South Dakota Department of Education
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Office of Educational Services and Supports

South Dakota Department of Education

Annual Performance Report Summary

2005-2006

State Performance Plan Summary

2005-2010

south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Introduction

The South Dakota Department of Education has been involved in a six year improvement plan. The goal for this improvement plan is the overall improvement of the education for children with disabilities in our state. In order to fulfill this overall goal; it has been subdivided into 20 indicators.

The process began with the collection of baseline data from the districts and parents on some of the indicators from the 2004/2005 fiscal year. Then a task force, comprised of members from multiple educational backgrounds, meets annually to review the results of the data collected, establishes the state targets for improvement found in this document. In addition to the duties conducted by the task force, they suggest activities that districts use to improve their data results.

The results of data collection, established targets, and improvement activities are reported annually to the Office of Special Education Programs (OSEP) on February 1st of each year. The reports are called the State Performance Plan (SPP) which reports the state plan and the Annual Performance Report (APR) which reports how the state is performing each year on each indicator. Next, OSEP will make a determination on state performance on state established targets found within the SPP and APR. The state is required to publicly report those data results.

The purpose for this document is ensure a reader friendly document about this process, data results and improvement activities. For more information or to review the complete SPP and APR, please visit our website at: http://doe.sd.gov/oess/specialed/SPP/index.asp or call the South Dakota Department of Education at **605.773.3678**.

Monitoring Priority 1

Free Appropriate Public Education in the Least Restrictive Environment (FAPE in the LRE)

Indicator 1 Graduation

Description
Indicator 1: Percent of youth with IEP's graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

Target for 2010
85% of all youth with Individualized Education Program will graduate from high school with a regular diploma.

Baseline
For the fiscal year 2004-2005, the rate of youth with disabilities graduating from high school with a regular diploma was **81.5%.**

Achieved
82.6% of youth with Individual Education Plans graduated from high school with a regular diploma in 2005-2006.

What does this mean?

Target was met by South Dakota.

Annual Target 2006-2007
81% of youth with Individual Education Plans will graduate from high school with a regular diploma

Improvement Activities
- Identify districts that meet or exceed the states target for graduating students with disabilities.
- Evaluate what effective programs they have in place and promote those programs state wide (leadership, parent involvement, etc.)
- Create a menu of the effective programs across similar demographics to include diversity, size, and location.
- Identify all districts that did not meet the state target for graduation.

Indicator 2 Dropout Rate

Description
Indicator 2: Percent of youth with IEP's dropping out of high school compared to the percent of all youth in the State dropping out of high school.

Target for 2010
4% of students with disabilities are dropping out of high school.

Baseline
The percentage of high school students with disabilities that dropped out was **5.03%**

Achieved
The percentage of high school students with disabilities that dropped out is **3.9%.**

What does this mean?

Target was met by South Dakota.

Annual Target 2006-2007
5% of students with disabilities are dropping out of high school.

Improvement Activities
- Identify districts that are performing better than the state's drop out target for students with disabilities.
- Evaluate what effective programs they have in place and promote those programs state wide.

Indicator 3 Assessment

Description

Indicator 3: Participation and performance of children with disabilities on statewide assessments:

A. Percent of districts meeting the State's AYP objectives for progress for disability subgroup.

B. Participation rate for children with IEP's in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.

C. Proficiency rate for children with IEP's against grade level standards and alternate achievement standards.

Target for 2010

Indicators		Reading	Math
A. Districts meeting AYP in disability subgroup		100%	100%
B. Participation rate for students with disabilities		100%.	100%.
C. Proficiency rate for students with disabilities	K-8	90%	79%
	9-12	83%	72%

Baseline

Indicators		Reading	Math
A. Districts meeting AYP in disability subgroup		96%	96%
B. Participation rate for students with disabilities		97.7%.	98%.
C. Proficiency rate for students with disabilities	K-8	78%	65%
	9-12	66%	54%

Achieved

Indicators		Reading	Math
A. Districts meeting AYP in disability subgroup		98%	97.6%
B. Participation rate for students with disabilities		99.10%.	99.48%.
C. Proficiency rate for students with disabilities	K-8	53.07%	40.03%
	9-12	21.03%	11.68%

What does this mean?

