



STATE PERFORMANCE PLAN FFY2020 - 2025

Posted April 2022

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.
- Annually, SEP reports district progress, based on district data collected, to the Office of Special Education Programs by February 1st. OSEP reviews the SPP and issues a state determination. SEP also reviews individual district data and issues annual Local Education Agency (LEA) determinations using the SPP data.
- OSEP released a new SPP package 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.
- A statewide and individual district public reports will be released by June 1st, 2022 and located at <https://doe.sd.gov/sped/SPP.aspx>

17 INDICATORS: COMPLIANCE VS RESULTS

RESULTS INDICATORS	Data Collection School Year For FFY2020
Indicator 1: Graduation	SY 2019-2020
Indicator 2: Dropout	SY 2019-2020
Indicator 3: Statewide Assessment	SY 2020-2021
Indicator 4A: Suspension/Expulsion	SY 2019-2020
Indicator 5: Educational Environments	SY 2020-2021
Indicator 6: Preschool Environments	SY 2020-2021
Indicator 7: Preschool Outcomes	SY 2020-2021
Indicator 8: Parent Involvement	SY 2020-2021
Indicator 14: Post-School Outcomes	SY 2020-2021
Indicator 17: SSIP-SIMR (PILOT)	SY 2020-2021

COMPLIANCE INDICATORS	Data Collection School Year For FFY2020
Indicator 4B: Suspension/Expulsion by Race/Ethnicity	SY 2019-2020
Indicator 9: Disproportionate Racial/Ethnic Representation	SY 2020-2021
Indicator 10: Disproportionate Racial/Ethnic Representations in Specific Eligibility Categories	SY 2020-2021
Indicator 11: Child Find	SY 2020-2021
Indicator 12: Early Childhood Transition	SY 2020-2021
Indicator 13: Secondary Transition	SY 2020-2021
Indicator 15: Resolution Sessions	SY 2020-2021
Indicator 16: Mediation	SY 2020-2021

Indicators 1, 2, 4, and 9/10 use lag year data. For FFY2020 SPP, school year 19-20 data is used.

OVERVIEW OF CHANGES TO INDICATORS

Type of Change	Indicators
No Change	7, 9, 10, 11, 12, 15, 16
Minor Changes/Clarifications	4, 5, 13, 17
Changes to Response Rate & Representativeness	8, 14
Change to Data Source	1, 2
New Components	3, 6

Changes will be addressed in more detail under each indicator presentation.

OSEP REQUIRED STATES TO...

- Set baselines and targets for Results indicators that:
 - Are above the baseline
 - Are rigorous
 - Involve broad stakeholder involvement
 - 1, 2, 3, 4a, 5, 6, 7, 8, 14, 15, 16, and 17
- Compliance Indicators baseline and targets are set by OSEP at 0% or 100%
 - Failure to meet compliance indicators results in corrective action
 - 4b, 9/10, 11, 12 and 13
- Indicator baselines and targets are updated when a new component is added or a change in the indicator has occurred, such as new formula, method or group being measured.

OSEP REQUIRED STATES TO... CONT.

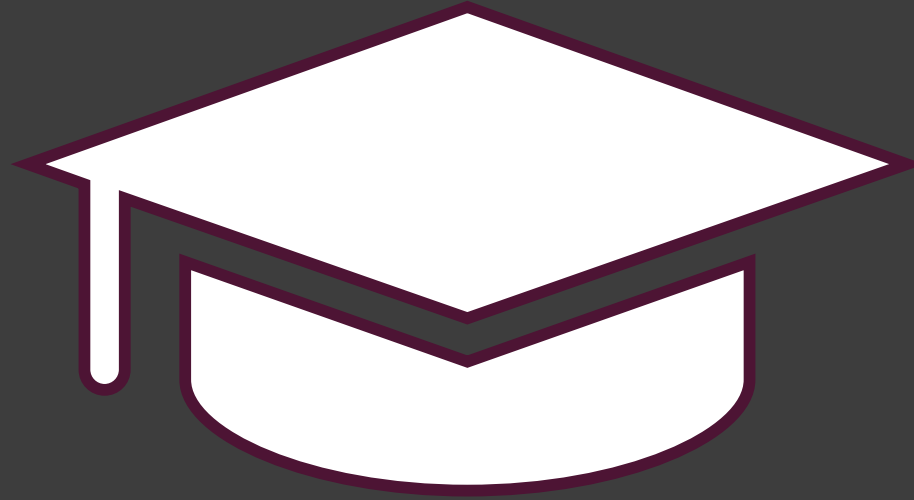
- Determine baselines
 - States choose a reporting year as the baseline, using the following considerations:
 - Most recent year of data available
 - Year new measurement took place
 - COVID19 impacts
 - States must provide an explanation for the revision

SOUTH DAKOTA SPECIAL EDUCATION PROGRAMS PROCESS USED FOR SETTING BASELINES & TARGETS

- Stakeholder Involvement
 - Large Stakeholder Group July 2022
 - Reviewed historical data
 - Reviewed trend data
 - Discussed impacts of COVID19 on the data and potential future impacts
 - Looked at baseline and different end target options
 - Made initial baseline and end target decisions to propose

SOUTH DAKOTA SPECIAL EDUCATION PROGRAMS PROCESS USED FOR SETTING BASELINES & TARGETS CONT...

