2018 Data	Status	Slippage
6207	7072	88.41%	79%	87.77%	Met Target	No Slippage

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INDICATOR 8:
PARENT SURVEYS (RESULTS)

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- Targets have risen a little over the years
  - 2005 – 62.2%
  - 2018 -79.00%
- Do we leave the target as is or do we raise the target?

- Other considerations
  - Response rates
    - 2018-19 – 35.9% (19,709 surveys)
    - 2015-16 – 32.9% (17,683 surveys)
  - District response rates are monitored
  - Are there any suggestions on how to help districts increase response rates?

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EQUALITY VS. EQUITY

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

EQUITY = FAIRNESS
ACCESS TO SAME OPPORTUNITIES
We must ensure equity before we can enjoy equality
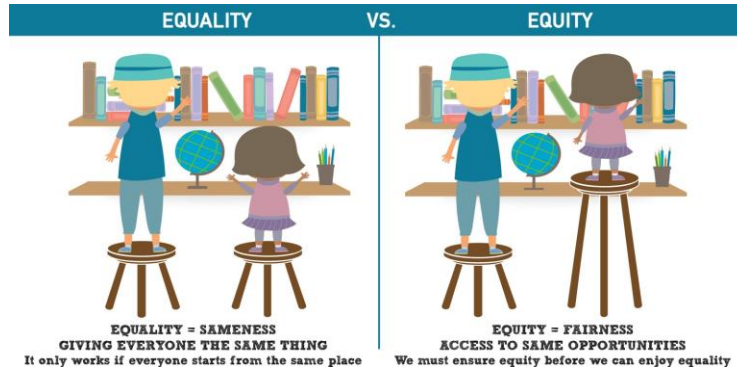
INDICATOR 9 AND 10: DISPROPORTIONALITY (COMPLIANCE)

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

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INDICATOR 9 & 10 (COMPLIANCE)

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

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

Indicator 10 Measurement:
Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

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

Indicator 9 and 10 has 2 Components:

- Identified by a numerical calculation.
- Inappropriate identification in policy, practices and procedures.

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
- A Weighted Risk Ratio is determined only if there are 20 or more students in the group of interest (based on child count data) and if there are also 20 or more students in the comparison group.

INDICATOR 9 & 10

INDICATOR 9 DATA

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

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INDICATOR 10 DATA

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

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Indicator 9 and 10 District Considerations

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Review policy and procedures followed same way for all students.

Is there a higher percentage identified then others?

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

What type of interventions and data does the district collect?

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

INDICATOR 11:
INITIAL EVALUATIONS (COMPLIANCE)

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

- 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

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

- ♥ Spreadsheet for Indicator 12 is now available for districts to upload to Launchpad. doe.sd.gov

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(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)
5,150	5,145

INDICATOR 11
FFY 2018 DATA

FFY 2018 Target	FFY 2018 Data	Status	Slippage
100%	99.90%	Did Not Meet Target	No Slippage

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Indicator 11 Compliance

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Out of Compliance: student who was not evaluated within 25-school days of receiving parent consent to evaluate.

- Three out of 149 districts found Out of Compliance
- Total of 3 students
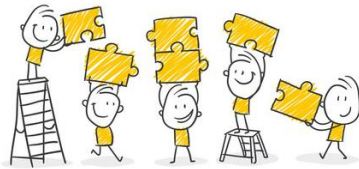
Reasons for not reaching the timeline:
- Not counting day received consent as day 1
- Incorrect dates and counts
- No permission to extend timeline from parent

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COLLEGE AND CAREER READY

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INDICATOR 1: GRADUATION RATE (RESULTS)

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

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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 (RESULTS)

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- Who are these kids? (lag year data)
  - SY 2017-18 Cohort
    - Enrolled in high school for the first time in fall of 2013
    - Students whose 4 yr graduation date would have been Spring of 2018

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

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INDICATOR 1:
GRADUATION RATE (RESULTS)

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

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INDICATOR 1:
GRADUATION RATE (RESULTS)

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- **Reminder:** Graduation Codes will change this spring
- Results of that won't show up for 2 years
  - Expect that rate may decline?

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 1:
GRADUATION RATE (RESULTS)

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- Target has remained the same since FFY 2015
  - At 85%
  - Decided to leave the same as haven't met target but are seeing a gradual increase
    - Graduation rate in FFY 2013 was 59.67% and is now 62.98%
- With upcoming changes to graduation coding
  - District may now be coding students correctly
  - Could see slippage in two years
- What are some suggestions for increasing graduation rate (that are within our abilities to change?
- How can we help districts increase graduation rate?