A. (Districts meeting AYP) Target was met by South Dakota.

B. (Participation Rate) Target was met by South Dakota.

C. (Proficiency) Target was not met by South Dakota.

Annual Target 2006-2007

Indicators		Reading	Math
A. Districts meeting AYP in disability subgroup		97%	97%
B. Participation rate for students with disabilities		98.2	98.4
C. Proficiency rate for students with disabilities	K-8	82	65%
	9-12	72	54%

Improvement Activities

- Professional development activities will be provided on aligning instruction to state standards, developing rigorous curriculum to meet those standards.
- Develop and conduct a workshop on Train the Trainer module for instructional and assessment accommodations.
- Educational Service Agency (ESA) systems comprised of seven regions throughout the state will focus on providing school improvement in the areas of reading and math.

Indicator 4 Suspension and Expulsion Rates

Description

Indicator 4: Rates of suspension and expulsion:

A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.

Target for 2010

A) **0.6%** of districts with suspension rates > 5% of their students with disabilities population.

Baseline

A. **1.80%** of districts with suspension rates >5% of their students with disabilities populations.

Achieved

A. **1.05%** of districts with suspension rates >5% of their students with disabilities populations.

What does this mean?

Target was met by South Dakota.

Annual Target 2006-2007

A. **1.80%** of districts with suspension rates >5% of their students with disabilities populations.

Improvement Activities

- Revise our suspension and expulsion data collection to include race and ethnicity for non-disabled students.
- As data collection changes, SEP will update existing data collection to meet reporting requirement.
- Identify all districts with significant discrepancies and have the districts complete an analysis tool to identify reasons for significant discrepancies.
- All districts with significant discrepancies will review their policies, procedures, and practices in the district comprehensive plan.
- Conduct professional development on the use of positive behavioral interventions and supports for all districts showing significant discrepancy.

Indicator 5 Least Restrictive Environment

Description
Indicator 5: Percent of children with IEP's aged 6 through 21:

A. Removed from regular class less than 21% of the day;

B. Removed from regular class greater than 60% of the day; or

C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Target for 2010
A. **66%**
B. **6%**
C. **3.8%**

Baseline
A. **63%**
B. **6%**
C. **4.5%**

Achieved
A. **65%**
B. **6.5%**
C. **3.3%**

What does this mean?
Target was met by South Dakota

Annual Target 2006-2007
A. **64%**
B. **7%**
C. **4.3%**

Improvement Activities
- Identify the 5% of districts that have the lowest regular classroom setting percentage.
- Conduct training workshops for special education personnel how to deal students with behavioral and emotional problems.
- Develop and implement a special education endorsement which can be available to all teachers in South Dakota.
- Provide training opportunities for special education teachers in identified districts, along with all districts, on the process of the justification of placements and necessity of the Least Restrictive Environment.

Indicator 6 Preschool Placement

Description
Indicator 6: Percent of preschool children with IEP's who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

Target for 2010
South Dakota will increase the percentage of preschool children with IEP's who receive special education and related services in settings with typically developing peers to **55.6%**.

Baseline
South Dakota will increase the percentage of preschool children with IEP's who receive special education and related services in settings with typically developing peers to **51%**.

Achieved

48% of preschool children with IEP's received special education and related services in settings with typically developing peers.

What does this mean?
Target was not met by South Dakota.

Annual Target 2006-2007
South Dakota will increase the percentage of preschool children with IEP's who receive special education and related services in settings with typically developing peers to **52%**

Improvement Activities
- Data will be disaggregated at the district level.
- Disseminate information on the percent of preschool children with IEP's who receive special education and related services in settings with typically developing peers for each district and show their comparison to the state target.
- Collaborate with South Dakota Department of Education Early Childhood Workgroup focusing on preschool initiatives.

Indicator 7 Preschool Skills

Description

Indicator 7: Percent of preschool children with IEP's 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.

Target for 2010

Targets will be set in the February 1, 2008 APR.

Baseline

A. Positive social-emotional skills		B. Acquisition and use of knowledge skills		C. Use of appropriate behavior to meet their needs	
-1.5 and above	Below -1.5	-1.5 and above	Below -1.5	-1.5 and above	Below -1.5
80%	20%	59%	41%	89%	11%

Achieved

Targets will be set in the February 1, 2008 APR.

What does this mean?

- **80%** of students with disabilities are entering the domain positive social-emotional skills at the same age level as peers.
- **59%** of students with disabilities are entering the domain of acquisition and use of knowledge skills at the same age level as peers.
- **89%** of students with disabilities are entering the domain of appropriate behaviors to meet their needs at the same age level as peers.

