



south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

South Dakota Department of Education

Office of Special Education Program

State Performance Plan Indicator Technical Assistance Guide

Updated: August 2014

Graduation Rate: Indicator 1

Measurement: Percent of youth with IEP's graduating from high school with a regular diploma in four years.

Calculation: Total Graduated in Four Years / (Total number of 9th graders + Transfer in - Transfer out - Removed)

- Total Graduated in Four Years: Total Number of Students with Disabilities 9-12 Graduated in 4 years (520)
- Total number of 9th graders: Total Number of Student with Disabilities in grade 9 for the cohort (882)
- Transfer in: Number of students with disabilities that transferred into the cohort (323)
- Transfer out: Number of students with disabilities that transferred out of the cohort (387)
- Removed: Students who emigrated or died (3)

2012-2013 (2011-2012 data):

$$520 / (882 + 323 - 387 + 3) = 63.80\%$$

South Dakota did not meet target of 81.5%

Collection Method:

Information is collected through SIMS utilizing the enrollment tab. It is the ESEA graduation calculation. Data is due second Friday in June.

Collection Dates:

Student who started 9th grade four years earlier and how many graduated with regular diploma in 4 years

Example:

9th grade class start in fall of 2010-2011 with 20 special education students (None are dismissed or moved).

12th grade: 2 dropouts
3 students are served until 21 years old.
15 graduate with a regular diploma.
0 died
1 transferred out to Minnesota

15 students graduate with a regular diploma in
2013-2014
divided by

20 graduates -1 transferred out

15 divided by 19 = 78.9% Graduated in 4 years

District Submission Date:

It is the responsibility of each school district to ensure that all data is properly entered by the due dates established.

Your determinations will be calculated based upon the information that you have entered into the Infinite Campus system by the second Friday in June of each school year. Preliminary data will be available the last part of July, please review this information and file an appeal within the establish appeal window if you district does not agree with your results.

Resource: ARSD 24:17:03:02.

Important Notes:

THE APPEAL WINDOW FOR Flexibility waiver is late July early August (refer to Spring SIMS newsletter)

Strategies to Analyze Graduation Data:

- State Performance Plan data is always 1 year behind. 2012-2013 reported is really 2011-2012 graduates. It is same as the public report cards.
- Review information in the SIMS system to ensure enrollment and special education records are correct.
- Did the district look at how many graduated in four years compared number stayed for transition services? For example: Out of 5 special education students in cohort: 3 graduated in four years, 1 continued for transition services, and 1 student received GED in year 5.
- What factors lead to other students completing high school in four years?
- Indicator 13 – Coordinated set of activities for transition aged students – Was the transition piece meaningful for the student?
- Did student have an opportunity to participate in a work based experience or Career and Technical Education Program?
- What can district do at younger ages? Did the student have signs of falling behind in credits or dropping out earlier?

Resources:

- Transition Service Liaison Project Regional Personnel at www.tslp.org
- Dropout Prevention Center <http://www.ndpc-sd.org/>
 - 15 Effective Strategies keep kids in school
 - Archive Webinars
 - Research Based Models
- National High School Center at <http://www.betterhighschools.org/> .

Dropout Rate: Indicator 2

Measurement: Percent of youth with IEP's dropping out of high school.

Calculation

Total Dropped/Total Enrolled

- Total Dropped: Total Number of Student 7-12 dropped out and did not return
- Total Enrolled: Total Number of Students 7-12 on December 1 Child Count

Example:

20 special education students enrolled for grades 7 – 12. 2 students dropout during the calendar year and do not return in fall enrollment.

2 divided by 20 = .10

.10 * 100 = 10%

10% of students dropout

2011-2012 State Dropout Rate:

130/5858 = 2.22%

South Dakota Met Target of 3.11%

Collection Method

Information is collected through SIMS utilizing the special education exit code.

Collection Dates

July 1 to June 30

District Submission Date

Last Friday in September and second Friday in June
Any student, 7-12 grade, who was on an IEP during the year is included in the calculation. Information is collected through exit code which is due second Friday in June. If a student returns the next fall, the student will no longer be considered a drop out.

This submission should include all students enrolled by last Friday in September according to SDCL. All status elements, enrollment information and special education elements for students should be updated by the submission deadline. (Please refer to Spring and Fall SIMS Newsletter for accurate date at <http://doe.sd.gov/ofm/sims.asp>.)