- Information from the large stakeholder group was then:
 - Shared with SD Advisory Panel for Children with Disabilities September 2021
 - Shared out via webinar hosted by SD Parent Connections lunch and learn in October 2021
 - Shared out via a temporary DOE webpage in November 2021
 - Information on how to access was sent out through a variety of media outlets (news station, social media, Sped newsletter, sped director calls, listservs, Disability Rights South Dakota, Disabilities Council, and Department of Tribal Education)
 - Stakeholders were able to review each indicator and provide feedback on the proposed targets via survey link
 - DOE considered all public comment and stakeholder input in determining the final baseline and targets for the SPP
 - Shared final baselines and targets with SD Advisory Panel for Children with Disabilities January 2022



INDICATOR 1: GRADUATION

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

- ❖ TO IMPROVE THE GRADUATION RATE OF STUDENTS WITH DISABILITIES
- ❖ HELP REDUCE THE GAP BETWEEN STUDENTS WITH DISABILITIES AND WITHOUT DISABILITIES

CHANGES OVER LAST YEAR

Previous Calculation

4-year cohort

- Graduated with a regular high school diploma within 4 years (in the numerator)
- Students who entered HS at the same time (freshman year) (In the denominator)

New Calculation

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

GRADUATION DATA FOR THIS INDICATOR USES "LAG YEAR" DATA

STAKEHOLDER INPUT

BASELINE SELECTION

FFY 2019 is the first year the new SD graduation requirements went into place and the last pre-COVID data point.

- Most reliable data point

Stakeholders looked at previous years' data through the lens of the new calculation.

- SEP and stakeholders examined recalculated drop-out rates using the FS009 EdFacts File for several years.

Data did not show a consistent trajectory of improvement or decline.

Stakeholders recommended FFY 2019 (the most recent pre-COVID19 year) as the baseline.

STAKEHOLDER COVID19 CONSIDERATIONS

1. The impact of the COVID19 pandemic

- LEAs need time to recover from the COVID19 pandemic closures, continued illnesses, and providing consistent services in a safe environment.
- Students may have to re-take or take recovery courses due to failing courses which were moved to virtual due to the afore mentioned ongoing effects of the COVID19 pandemic on LEAs
- Concerns were expressed regarding some LEAs remaining open while others were virtual.
- Concern over consistency between LEAs as to how students are counted as attending school and completing coursework during the COVID19 pandemic recovery years.
- While reviewing previous years' data, stakeholders expressed concern the FFY2020 data point, which is the first "COVID" year (based on 2019-20 data), was unusually high compared to previous years (and thus believed to be an anomaly)

2. Targets are rigorous yet obtainable

STAKEHOLDER INPUT

TARGET SETTING

- Stakeholders are aware the state must increase outcomes over the next five years.
- Targets begin with Baseline FFY 2019 67.99%
- A consistent gradual increase in targets of 5.68% is shown over the six-year plan
- Targets are rigorous yet attainable

INDICATOR 1

INTERVAL TARGETS



Federal Fiscal Year	20	21	22	23	24	25
Baseline FFY 2019 67.99%	67.99%	67.99%	68.45%	68.91%	71.84%	73.67%

FFY 2020 SPP/APR DATA

Number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma	Number of all youth with IEPs who exited special education (ages 14-21)	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
610	809	72.14%	67.99%	75.40%	MET TARGET	NO SLIPPAGE

INDICATOR 1

GOAL ACHIEVED BY.....



- Implementation of appropriate curriculum for each student
- Clear understanding of South Dakota graduation requirements.
- Correct exit coding in campus.
- District tracking that the proper course of study is being followed and necessary credits are being earned toward graduation for each student.

IMPROVEMENT STRATEGIES

DOE SUPPORT

Things to Consider

- What factors led to students completing high school in four years?
- Were similar strategies and procedures in place for all students with disabilities?
- Is the most appropriate curriculum for each student being implemented?
- How can districts work with younger students to ensure that the proper course of study is being followed and necessary credits are being earned toward graduation?
- Clear understanding of baseline graduation requirements
- Ensure correct exit coding in Campus

Resources

- [SD High School Graduation Requirements](#)
- [Webinar Snippet: 2018 Graduation Requirements](#)
- [Disabilities Policy \(Updated July 2020\)](#)
- [ISSUE BRIEF: Graduation reequipments and students with special needs](#)
- [Graduation Coding Guidance for Students on an IEP](#)
 - Document may be found in the Student with Special Needs Section)
- [State Performance Plan Indicators](#)

INDICATOR 2: DROP OUT

Results Indicator

Percent of students with IEP's dropping out of high school

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

CHANGES OVER LAST YEAR

Previous Calculation

- States must report a percentage using the number of youth with IEPs (ages 14-21) who Dropped Out or Moved Not Known to Continue in the numerator
- The total number of students (ages 14-21) on the December 1 Child Count multiplied by 100 in the denominator

New Calculation

- States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to dropping out (in the numerator)
- and the youth with IEPs who left high school (ages 14-21) (in the denominator)
- Include the following exiting categories:
 - graduated with a regular high school diploma;
 - graduated with a state-defined alternate diploma;
 - received a certificate;
 - reached maximum age; or
 - dropped out

STAKEHOLDER INPUT

BASELINE SELECTION

FFY 2019 is the first year the new SD graduation requirements went into place and the last pre-COVID data point.

- Most reliable data point

Stakeholders looked at previous years' data through the lens of the new calculation.

- SEP and stakeholders examined recalculated drop-out rates using the FS009 EdFacts File for several years.

The FFY 2020 data point, which is the first year that COVID19 would impact data (based on 2019-2020 data), was unusually low compared to previous years

- thus believed to be an anomaly

STAKEHOLDER COVID19 CONSIDERATIONS

- LEAs need time to recover from
 - COVID19 closures
 - continued illnesses
 - providing consistent services in a safe environment
- Beginning in the Fall of 2020 and continuing through the present, COVID19 has caused
 - an increase in substitute teachers
 - turnover in staff
 - absences due to student and family illnesses
- Students may have to re-take or take recovery courses due to
 - failing courses that were moved to virtual instruction due to the ongoing effects of COVID19 on LEAs
 - not all students learn well in a virtual learning environment
- Concerns were expressed regarding some LEAs remaining open while others were virtual.
- Concern over consistency between LEAs as to how students are counted as attending school and completing coursework during the COVID19 pandemic recovery years.