Annual Target 2006-2007

Targets will be set in the February 1, 2008 APR.

Improvement Activities

This is a new indicator.

Indicator 8 Parent Involvement

Description
Indicator 8: 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.

Target for 2010
65.2% of parents report that the school facilitated their involvement.

Baseline
62.2% of parents reported that the school facilitated their involvement.

Achieved
This was the baseline year.

What does this mean?
62.7% of parents responded that their school involved them in the special education program for their child.

Annual Target 2006-2007
62.7% of parents reported that the school facilitated their involvement.

Improvement Activities
- Districts will send to parents/guardians of students with disabilities the survey with either the state form letter or their own.
- Special Education Programs will begin development of an optional online parent survey for districts to use as an option.
- Disaggregate and analyze district and state data to improve relations and parent involvement.

Monitoring Priority 2

Disproportionality

Indicator 9 Disproportionality by Ethnicity

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

Target for 2010
0% of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Baseline
14 districts were initially identified. One district required further examination of data. Due to South Dakota's two consecutive years of concerns, Special Education Programs will review the districts data in 2006-2007 and the on-site monitoring information from the district to determine if inappropriate identification is done by the district.

Achieved
0% of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

What does this mean?

Target was met by South Dakota.

Annual Target 2006-2007
0% of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Improvement Activities
- Develop an analysis tool for districts to use to determine if the numerical Disproportionality is due to inappropriate identification.
- Inform districts that have been flagged and provide them with the analysis tool.
- Review the completed analysis tools returned by the districts to evaluate district information.
- Provide TA to districts showing Disproportionality due to inappropriate identification.
- Ensure districts found to have Disproportionality due to inappropriate identification for two consecutive years have corrected their identification process within one year of notification.

Indicator 10 Disproportionality by Category

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

Target for 2010
0% of districts will have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification.

Baseline

Number of districts initially identified	Category of concern	Number of districts doing further drill down of data.	Number of districts found out of compliance
21	Specific Learning Disability	1	0
4	Speech	2	0
2	Emotionally Disturbed	1	0
3	Multiple Disabilities	0	0
2	Cognitive Disability	0	0

Achieved
0% of districts will have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification.

What does this mean?
Target was met by South Dakota.

Annual Target 2006-2007
0% of districts will have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification.

Improvement Activities
- Develop an analysis tool for districts to use to determine if the numerical Disproportionality is due to inappropriate identification.
- Inform districts that have been flagged and provide them with the analysis tool.
- Review the completed analysis tools returned by the districts to evaluate district information.
- Provide TA to districts showing Disproportionality due to inappropriate identification.
- Ensure districts found to have Disproportionality due to inappropriate identification for two consecutive years have corrected their identification process within one year of notification.

Monitoring Priority 3

General Supervision

Indicator 11 Initial Evaluation

Description
Indicator 11: Percent of children with parental consent to evaluate, who were evaluated within 25 school days.

Target for 2010
100% of children with parental consent to evaluate were evaluated within 25 school days.

Baseline
100% of children with parental consent to evaluate were evaluated within 25 school days.

Achieved
98.6% of children with parental consent to evaluate were evaluated within 25 school days.

What does this mean?
Target will be set in February 1, 2008 APR.

Annual Target 2006-2007
100% of children with parental consent to evaluate were evaluated within 25 school days.

Improvement Activities
- Policy regarding students who have permission for initial evaluation signed and then extreme situation arises that prevents evaluation from being completed, such as cancer, suicide attempt, etc.
- In the case of an extreme situation the parent and the district can mutually agree to extend the state established timeline based.
- Develop a Technical Assistance Guide/Frequently Asked Questions to guide districts in meeting timelines for initial evaluation, which addresses procedures for unusual circumstances.
- Districts that do not meet the 100% target will analyze data to determine reasons/trends and solutions to meet and ensure they will meet timeline within one year of notification.

Indicator 12 Transition from Part C to Part B

Description

Indicator 12: 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.

Target for 2010

100% of children referred by Part C prior to age 3, who are found eligible for Part B, will have an IEP developed and implemented by their third birthday.

Baseline

100% of children referred by Part C prior to age 3, who are found eligible for Part B, will have an IEP developed and implemented by their third birthday.

Achieved

100% of children referred by Part C prior to age 3, who are found eligible for Part B, will have an IEP developed and implemented by their third birthday.