Important Notes:

Always update dropout information for students. If a student dropouts and records are sent to a different district after 1 ½ years, enter student as know to continue. It may not help your district for past years dropout rate but will for graduation rate in future.

Strategies to Analyze Dropout Rate Data:

Review information in the SIMS system to ensure enrollment and special education records are correct.

Why did the students drop out? What can the district do to reduce the risk?
(<http://www.dropoutprevention.org/statistics/quick-facts/why-students-drop-out>)

What factors lead to other students completing high school?

What can district do at younger ages? Did the student have signs of dropping out earlier?

Indicator 13 – Coordinated set of activities for transition aged students – Was the transition piece meaningful for the student?

Did student have an opportunity to participate in a work based experience or Career and Technical Education Program?

Resources

- Special Education Programs at 605-773-3678 for assistance with dropout rates
- National Dropout Prevention Center for Students with Disabilities at <http://www.dropoutprevention.org/>
 - Archived Webinars
 - 15 Effective strategies
 - Evidence Based Research approaches
- SD PIRC – South Dakota Parent Involvement Resource Center: <http://sdpirc.org/content/default.htm>

Districts Making Annual Measurable Objectives (AMO): Indicator 3A

Measurement: Participation and performance of children with IEPs on statewide assessments: Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup.

Calculation

AMO percent = [(# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the State's minimum "n" size)] times 100.

2012-2013 State Rate:

$$27/129 = .2093$$

$$.2093 \times 100 = 20.93\%$$

South Dakota Met the Target: 16.93%

| Total Number of Districts | Number of Districts Meeting the "n" size | Number of Districts that meet the minimum "n" size and met AYP/AMO for FFY 2011 | Percent of Districts |
|---------------------------|--|---|----------------------|
| 151 | 129 | 27 | 20.93% |

Collection Method

Information is collected through SIMS utilizing the enrollment and special education records.

Collection Dates

Districts are required to enter student demographic information into the state's student information system by the 2nd Friday in June. This data is exported into the state's longitudinal data system along with the assessment information.

District Submission Date

Updated information must be completed by second Friday in June

$$27/129 = .2093$$

$$.2093 \times 100 = 20.93\%$$

Important Notes: Your Accountability/SPI determinations will be calculated based upon the information that you have entered (or have failed to enter) into the Infinite Campus system by June deadline.

Absolutely no changes will be allowed to any school district data after June deadline. Preliminary Accountability/SPI results will be available the last part of July, please review this information and file an appeal within the establish appeal window if your district does not agree with your Accountability/SPI results.

Strategies to Analyze SPI Data:

Does the district meet the minimum 'n' size for the students with disabilities category? What data do you look at to figure this out?

What caused you to not meet the AMO? Was it participation or performance?

Follow Title Requirements found in the Accountability Workbook - <http://doe.sd.gov/Accountability/>

Utilize E-metrics to look at performance by standards that were assessed: Testing Coordinator has log in and password

Student Teacher Accountability and Reporting System (SD – STARS)

<https://doe.sd.gov/ofm/lrs.aspx>

Resources

School Performance Index information is located on the Report Card website at:

<http://doe.sd.gov/reportcard/index.aspx>

Statewide Assessment Participation Rate: Indicator 3B

Measurement: 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.

Calculation

Percent = [(# of children with IEPs participating in the assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated separately for reading and math)]. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

Example:

Reading for grades 3-8 and 11

- (a) 100 children were on an IEP in grades 3-8 and 11 during the testing window.
 - (b) 63 children on IEPs took the Dakota STEP with NO Accommodations.
 - (c) 33 children on IEPs took the Dakota STEP with Accommodations.
 - (d) 2 children on IEPs took the Dakota STEP-A.
- 1 child on an IEP was sick during the entire testing window and didn't test.

Overall Percent = [(b + c + d) divided by (a)].

$63 + 33 + 2 = 98 \div 100 = .98 \times 100 = 98\%$
Participation rate for reading.