STAKEHOLDER INPUT

TARGET SETTING

- Stakeholders are aware the state must increase outcomes over the next five years.
- Targets begin with Baseline FFY 2019 19.35%
- A consistent gradual increase in targets of 8.65% is shown over the six-year plan
- Targets are rigorous yet attainable

INDICATOR 2

INTERVAL TARGETS



Federal Fiscal Year	20	21	22	23	24	25
Baseline FFY 2019 19.35%	19.35%	19.35%	18.38%	17.40%	14.60%	10.70%

FFY 2020 SPP/APR DATA

Number of youth with IEPs (ages 14-21) who exited special education due to dropping out	Number of all youth with IEPs who exited special education (ages 14-21)	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
147	809	2.55%	19.35%	18.17%	MET TARGET	NO SLIPPAGE

IMPROVEMENT STRATEGIES

DOE SUPPORT

Things to Consider

- Check for accuracy of data. Determine reasons are connected to students who dropped out
 - Was an appropriate course of study developed and followed?
 - Is the most appropriate curriculum for each student being implemented?
- Does the district monitor attendance records carefully?
- Does the district have a system for tracking access to curriculum during suspension/expulsion?
- Determine if transition plan was not only implemented but revisited and adjusted when IEP team deemed necessary.

Resources

- [Effective Strategies](#)
- [Rural Dropout Prevention Resources](#)
- [Solutions to the Dropout Crisis](#)
- [Executive Summary of the National Dropout Prevention Center Trauma-Skilled Schools Model](#)
- [SD Title 1, Part D: At Risk Youth](#)
- [State Performance Plan Indicators](#)



INDICATOR 3: ASSESSMENT

IMPORTANT CHANGES TO INDICATOR 3 FOR THE NEW SPP/APR CYCLE:

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

Separates proficiency data by general and alternate assessments (C)

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

INDICATOR 3: ASSESSMENT

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

A. Participation rate for children with IEPs

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

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

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

STRATEGIES FOR EVIDENCE- BASED TARGET SETTING

Stakeholders based their target setting for Indicator 3A-3D on the following:

- Previous Indicator 3 state history and trends
- Potential Covid-19 impacts
- Data compared to similar states
- Overall district performance ranges
- Grade level performance variations

Baseline data from SY 20-21 was not available during initial stakeholder meeting. Targets were set utilizing historical data and statistical projections.

INDICATOR 3A

INITIAL PROPOSED TARGETS

School Year	SY 25/26	School Year	SY 25/26
Reading 4 th	98.00%	Math 4 th	98.00%
Reading 8 th	98.00%	Math 8 th	98.00%
Reading HS	98.00%	Math HS	98.00%

- As spring 2021 assessment data was available, stakeholders agreed to re-evaluate final targets.
- Reading and math for grade 4 remained at 98%.
- Reading and math grades 8 and HS moved to a final target of 95% due to larger gap in participation rates.

Highlighted targets saw change after initial stakeholder group review. The same method used to determine the initial targets was used in resetting targets once the State received 20-21 data.

INDICATOR 3A

FINAL TARGETS AND INTERVALS

School Year	Baseline SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25	SY 25/26
Reading 4 th	95.52%	95.52%	95.79%	96.10%	96.74%	98.00%
Reading 8 th	92.13%	92.13%	92.19%	92.59%	93.40%	95.00%
Reading HS	93.28%	93.28%	93.22%	93.48%	93.99%	95.00%
Math 4 th	95.20%	95.20%	97.50%	97.80%	97.80%	98.00%
Math 8 th	91.50%	91.50%	91.94%	92.38%	93.25%	95.00%
Math HS	92.97%	92.97%	93.22%	93.48%	93.99%	95.00%

INDICATOR 3B

INITIAL PROPOSED TARGETS

School Year	SY 25/26
Reading 4 th	24.53%
Reading 8 th	13.60%
Reading HS	20.10%

School Year	SY 25/26
Math 4 th	25.71%
Math 8 th	9.80%
Math HS	5.81%

As spring 2021 assessment data was available, stakeholders agreed to re-evaluate final targets.

- A 5% increase from baseline for both reading and math at grade 4 was decided based on historical data and projection.
- Due to lower increases in proficiency rates among 8th grade and HS, stakeholders proposed a 3% increase from baseline to target.

Highlighted targets saw change after initial stakeholder group review. The same method used to determine the initial targets was used in resetting targets once the State received 20-21 data.

INDICATOR 3B

FINAL TARGETS AND INTERVALS

School Year	Baseline SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25	SY 25/26
Reading 4 th	18.51%	18.51%	19.14%	19.76%	21.01%	23.51%
Reading 8 th	10.53%	10.53%	10.91%	11.28%	12.03%	13.53%
Reading HS	15.95%	15.95%	16.33%	16.70%	17.45%	18.95%
Math 4 th	20.58%	20.58%	21.22%	21.86%	23.15%	25.58%
Math 8 th	6.71%	6.71%	7.09%	7.46%	8.21%	9.71%
Math HS	3.48%	3.48%	3.86%	4.23%	4.98%	6.48%

4th Grade Reading and Math= 5% increase from baseline

8th and HS Reading and Math=3% increase from baseline

INDICATOR 3C

INITIAL PROPOSED TARGETS

School Year	SY 25/26	School Year	SY 25/26
Reading 4 th	44.35%	Math 4 th	66.20%
Reading 8 th	43.29%	Math 8 th	47.77%
Reading HS	66.27%	Math HS	67.83%

As spring 2021 assessment data was available, stakeholders agreed to re-evaluate final targets.

- A 5% increase from baseline for both reading and math at grade 4 was decided based on historical data and projection.
- Due to lower increases in proficiency rates among 8th grade and HS, stakeholders proposed a 3% increase from baseline to target.

Highlighted targets saw change after initial stakeholder group review. The same method used to determine the initial targets was used in resetting targets once the State received 20-21 data.