What does this mean?

Target was met by South Dakota.

Annual Target 2006-2007

100% of children referred by Part C prior to age 3, who are found eligible for Part B, will have an IEP developed and implemented by their third birthday.

Improvement Activities

- Part C staff will collect data monthly for all children who are Part B eligible, but who did not have an IEP in place by their third birthday.
- Part B 619 coordinator will contact districts to find out the reason for the IEP not being in place by the child's third birthday.
- Part B 619 coordinator will compile district information to determine valid and invalid reasons for the IEP not in place by the child's third birthday.
- Continue to develop greater communication between Part B and Part C staff.
- Eligibility guide will be updated to include the necessary evaluations for those students transitioning from Part C to Part B.

Indicator 13 Transition Services

Description
Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

Target for 2010
100% of students 16 years and older will have a coordinated set of activities.

Baseline
63.9% of students 16 years and older will have a coordinated set of activities.

Achieved
63.9% of students 16 years and older will have a coordinated set of activities.

What does this mean?
Target will be set in February 1, 2008 APR.

Annual Target 2006-2007
100% of students 16 years and older will have a coordinated set of activities

Improvement Activities
- Provide training on the Indicator 13 transition checklist.
- Summer Institute is a conference for teachers of transition age students held annually.
- Conduct on-site technical assistance through invitation or monitoring.
- Conduct workshops for teachers and train the trainers through:
  - South Dakota Council Exceptional Children (SDCEC conference)
  - Workshops
  - Regional trainings
- Development of self-reporting system for districts.

Indicator 14 Post Secondary

Description
Indicator 14: Percent of youth who had IEP's, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

Target for 2010
Target will be set in February 1, 2008 APR.

Baseline
Target will be set in February 1, 2008 APR.

Achieved
Target will be set in February 1, 2008 APR.

What does this mean?
Target will be set in February 1, 2008 APR.

Annual Target 2006-2007
Target will be set in February 1, 2008 APR.

Improvement Activities
Target will be set in February 1, 2008 APR.

Indicator 15 General Supervision

Description
Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

Target for 2010
100% of noncompliance completed within one year.

Baseline

2003/2004	Percentage of Corrections within 1 year.
Referral/Evaluation/Eligibility/Placement	82%
Procedural Safeguards	90%
IEP	77%
Least Restrictive Environment	50%
Total	80%

Achieved
69.26% of noncompliance completed within one year.

What does this mean?

Target was met by South Dakota.

Annual Target 2006-2007
100% of noncompliance completed within one year.

Improvement Activities
- Formed a partnership with National Center for Special Education Accountability Monitoring (NCSEAM).
- Notify all monitored districts that all noncompliance issues must be completed within one year.
- Partner with NCSEAM to facilitate analyzing state monitoring data.
- Develop new forms for tracking Monitoring data, Improvement Plan Progress Report data, & district correspondence.
- SEP staff will input Improvement Plan Progress Report dates into their calendar and will complete Improvement Plan Progress Report follow-up as scheduled.
- Require technical assistance to all districts/agencies that are not close to compliance by their eighth month Improvement Plan Progress Report.

Indicator 16 Written Complaints

Description

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

Target for 2010

100% of signed written complaints will be investigated and have reports issued within the 60-day timeline, or have documentation of a timeline extension for exceptional circumstances.

Baseline

SECTION A: Signed, written complaints	
(1) Signed, written complaints total	1
(1.1) Complaints with reports issued	1
(a) Reports with findings	1
(b) Reports within timeline	1
(c) Reports within extended timelines	0
(1.2) Complaints withdrawn or dismissed	0
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0

Achieved

SECTION A: Signed, written complaints	
(1) Signed, written complaints total	4
(1.1) Complaints with reports issued	4
(a) Reports with findings	4
(b) Reports within timeline	4
(c) Reports within extended timelines	0
(1.2) Complaints withdrawn or dismissed	0
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0

What does this mean?

Target was met by South Dakota.

Annual Target 2006-2007

100% of signed written complaints will be investigated and have reports issued within the 60-day timeline, or have documentation of a timeline extension for exceptional circumstances.