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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.

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INDICATOR 2:
DROPOUT RATE (RESULTS)
PREVIOUS DATA

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Baseline	2013	2.53%			
FFY	2013	2014	2015	2016	2017
Target <=	3.00%	2.90%	2.90%	2.80%	2.50%
Data	2.53%	2.76%	3.03%	3.09%	3.30%

Targets

FFY	2018	2019
Target <=	2.40%	

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INDICATOR 2:
DROPOUT RATE (RESULTS)
CURRENT DATA

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FFY 2018 SPP/APR Data

(Required)	(Required)					
Number of youth with IEPs who exited special education due to dropping out	Total number of High School Students with IEPs by Cohort	FFY 2017 Data	FFY 2018 Target	FFY 2018 Data	Status	Slippage
156	5,187	3.30%	2.40%	3.01%	Did Not Meet Target	No Slippage

State Dropout Rate %

(chart x-axis: FFY 2014, FFY 2015, FFY 2016, FFY 2017, FFY 2018; y-axis: 2.4 to 3.4)

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INDICATOR 2:
DROPOUT RATE
(RESULTS)

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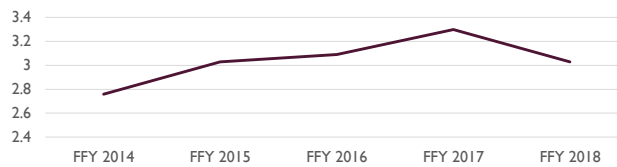
- Percent of student with IEPs dropping out of HS
- Information collected through Campus (exit code 07 and 08)
    - Uses lag year data (2018-2019 SPP uses 2017-2018 data)

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**.

$$A ÷ B × 100 = Dropout \%$$

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INDICATOR 2:
DROPOUT RATE (RESULTS)

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Calculation Example for Indicator 2
A ÷ B × 100 = Dropout %

A = 9 students dropped out (Exit Code 08) +
  7 students moved not known to continue (Exit Code 07)
B = 290 students with IEPs in ages 14-21

16 ÷ 290 X 100 = 5.5%

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INDICATOR 2 CONSIDERATIONS
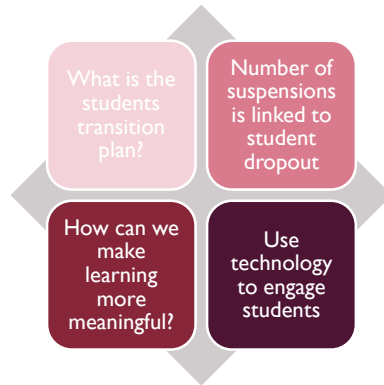
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What is the students transition plan?

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 13:
SECONDARY TRANSITION (COMPLIANCE)

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Measurement: Percent of youth with IEPs (aged 16 and above) whose IEP includes:

- appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment;
- transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals;
- and annual IEP goals related to the student's transition needs.

Districts must document:

- evidence that the student was invited to the IEP team meeting where transition services were discussed
- when appropriate, a representative of any participating agency was invited to the IEP team meeting

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INDICATOR 13:
SECONDARY TRANSITION (COMPLIANCE)

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Data Collection
- Data collected during Special Education Accountability Monitoring visits

Calculation Guide

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

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

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

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

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INDICATOR 13:
SECONDARY TRANSITION (COMPLIANCE)

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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
107	128	93.71%	100%	83.59%	Did Not Meet Target	Slippage

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INDICATOR 13:
SECONDARY TRANSITION (COMPLIANCE)

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- This is a 100% target indicator
- Possible reasons for slippage
  - Less district reviews
  - Smaller districts reviewed
  - Less files reviewed
- Reasons for non-compliance
  - Agency invites not completed prior to being invited to IEP meeting
  - Course of Study not completed
- What we are currently doing
  - TSLP (Transition Services Liaison Project) provide district training
  - TSLP part of IEP workshops
- Possible changes?
  - Providing more transition workshops

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INDICATOR 14:
POST SCHOOL OUTCOMES

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INDICATOR 14:
POST-SCHOOL OUTCOMES (RESULTS)

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

A. Enrolled in higher education, or:

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

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

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INDICATOR 14:
POST-SCHOOL OUTCOMES (RESULTS)

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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

e. 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-SCHOOL OUTCOMES (RESULTS)

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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	**313**
a. Number of respondent youth who enrolled in higher education within one year of leaving high school	53
c. Number of respondent youth who competitively employed within one year of leaving high school	168
d. Number of respondent youth enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed)	10
e. Number of respondent youth who are in some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed).	26