INDICATOR 3C

FINAL TARGETS AND INTERVALS

School Year	Baseline SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25	SY 25/26
Reading 4 th	38.00%	38.00%	38.63%	39.25%	40.50%	43.00%
Reading 8 th	33.33%	33.33%	33.71%	34.08%	34.83%	36.33%
Reading HS	56.32%	56.32%	56.70%	57.07%	57.82%	59.32%
Math 4 th	54.00%	54.00%	54.63%	55.25%	56.50%	59.00%
Math 8 th	39.18%	39.18%	39.56%	39.93%	40.68%	42.18%
Math HS	56.98%	56.98%	57.61%	58.23%	59.48%	59.98%

4th Grade Reading and Math= 5% increase from baseline

8th and HS Reading and Math=3% increase from baseline

INDICATOR 3D

INITIAL PROPOSED TARGETS

School Year	SY 25/26
Reading 4 th	26.00%
Reading 8 th	40.00%
Reading HS	46.50%

School Year	SY 25/26
Math 4 th	26.00%
Math 8 th	33.00%
Math HS	34.50%

As spring 2021 assessment data was available, stakeholders agreed to re-evaluate final targets

- If baseline target was over 30%, stakeholders agreed to a 2.5% gap decrease to obtain new target.
- If baseline target was under 30%, stakeholders decided upon a 2.0% gap decrease to obtain new target.

Highlighted targets saw change after initial stakeholder group review. The same method used to determine the initial targets was used in resetting targets once the State received 20-21 data.

INDICATOR 3D

FINAL TARGETS AND INTERVALS

School Year	Baseline SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25	SY 25/26
Reading 4 th	29.79%	29.79%	29.54%	29.29%	28.79%	27.79%
Reading 8 th	41.45%	41.45%	41.14%	40.83%	40.20%	38.95%
Reading HS	49.97%	49.97%	49.66%	49.35%	48.72%	47.47%
Math 4 th	26.51%	26.51%	26.26%	26.01%	25.51%	24.51%
Math 8 th	32.88%	32.88%	32.57%	32.26%	31.63%	30.38%
Math HS	35.80%	35.80%	35.49%	35.18%	34.55%	33.30%

Baseline over 30% = 2.5% decrease Baseline under 30% = 2.0% decrease

INDICATOR 4: SUSPENSION/EXPULSION

4A Results Indicator

4B Compliance Indicator

- ❖ Main purposes is to compare suspension/expulsion and disciplinary actions between IEP students and regular education students.

INDICATOR 4: SUSPENSION/EXPULSION

4A

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

4B

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

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

This indicator is divided in two parts

4A (results)
4B (compliance)

Indicator 4 uses lag year data in the SPP/APR.

This year, we report 2019-2020 data

Calculation Example 4A

28 students with IEPs suspended or expelled >10 school days during the year.

340 Total SPED Child Count

$$(28 \div 340) \times 100 = 8.23\%$$

is a significant discrepancy

Calculation Example 4B

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

340 Total SPED Child Count

$$(5 \div 340) \times 100 = 1.47\%$$

is not a significant discrepancy

INDICATOR 4: SUSPENSION/EXPULSION

- Recent changes to indicators 4A and 4B

The stakeholders decided to maintain the **target at 0.00%**. **Because the data presented in meetings clearly showed** South Dakota has only had between one and three LEAs that meet the N size that has 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 stakeholders concluded that a **target of 0.00%** is the only numerical option to reflect improvement over the baseline.

INDICATOR 4: SUSPENSION/EXPULSION

Indicator 4A results

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Number of LEAs that have a significant discrepancy	Number of LEAs that met the State's minimum n/cell size	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data
0	1	0.00%	0.00%	0.00%

Status	Slippage
Met target	No Slippage

INDICATOR 4: SUSPENSION/EXPULSION

Indicator 4 B results

148

Number of LEAs that have a significant discrepancy, by race or ethnicity	Number of those LEAs that have policies, procedure or practices that contribute to the significant discrepancy and do not comply with requirements	Number of LEAs that met the State's minimum n/cell size	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data
0	0	1	0.00%	0%	0.00%

Status	Slippage
Met target	No Slippage



INDICATOR 5: LEAST RESTRICTIVE ENVIRONMENT STUDENTS AGES 5 IN KG TO 21

Results Indicator

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



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

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

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

CALCULATION

Indicator	Numerator	Denominator
5A: General Classroom	Number of students with LRE of 80% to 100%	All students aged 5 (in school) through 21
5B: Self-Contained	Number of students with LRE of 39% or less	All students aged 5 (in school) through 21
5C: Separate Facility	Number of students in Day Program, Residential, Home/Hospital	All students aged 5 (in school) through 21

WHERE DOES DATA COME FROM?

IEP Team considerations

- IEP team's goal is to include students in general education curriculum to maximum extent possible.
 - Provide services and supports needed to remain in the classroom.
 - Must correctly document location and time of special education services
 - Calculate the time included with peers

Then collected on December 1 annually
(Child Count)

STAKEHOLDER INPUT: BASELINE AND INTERVAL TARGETS

New Baseline:

For the FFY 2020, December 1, 2020 child count data collection, SD implemented the FS002 federal data collection requirement change of 5-year-olds in Kindergarten. For FFY 2020 child count, this added 835 students to Indicator 5. Of the 835, 750 were in the 80% to 100%, 38 in the less than 40% environment and 5 students made up the separate setting environment. The 80% to 100% setting will be impacted the most by including 5-year-olds. SEP did analyze, if 5-year-olds were not added, would it impact 5A, 5B, and 5C. All three areas would have continued to follow the trajectory with very small percentage change of less than 1 percent for all areas.

COVID19 Impact: In FFY 2020, LEAs were offering services to students virtually, in-person and hybrid models. Due to large flexibilities, in FFY 2020, data did not indicate a noticeable impact.

In fall of 2021, it was identified that the original data used for analysis and target setting had included state and private school students, once those were removed from the calculation, it did slightly lower the general education with modification category trend trajectory. Online stakeholder input along with sending the original stakeholder the updated data, determined to align the end target based on trajectory.