Improvement Activities

- South Dakota Special Education Programs staff will review all procedures for conducting complaint investigations.
- Training and technical assistance is provided to ensure complaint investigators follow the procedural requirements under IDEA.
- Special Education Programs will supply a complaint form on the web for easy access by individuals.
- The complaint investigation handbook will be updated following IDEA 2004 final regulations.
- A protocol will be maintained by Special Education Programs to ensure timelines and procedures are followed for complaint investigations.
- The state agency will contract with a regional resource center in the development of a system of complaint investigators who will contract with the state agency to facilitate complaint investigations.
- Update and disseminate Special Education Programs website and complaint investigation manual.

Indicator 17 Due Process

Description

Indicator 17: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

Target for 2010

100% of due process hearings will be completed within the 45-day timeline, or have documentation of a timeline extended for exceptional purposes.

Baseline

SECTION C: Hearing requests	
(3) Resolution sessions	4
(3.1) Resolution sessions	
(a) Settlement agreements	NO 04-05 DATA
(3.2) Hearings (Fully adjudicated)	0
(a) Decisions within timeline	0
(b) Decisions within extended timeline	0
(3.3) Resolved without a hearing	0

SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	0
(4.1) Resolution sessions	
(a) Settlement agreements	NO 04-05 DATA
(4.2) Expedited hearings (Fully adjudicated)	0
(a) Change of placement ordered	0

Achieved

100% of due process hearings will be completed within the 45-day timeline, or have documentation of a timeline extended for exceptional purposes.

What does this mean?

Target was met by South Dakota.

Annual Target 2006-2007

100% of due process hearings will be completed within the 45-day timeline, or have documentation of a timeline extended for exceptional purposes.

Improvement Activities

- The state will monitor the hearing process and timelines to ensure maintenance of 100% adjudication.
- Provide training for legal assistant for the department concerning the updated regulations.
- Update Administrative Rules for South Dakota concerning due process hearings and resolution sessions when final federal regulations are complete.

For more information on complaints, due process, and mediations, please go to this page on our website:

http://doe.sd.gov/oess/specialed/complaint/index.asp

Indicator 18 Resolution Sessions

Description
Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

Target for 2010
No targets need to be set if the number of resolution sessions is less than 10.

Baseline

(3.1) Resolution sessions	
(a) Settlement agreements	NO 04-05 DATA

Achieved
No targets need to be set if the number of resolution sessions is less than 10.

What does this mean?
Target was met by South Dakota.

Annual Target 2006-2007
No targets need to be set if the number of resolution sessions is less than 10.

Improvement Activities
No improvement activities are required.

Indicator 19 Mediation

Description
Indicator 19: Percent of mediations held that resulted in mediation agreements.

Target for 2010
No targets need to be set if the number of resolution sessions is less than 10.

Baseline

SECTION B: Mediation Requests	
(2) Mediation requests total	3
(2.1) Mediations	
(a) Mediations related to due process	3
(i) Mediation agreements	2
(b) Mediations not related to due process	0
(i) Mediation agreements	0
(2.2) Mediations not held (including pending)	1

Achieved
No targets need to be set if the number of resolution sessions is less than 10.

What does this mean?
Target was met by South Dakota.

Annual Target 2006-2007
No targets need to be set if the number of resolution sessions is less than 10.

Improvement Activities
- South Dakota tracks mediations to ensure timelines and procedures are followed.
- Conduct trainings for school personnel and parents to utilize the Navigator Program. This program specializes in connecting a resource person with parents/guardians to assist them through the IEP process.
- Train district representatives in conflict resolution to assist with the resolution session requirement of IDEA 2004.
- Recruit additional mediators.
- Conduct training for new and continuing mediators.

Indicator 20 Timely and Accurate Data

Description
Indicator 20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

Target for 2010
100% of required data reports will be accurate and 100% will be submitted on time.

Baseline
South Dakota Special Education Programs will continue to submit timely and accurate data collection and submission.

Achieved
100% of data reports were submitted on time.

What does this mean?

Target was met by South Dakota.

Annual Target 2006-2007
100% of required data reports will be accurate and 100 % will be submitted on time.

Improvement Activities
- Data manager has created step by step protocol for the collection of child count data along with other data collections and reporting.
- All districts are sent data on State Performance Plan/Annual Performance Report to be reviewed and verified to ensure all data reported is accurate for state and district reporting.
- Training for new data manager.
- Training on data entry for district SIMS coordinators.
- Special Education Programs will obtain previous, current and future data from data manager; to be stored on a common shared drive. (SPED Profiles).
- Create a timeline for all parties involved who collect data; to ensure timely and accurate data collection.