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INDICATOR 14:
POST-SCHOOL OUTCOMES (RESULTS)

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Total number of respondents = 313	Number of respondent youth	FFY 2017 Data	FFY 2018 Target	FFY 2018 Data	Status	Slippage
A. Enrolled in higher education (a)	53	27.35%	15.5%	16.93%	Met target	No Slippage
B. Enrolled in higher education or competitively employed (a+c)	221	65.81%	68.5%	70.61%	Met target	No Slippage
C. Enrolled in higher education, or some other postsecondary education or training; or competitively employed; or some other employments (a+c+d+e)	257	78.63%	82%	82.11%	Met target	No slippage

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INDICATOR 14:
POST-SCHOOL OUTCOMES (RESULTS)

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How do we collect the data?

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

1.   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.

2.   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

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INDICATOR 14:
POST-SCHOOL OUTCOMES (RESULTS)

- Things we see
  - Response rates are still lower (FYY2017 - 43%; FFY2016 - 56%; FFY2015 - 64%)
    - Asking more districts to help call
    - Developing an online survey for students
    - Are there other suggestions for helping to increase the response rate?
  - Students going to college is lower, however those competitively employed is higher
  - Targets
    - A. has remained the same since FFY 2013 (15.5%)
    - B. has increased ½ percent each year until this year which it remained the same (68.5%)
    - C. remained the same until FFY 2017 at which time it increase each year by ½ percent. (82%)

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INDICATOR 15 & 16:
DISPUTE RESOLUTION (RESULTS)

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

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INDICATOR 15 & 16:
DISPUTE RESOLUTION (RESULTS)

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2018-2019 Results: 100%

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

Due to SD having less that 10 sessions for each indicator we are not required to set targets for these indicators.

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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.

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
Phase I **Analysis**	**Phase II** **Plan**	**Phase III** **Evaluation**

• Data Analysis;
 • Infrastructure Analysis;
 • State-identified measureable result;
 • Coherent Improvement Strategies;
 • Theory of Action
	• Multi-year plan addressing:
	   • Infrastructure Development;
	   • Support EIS Program/LEA in Implementing Evidence-Based Practices;
	 • Evaluation Plan
		• Reporting on Progress including:
		   • Results of Ongoing Evaluation
		   • Extent of Progress
		 • Revisions to the SPP

INDICATOR 17: SSIP
STATE SYSTEMIC IMPROVEMENT PLAN

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- Based on stakeholder input and feedback, South Dakota identified reading proficiency among students with learning disabilities entering grade four as the main focus for the SSIP.

- General Education and Special Education Initiative

- Pilot Program through 2020.

- 2019-2020 - alignment with SD SPDG (State Personnel Development Grant).

SSIP Theory of Action

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

Standards of Action	If...	Then...	Near Result(s)	Far Result(s)
Data Analysis	General and Special Education teachers understand and apply evaluation data knowledge for instructional decision making...	Instructional practices will improve.	Students with Learning Disabilities will receive evidence-based foundational reading instruction.	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.		

SSIP RESULTS
– DATA ANALYSIS

- 85% of teachers stated they felt highly-skilled in their ability to determine which students need intensive interventions.

- 82% of teachers stated they felt highly-skilled in their ability to determine which students need strategic interventions.

- 81% of teachers stated they felt highly-skilled in their ability to select an intervention for a given student.

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H. Team Problem-Solving: Grade-Level Data Analysis Checklist
28 school team members from 2 districts completed the checklist.

1. Was universal screening data provided and reviewed to determine the percent of students who are meeting benchmarks? — 11% / 89%

2. Was universal screening data provided and reviewed to determine the percent of students who need supplemental intervention? — 11% / 89%

3. Was universal screening data provided and reviewed to determine the percent of students who need intensive intervention? — 11% / 89%

■ No ■ Somewhat ■ Yes

SSIP RESULTS
– INSTRUCTIONAL PRACTICES

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Percent who said "Some," "Quite a bit," or "A lot"

Question	Some	Quite a bit	A lot	Total
9. Has your work-related knowledge increased	28%	37%	28%	93%
13. Did this workshop help you identify evidence-based practices that you…	21%	36%	34%	92%
10. Have your work-related skills increased	32%	34%	27%	92%
12. Will you change what you do back on your job	36%	32%	23%	91%
11. Has your work-related motivation increased	25%	31%	34%	89%