5A: GEN ED: TARGET AND INTERVALS



Goal:

Increase percentage of students in general education classroom

Improvement Activities:

- Focus on middle and high school
- Provide training and supports around accommodations, roles, assistive technology, understanding brain development and mental health strategies.
- Collecting data to determine appropriate supports and specialized instruction

Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Targets	75.96%	75.96%	76.68%	77.18 %	77.68%	78.68%

Indicator 5A: Stakeholders discussed that SD has a trajectory of growth regarding inclusion. Now, with a majority of 5 years olds who will contribute to the 80% to 100% educational environment, 5A will continue to remain high. There was discussion if COVID19 would impact the percentage and growth and determined it potentially could be seen in FFY 2021. According to the data, middle and high school levels were the lowest areas of students in the 80% to 100% setting so SEP will target this group for professional development. Stakeholders identified SEP improvement strategies should focus on providing professional development related to behaviors, research-based interventions and innovation in supports for students.

5B AND 5A: DECREASE REMOVALS

Goal:

Decrease the percentage of students being removed from peers.

Improvement Strategies:

- Districts additional training on Positive Behavior Intervention Plans and how to create and implement the plans consistently.
- District trained on how conduct Functional Behavior Assessments and collect appropriate data on how to keep students in general education setting instead of removals.
- Training on how to support students with health concerns especially due to COVID concerns

INDICATOR 5B: SELF-CONTAINED

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

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 5B and 5C: SD has a very low percentage in both 5B and 5C. Stakeholders felt COVID19 may cause the percentage to remain fairly consistent as LEAs are trying support student health concerns and the additional concerns for students with greater social emotional needs. Stakeholders also felt that SD needs to provide additional training and support around strategies to support universal design and positive behavior interventions and supports related to implementation and data gathering. The targets are very flatlined and only have a final target of .07 decrease for 5B and .02 decrease for 5C.



INDICATOR 6:
LEAST RESTRICTIVE ENVIRONMENT
STUDENTS AGES 3-5 IN PRESCHOOL

Results Indicator

INDICATOR 6 MEASUREMENT

Preschool Students with Disabilities Least Restrictive Environment (LRE)

Measured by calculating the 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))

STAKEHOLDER INPUT

BASELINE AND INTERVAL TARGETS

1. Baseline Year: FFY2020 – chosen because 2020 Child Count data excluded students aged 5 who were in junior kindergarten or kindergarten.
 - Most current and accurate data
2. Interval Targets chosen:
 - Analyzed historical, trend, and forecast data statewide and compared to national data
 - Analyzed the individual district's data to determine the number of students placed in each environment versus the percentage of students
3. Targets are rigorous yet obtainable
 - COVID 19
 - Availability of early childhood settings in rural SD

STAKEHOLDER INPUT LEADING TO IMPROVEMENT

1. Historical data FFY 2015-2019 reviewed
 - 6A – increased by 1.5% which is an improvement
 - 6B – overall decreased by .12% which is an improvement
 - 6C – historically low – less than 2%
2. Minimal access students have to public preschools or daycares (rural areas)
3. Private daycares/preschools hesitant to invite school personnel into the setting to provide special education services.
4. Improve teamwork between Department of Social Services, Child Care Services (DSS CCS), Early Childhood Enrichment (ECE), and Special Education Programs (SEP) to provide professional development for private preschool and daycares in the areas of:
 - Child growth and development
 - Learning environments
 - Curriculum
 - Placement in the early childhood special education environments for students on IEPs

STAKEHOLDER INPUT LEADING TO IMPROVEMENT CONT.'

5. More students identified with higher needs placed in an early childhood special education class or separate school (6B) – strategies to increase time with non-disabled peers (6A)
6. Students aged 5 and attending junior kindergarten or kindergarten were removed from Indicator 6 data and added to Indicator 5 data per federal guidelines.
 - This change along with students exiting and moving out of state decreased the number of students in 6A by 311
7. COVID 19 – Still a concern
 - Impact on data – concerns of the student being in the school environment – may increase the home environment setting (medically fragile children)
 - Unknown lingering effects in the distant future

FINAL BASELINE AND TARGETS REPORTED TO OSEP

FFY	2020	2021	2022	2023	2024	2025
6A Baseline 2018	21.76%	22.00%	22.75%	23.50%	24.25%	25.00%
6B Baseline 2018	18.15%	17.93%	17.60%	17.17%	16.74%	16.00%
6C Baseline 2018	1.27%	1.27%	1.26%	1.24%	1.22%	1.20%

- Key:**
- 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***



INDICATOR 7: PRESCHOOL OUTCOMES

Results Indicator

INDICATOR 7

OVERVIEW

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.
- **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.

STAKEHOLDER INPUT

BASELINE AND INTERVAL TARGETS

1. Baseline Year: FFY2018 – chosen for all outcomes because it proved to follow the true trend
 - Outcomes decreasing over the past 6 years
2. Interval Targets chosen:
 - Stakeholders are aware districts must improve child outcomes
 - Greater increase in percentage form 2023-2025
3. Stakeholders cautious in selecting baseline year and targets
 - COVID 19
 - Availability of early childhood settings in rural SD

STAKEHOLDER INPUT LEADING TO IMPROVEMENT

1. Historical data FFY 2015-2019 reviewed
 - All Indicator 7 data shows a decrease of 8-10 percentage points of students who demonstrated improvement in the 3 outcome areas (needs to increase).
2. The impact of COVID19 – districts need time to recover
3. Districts required to fund their own preschool –
 - Limits opportunity for students to receive services alongside nondisabled peers
 - Preschool provides an opportunity for students to increase outcomes through daily routines, activities
4. Districts implementing research-based curriculum to improve outcomes
5. The implementation of Battelle Developmental Inventory 3 (BDI-3)
 - Merging scores of the BDI-2 and the BDI-3 (possible errors in data)
6. Students on IEPs with significant needs
 - Districts reported more students with multiple disabilities and autism impacting the substantial growth due to ability

FINAL BASELINE AND TARGETS REPORTED TO OSEP

FFY	2020	2021	2022	2023	2024	2025
Target – A1 Baseline 2020	67.11%	67.11%	67.35%	67.58%	68.06%	69.00%
Target- A2 Baseline 2020	71.79%	71.79%	72.07%	72.34%	72.90%	74.00%
Target- B1 Baseline 2020	56.71%	56.71%	57.12%	57.53%	58.36%	60.00%
Target- B2 Baseline 2020	51.89%	51.89%	52.15%	52.42%	52.95%	54.00%
Target- C1 Baseline 2020	58.35%	58.35%	58.81%	59.26%	60.17%	62.00%
Target- C2 Baseline 2020	66.13%	66.13%	66.36%	66.60%	67.07%	68.00%

KEY:

A1; A2 - Positive social-emotional skills (including social relationships);

B1; B2 - Acquisition and use of knowledge and skills (including early language/communication and early literacy);

C1; C2 - Use of appropriate behaviors to meet their needs.