□ Some   □ Quite a bit   ■ A lot

Participant Comments
- "The best thing about this workshop was that all of these lessons and practices were easy to understand and implement."
- "How to teach students to blend words. I also thought the vocabulary instruction part was great. Learning how to introduce new words to students so they get the repetition they need in order to remember that word."
- "I appreciated the fact that Pat was so organized and prepared for the day and as a result there was no wasted time. "
- "I like to see the attendance statistics and look forward to sharing them with staff and parents."
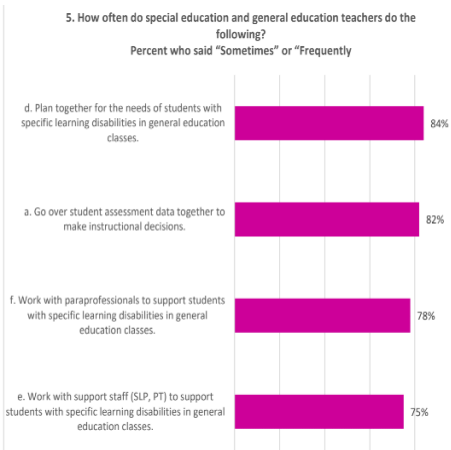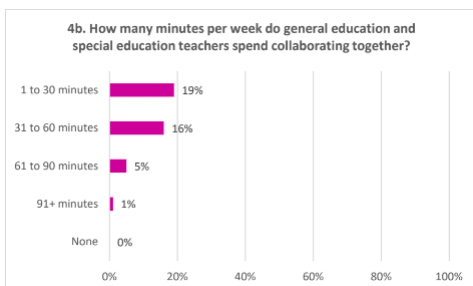- "Strategies to use with parents regarding student attendance."

- 90% of teachers stated that the SSIP grant positively impacted their understanding of foundational reading.

- 82% of teachers stated that the SSIP grant positively impacted their understanding of data analysis.

SSIP RESULTS
– COLLABORATION

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4b. How many minutes per week do general education and special education teachers spend collaborating together?

1 to 30 minutes	19%
31 to 60 minutes	16%
61 to 90 minutes	5%
91+ minutes	1%
None	0%

5. How often do special education and general education teachers do the following?
Percent who said "Sometimes" or "Frequently"

d. Plan together for the needs of students with specific learning disabilities in general education classes.	84%
a. Go over student assessment data together to make instructional decisions.	82%
f. Work with paraprofessionals to support students with specific learning disabilities in general education classes.	78%
e. Work with support staff (SLP, PT) to support students with specific learning disabilities in general education classes.	75%

SSIP RESULTS
- FAMILY ENGAGEMENT

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56 family members and 13 educators from 1 district completed the Family Engagement Surve

Percent who said "Agree" or "Strongly Agree"

	Family Members	Educators
a. Families are welcome at this school.	92%	100%
l. Students are treated with respect by teachers and staff.	91%	100%
j. Students are challenged to do their best at this school.	90%	92%
c. Families' culture, ethnicity, and beliefs are respected and valued at this school.	87%	100%
b. Families are encouraged to participate in their child's classroom learning.	86%	75%
d. The principal is available to families.	82%	100%
i. Students feel safe before and after school and during free time.	81%	85%
f. The school effectively uses technology (e.g., Facebook, texting, emails) to communicate with families.	75%	92%

■ Family Members ■ Educators

SSIP RESULTS
– OVERALL

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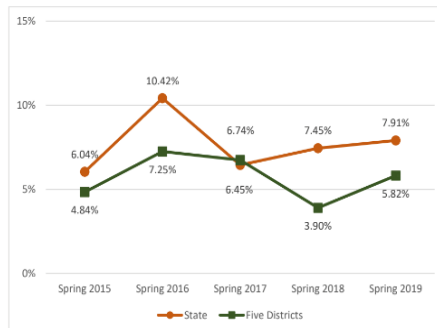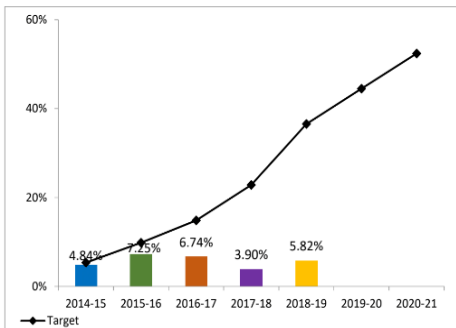
T. Student State Reading Test Data
Grade 3 Students with a Specific Learning Disability – Percent Scoring Proficient

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

SSIP -
NEXT STEPS

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2019-2020 – Sustainability and Support