INDICATOR 8: PARENT INVOLVEMENT

Results Indicator

INDICATOR 8: THE BIG PICTURE

■ What does it measure?

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

■ Why do we measure this?

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

■ What is the goal?

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



INDICATOR 8 STAKEHOLDER INPUT

Stakeholders based their target setting for Indicator 8 on the following:

- Previous Indicator 8 state history and response rate trends
- Potential Covid-19 impacts
- Data compared to similar states
- Overall district return rates
- The impacts of the addition of the Spanish survey
- The impact on scores related to the new survey in previous years

INDICATOR 8 STAKEHOLDER INPUT

Stakeholders based their target setting for Indicator 8 on the following:

- Initially, the stakeholder group identified FFY 2020 as the baseline. Upon review, it was determined that FFY 2012 was the last time in which there had been a significant change to the survey questions and collection options.
- The COVID19 impact did not justify selecting FFY 2020 as the baseline due to potential decline in response rate and overall satisfaction.

After initially setting the baseline to FFY 2020, stakeholders took all these points into consideration and determined that FFY 2012 would be the most appropriate year to establish baseline data.

INDICATOR 8

FINAL INTERVAL TARGETS



School Year	Baseline FFY 2012	SY 21/22	SY 22/23	SY 23/24	SY 24/25	SY 25/26
Target	77.3%	81.00%	81.50%	82.00%	83.00%	85.00%



INDICATOR 9/10: DISPROPORTIONALITY

Compliance Indicator

ALL are welcome
HERE



DISPROPORTIONALITY

OVERIDENTIFICATION IN A SPECIFIC RACE/ETHNIC GROUP

COMPLIANCE:
TARGET 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



1

2

3

4

**1st Requirement:
Identified by a
numerical
calculation.**

Minimum N and
Cell of 20

Step 1: Risk

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

Step 2: Weighted risk ratio*

- Risk of a specific race/ethnic group divided by risk of other groups
- 3.0 Weighted Risk Ratio

**2nd Requirement:
Review Districts
Policy, Practice and
Procedures**

Check for inappropriate identification in policy, practices and procedures.

HOW TO IMPROVE RESULTS

Areas historically identified for Indicator 9 and 10 have included:

- All areas for special education for American Indian
- Specific Learning Disability for American Indian

Areas Improvement:

- Accurate data collection and reporting
- Training on referral and eligibility of disability categories

How to Support

- Training on how to develop a systemic and data referral process.
- Explain Indicator 9 and 10 reports to districts in SD STARS Special Education Community page.
- Provide resources on examination policy, practice and procedures.

Free Resources

- [Equity, Inclusion, and Opportunity: Addressing Success Gaps White Paper](#)
- [Dear Colleague Letter: Preventing Racial Discrimination in Special Education](#)
- [Success Gaps Toolkit: Addressing Equity, Inclusion, and Opportunity](#)



INDICATOR 11: CHILD FIND - INITIAL EVALUATIONS

Compliance Indicator

INDICATOR 11 MEASUREMENT

1. **Measurement:**

Percent of children who were evaluated within the 25-school day timeline from receiving parental consent to evaluate.

- Indicator 11 - *Initial Evaluations* only.
- District evaluation timeline records and/or dates are collected throughout the school year.

2. **Compliance Indicator:**

- 100% compliance
- Baseline year and targets are set by OSEP

3. **Collection Method:**

- Launchpad Secure website

STAKEHOLDER INPUT LEADING TO IMPROVEMENT

SEP

1. Special Education Programs (SEP) provides workshops at the beginning of the year to explain the evaluation timeline, how to extend the timeline and the importance of meeting the 25 school-day timeline
2. Reminders to districts in May and July to submit Indicator 11 data by August 1 of each reporting year
3. SEP also has a website for all Indicators. Indicator 12 has a TA Guide, a reporting guide, Launchpad training, Launchpad guide and a brown bag webinar available for the districts to access throughout the year
<https://doe.sd.gov/sped/SPP.asp>
x

INDICATOR 11

DATA

1. Historically
 - performing well
 - Previous years always above 99%
2. Compliance target – set at 100% every year

FFY	2015	2016	2017	2018	2019	2020
Target	100%	100%	100%	100%	100%	100%
Data	99.85%	99.69%	99.89%	99.94%	99.85%	99.67%



INDICATOR 12: EARLY CHILDHOOD TRANSITIONS

Compliance Indicator

INDICATOR 12 MEASUREMENT

1. **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.
2. **Compliance Indicator:**
 - 100% compliance
 - Baseline year and targets are set by OSEP
3. **Collection Method:**
 - Launchpad Secure website

STAKEHOLDER INPUT LEADING TO IMPROVEMENT


1. Special Education Programs (SEP) provides workshops at the beginning of the year to explain the evaluation timeline, how to extend the timeline and the importance of meeting the timeline
2. SEP provides a Transition Manual outlining the federal requirements pertaining to transition from Part C to Part B. Along with guidance on completing the process.
<https://doe.sd.gov/sped/documents/TransitionsManual.pdf>
3. Birth-3 notifies school districts of children in the Birth -3 program that will be turning 3 within the next 6 months
4. SEP also has a website for all Indicators. Indicator 12 has a TA Guide, a reporting guide, Launchpad training, Launchpad guide and a brown bag webinar available for the districts to access throughout the year
<https://doe.sd.gov/sped/SPP.aspx>
5. SEP sends reminders to districts in May and August to meet September 1 deadline for reporting Indicator 12.