- All pilot districts invited to attend SPDG trainings
    - Explicit Instruction
    - Coaching
    - Data-Driven Instruction (SPDG Data Workbook)

- Sustainability Grant
    - Supports for district efforts to develop plans to sustain best practices.
        - Family Engagement
        - Literacy (Instructional Practices)
        - Data
        - Collaboration

SOUTH DAKOTA DETERMINATIONS

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- South Dakota Determination Criteria
    - Determination is based on the required components by the United States Office of Special Education Programs (OSEP) which includes:
    - Compliance Indicators 9, 10, 11, 12, 13, and compliance reviews
    - Valid, Reliable, and Timely Data
    - Uncorrected Non-Compliance
    - Any Audit Findings
- OSEP has allowed State Education Agencies to have a performance of 95% to 100% to meet the Compliance Indicator criteria for Levels of Determination
- Districts are still required to meet the annual compliance targets of 100% for indicators 11, 12, 13 and 0% for indicators 9 and 10. Any local program within the range of 95-99.9% still needs to correct those few issues and work to 100%.

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SOUTH DAKOTA DETERMINATIONS

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Levels of Determination

- State Education Agencies must place local education agencies (LEA) in a Determination level based on their performance on the State Performance Plan according to Section 616(d) of the IDEA and ARSD:

- **24:05:20:23.04. State enforcement -- Determinations.** On an annual basis, based on local district performance data, information obtained through monitoring visits, and other information available, the department shall determine whether each school district meets the requirements and purposes of Part B of the IDEA.

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SOUTH DAKOTA DETERMINATIONS

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Area	Definition/Criteria	Points Earned
Compliance Indicators & Monitoring	Meet 95% to 100%	3
Correction of Non-Compliance	Completing Corrective Action Plans within 12 months	2
Meeting Timeline	Valid, Reliable, and Timely Data	1
Total Points a District can earn		42 Points

Areas included in all areas:

- Indicator 9
- Indicator 10
- Indicator 11

- Indicator 12
- Indicator 13
- Accountability review
- Audit findings

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SOUTH DAKOTA DETERMINATIONS

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Determination Level	Maximum Points Earned	Minimum Points Earned
Meets Requirements	42	36
Needs Assistance	35	30
Needs Intervention	29	22
Needs Substantial Intervention	21	0

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SOUTH DAKOTA DETERMINATIONS

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Needs Assistance: If the department determines, for **two consecutive years**, that a school district needs assistance in implementing the requirements of Part B of the IDEA, the department shall take one or more of the following actions:

1. Advise the district of available sources of technical assistance that may help the district address the areas in which the district needs assistance. Assistance may include assistance from the department's special education programs, other offices of the department, other state agencies, technical assistance providers approved by the department, and other federally-funded nonprofit agencies. The department shall require the district to work with appropriate entities. Such technical assistance may include:

   a) The provision of advice by experts to address the areas in which the district needs assistance, including explicit plans for addressing the area of concern within a specified period of time;

   b) Assistance in identifying and implementing professional development, instructional strategies, and methods of instruction that are based on scientifically-based research;

   c) Designating and using distinguished superintendents, principals, special education administrators, special education teachers, and other teachers to provide advice, technical assistance, and support; and

   d) Devising additional approaches to providing technical assistance, such as collaborating with institutions of higher education, educational service agencies, national centers of technical assistance supported under Part D of the IDEA, and private providers of scientifically-based technical assistance; and

2. Identify the district as a high-risk grantee and impose special conditions on the district's grant under Part B of the IDEA.

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SOUTH DAKOTA DETERMINATIONS

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- **Needs Intervention:** If the department determines, for three or more consecutive years, that a district needs intervention in implementing the requirements of Part B of the IDEA, the department shall require the district to prepare a corrective action plan if the department determines that the district should be able to correct the problem within one year or withhold, in whole or in part, any further payments to the district under Part B of the IDEA.

- **Needs Substantial Intervention:** Notwithstanding the provisions of this section, if the department determines that a district needs substantial intervention in implementing the requirements of Part B of the IDEA or that there is a substantial failure to comply with any condition of the district's eligibility under Part B of the IDEA, the department shall withhold, in whole or in part, any further payments to the district under Part B of the IDEA.

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SPP RESOURCES

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- DOE Special Programs SPP-APR website
  - https://doe.sd.gov/sped/SPP.aspx
  - Reports
  - TA Guides
  - Collection Calendar
  - Indicator webinars
  - Sped Contact Card for each indicator
- Sped Director Calls
  - https://doe.sd.gov/sped/directors.aspx
  - February call we will go over FFY19 SPP reported to OSEP

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