INDICATOR 12

DATA

1. Historically
 - performing well
 - Previous years almost always above 99%
 - Year of COVID (2019 – 94.20%) difficult for transition evaluations
2. Compliance target – set at 100% every year

FFY	2015	2016	2017	2018	2019	2020
Target	100%	100%	100%	100%	100%	100%
Data	99.54%	99.77%	97.72%	96.65%	94.20%	99.23%



INDICATOR 13: SECONDARY TRANSITION

Compliance Indicator

INDICATOR 13: SECONDARY TRANSITION

ARE WE SUPPOSED TO PLAN
? TRANSITION?



Transition is the process all students go through as they move from a high school setting to beyond.

Transition programs help students and their parents plan for life after high school in a proactive and coordinated way. A successful transition program provides students with the tools and confidence to assume responsibility for their educational and employment decisions as they move into adulthood.

INDICATOR 13: SECONDARY TRANSITION

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;
- 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

100% Compliance Indicator

COLLECTION METHOD

- Data collected during onsite accountability review of IEPs of transition age students (age 16 and above)
 - Not all districts every year
 - Five-year cycle
 - At least two files for each teacher
 - Must include all disability groups

STRATEGIES TO IMPROVE RESULTS AND RESOURCES AVAILABLE

Strategies

- Work with districts to:
 - Improve attendance at IEP workshops provided by TSLP and DOE
 - Contact regional TSLP (transition service liaison project) representative
 - Review IEPs to ensure all transition components are included
 - Invite TSLP region representative to look through a file with each high school teacher in the spring prior to monitoring visit
 - Work with new staff as on transition requirements

Resources

- www.tslp.org
 - TSLP TA Guide for Transition in IEP
 - Indicator 13 Checklist
 - Indicator 13 Quick Tips
- <https://www.itransitionsd.org/>
 - Free transition planning tool
- Zarrow Center - <https://www.ou.edu/education/centers-and-partnerships/zarrow/transition-resources>
 - Curriculum
 - Assessments
 - Other resource



INDICATOR 14: POST-SCHOOL OUTCOMES

Results Indicator

INDICATOR 14: POST-SCHOOL OUTCOMES

The goal

- To measure the post-secondary outcomes of students one year after leaving high school which includes those who are no longer in high school and had an Individualized Education Program/Plan (IEP) in effect at the time they left school
 - Graduated
 - Aged out
 - Dropped out

INDICATOR 14: POST SCHOOL OUTCOMES

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

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



INDICATOR 14 – 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
 - Discussion:
 - How to increase response rate

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(for SD it will be white (Caucasian), Native American, Hispanic, all other: and
 - one other area
- Discussed which area
 - Geographic by regions (rather than urban and rural)
 - Disability category (broken out more than just Specific Learning Disability, Emotional Disability, Other Health Impaired, Cognitive, and All other)

STAKEHOLDER INPUT BASELINE AND TARGETS

1. Stakeholders looked at historical data as current data was not yet available
 - Looked at historical data
2. Stakeholders took into consideration the following with regards to changing baseline year and target:
 - COVID impact affect on data
 - Inability to contact exiters
 - Limited job availability and support
 - Anxiety in returning to fact-to-face contact both is post secondary and the workforce
 - Available projection trends
 - Response rate decline
 - Targets set to allow time for employment and post secondary attendance to recover and rebound.

INPUT LEADING TO IMPROVE RESULTS

- Increase the response rate may provide a better picture of what youth are doing after leaving high school
- Some strategies to increase response rate
 - Use online survey along with calls and paper form
 - Request district volunteers to call their students who have left high school
 - Students may not be willing to answer phone of an unknown caller
 - Technical assistance for districts in helping them prepare students for the survey
 - Understand the survey questions
 - Remind students they will be receiving the survey
 - Ensure contact information is correct
 - Send postcard in spring to remind student of survey call



INDICATOR 14 INTERVALS AND TARGET

FFY	2020 (Baseline Data)	2021	2022	2023	2024	2025
Target A >=	11.04%	11.50%	12.50%	14.00%	15.50%	17.00%
Target B >=	61.96%	63.00%	64.50%	66.00%	67.50%	69.50%
Target C >=	77.30%	78.00%	79.00%	80.00%	81.00%	82.50%

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



INDICATOR 15: RESOLUTION SESSIONS

Compliance Indicator

INDICATOR 15: RESOLUTION SESSION

- Measures the percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
- States are not required to establish baseline or targets if the number of resolution/mediation sessions is less than 10.
- Resolution Sessions occur when a due process hearing request is submitted to the State
- Data Collected:
 - Number of resolution sessions
 - Number of resolution sessions resolved through settlement agreements
- States are not required to establish baseline or targets if the number of resolution/mediation sessions is less than 10.

INDICATOR 15: RESOLUTION SESSION RESULTS

3 Due Process Requests submitted

- 2 resolution sessions were held and resolved through resolution

All 3 due process requests were withdrawn or dismissed



INDICATOR 16: MEDIATIONS

Compliance Indicator

INDICATOR 16: MEDIATIONS

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

INDICATOR 16: MEDIATIONS RESULTS

3 Requests submitted and held

- 1 was related to due process complaints
- 2 not related to due process complaints

Improvement Activities 15 & 16:

- Continue training parents and districts
- Update Parent Rights Handbook as needed
- Update brochures and TA documents
- Focus training more on dispute prevention and resolution strategies for districts



INDICATOR 17: STATE SYSTEMIC IMPROVEMENT PLAN

Results Indicator

INDICATOR 17:

STATE SYSTEMIC IMPROVEMENT PLAN (SSIP)

- Multi-year plan
- Goal: Improve outcomes for students with disabilities.
- States choose focus, target group, and goal.
- Aligned with SD MTSS – shared supports and evaluation plan.

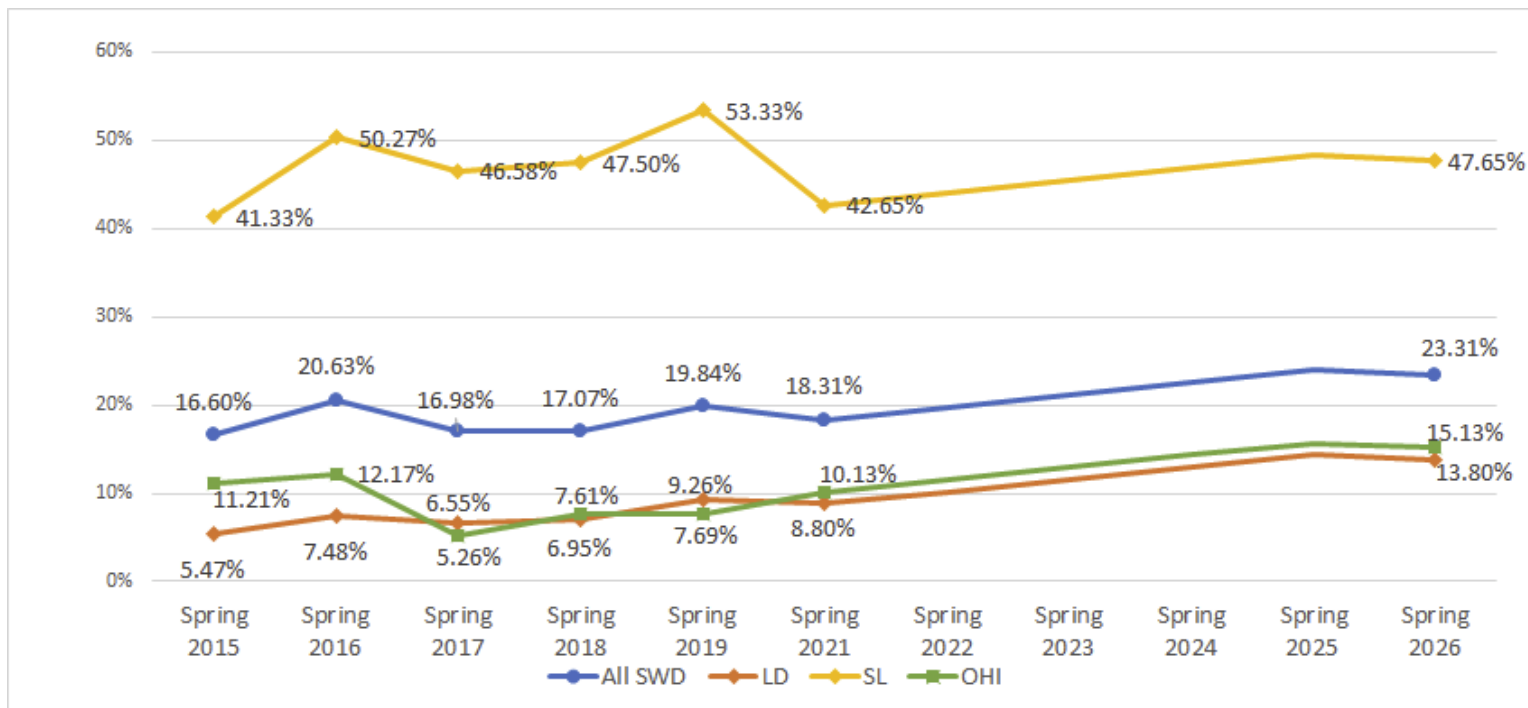
Year 1 - FFY 2013 Delivered by April 2015	Year 2 - FFY 2014 Delivered by Feb 2016	Years 3-6 FFY 2015-18 Feb 2017- Feb 2020
Phase I Analysis	Phase II Plan	Phase III Evaluation
<ul style="list-style-type: none"> • Data Analysis; • Infrastructure Analysis; • State-identified measureable result; • Coherent 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 activities (Gen Ed and Sped):


- Literacy and explicit instruction training
- Instructional coaching
- Leadership team support

STAKEHOLDER CONVERSATION


- **Expand subgroup** to include disability categories impacted by effective literacy instruction.
 - Students with speech and language disabilities, other health impairments, and specific learning disabilities.
- **Spring 2021 baseline** – good start based on historical data/COVID-19 impact.
- **Increase by 5 percent by spring 2026** – realistic yet rigorous based on historical data.



SSIP Theory of Action



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



Standards of Action	If...	Then...
MTSS/Data-Driven Decision Making	General and special education teachers understand and apply evaluation data knowledge for instructional decision making...	Instructional practices will improve.
Literacy/Instruction	The state supports LEAs (i.e., PD, coaching) in the Implementation of evidence-based foundational reading instruction...	Teachers will implement effective reading instruction for all students.
Coaching	Schools have building-level coaches who can provide technical assistance and feedback surrounding foundational reading instruction, classroom/behavior management, assessment and student data, and lesson planning/delivery.	Students with disabilities will receive consistent support, accommodations and learning across settings (i.e., support the SLO goal).
Family Engagement	Schools share and explain information on a child's progress related to foundational reading and discuss how family can be involved in the development of those skills...	Families will be engaged with the school and be able to assist the child with disabilities.

RESOURCES

- DOE Special Programs SPP-APR website
 - <https://doe.sd.gov/sped/SPP.aspx>
 - Reports
 - TA Guides
 - Collection Calendar
 - Indicator webinars
 - Sped Contact Card for each indicator

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

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)
- RtI 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

Professional Development

Melissa Bothun- 605.280.9157

- Graduation (Ind 1)
- Dropout data (Ind 2)
- Special Education Conference
- SD Advisory Panel for Children with Disabilities
- Personnel Record Form (PRF)

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