2012-2013 State Rates:

| | Math | Reading |
|---------------------------|-----------------------|-----------------------|
| students on IEPs 3-8 & 11 | 8516 | 8516 |
| took the assessment | 8472 | 8474 |
| did not | 44 | 42 |
| Percentage | $8472/8516 = 99.48\%$ | $8474/8516 = 99.51\%$ |
| Met target | Yes | Yes |

Collection Method

Information is collected through SIMS utilizing the enrollment and special education records.

The data collected from the State and District Editions of Infinite Campus via SD-STARS (longitudinal data system) will be used to determine Accountability/ SPI (State Performance Index) results.

Collection Dates

Participation rate is taken from the state assessment report and includes the students taking the test. This report is run in June after districts have signed off on their Campus data.

District Submission Date

District must complete/finalize their SIMS (student information management system) data by the 2nd Friday in June.

Important Notes: According to the South Dakota Accountability Manual, South Dakota utilizes the flexibility provided by USDOE regarding students unable to be tested due to a significant medical emergency. Districts may submit a *Request for Special Considerations/Exceptions for Statewide Testing* at the end of the testing window to be reviewed by a committee to determine if the student can be removed from the District AMO calculation.

Strategies to Analyze Participation Rate Data:

- Why did the district not meet participation rate? Where would you find this data?
- Students, who had medical excusals, did the district apply for the exception during the testing window?
- What were the reasons and were they documented on why participation did not take place?
- What are the districts steps to ensure all students are tested?

Resources

Participation rate is located on the Report Card at: <http://doe.sd.gov/reportcard/index.aspx>

MTSS (Multi-Tiered System of Support)

- PBIS – Positive Behavior Interventions and Supports - http://doe.sd.gov/oess/sped_pbis.aspx

SD STARS (the longitudinal data website) – each district decides who has access to this website:
<http://doe.sd.gov/ofm/lds.aspx>

Statewide Assessment Proficiency Rate: Indicator 3C

Measurement: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

Calculation

C. Proficiency rate percent = ((# of children with IEPs scoring at or above proficient against grade level, modified and alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned, and, calculated separately for reading and math)]. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

Example

Number of students with disabilities that were on IEP during the testing window who took the test:

1. 10 scored proficient on Dakota Step.
2. 1 scored advanced on Dakota Step A.
3. Total of 33 took the statewide assessment

Calculation:

$10 + 1 = 11$ students scored proficient or advanced.
 $33 -$ number of students taking the state assessments
 $11 / 33 = .3333$
 $100 \times .3333 = 33.33\%$ of District A's students with disabilities scored proficient on the statewide assessment

2012-2013 State Proficiency Rate:

| | Math | Reading |
|---------------------|-----------------------|-----------------------|
| # children on IEP | 8472 | 8474 |
| # scored proficient | 3280 | 3471 |
| Percent | $3280/8472 = 38.72\%$ | $3471/8474 = 40.96\%$ |
| Met Target | No | No |

Collection Method

Information is collected through SIMS utilizing the enrollment and special education records.

Collection Dates

Districts are required to enter student demographic information into the state's student information system by the 2nd Friday in June. This data is exported into the state's longitudinal data system along with the assessment information.

District Submission Date

Updated information must be completed by second Friday in June

Important Notes:

The School Accountability/SPI (School Performance Index) determinations will be calculated based upon the information that is entered (or have failed to enter) into the Infinite Campus system by June deadline. ***Absolutely no changes will be allowed to any school district data after June deadline.*** Preliminary Accountability/SPI results will be available the last part of July, please review this information and file an appeal within the establish appeal window if your district does not agree with your Accountability/SPI results.

Strategies to Analyze Proficiency Rate Data:

Did the district apply 1% exception (except 2014 statewide assessment)? Did you remember you're out of district placement student? Please contact Special Education Programs for more information.

Analyze the LRE placement of elementary students, middle school students and high school students on IEPs to see if their placement could be affecting their proficiency rate.

Look at the curriculum for students with disabilities. Are they being educated in the general education content standards for their grade level? Do their IEPs show what skill areas in math and reading are weaknesses? Do their IEP goals address the skill weaknesses? Has the curriculum been mapped to the general education content standards?

Hypothesize what practices might explain the results you see?

What classroom strategies might improve these results?

Analyze which students were very close to being proficient and target those students for extra assistance the following year.

Are the students being provided appropriate accommodations (see Accommodation Training and Manual for ideas at <http://doe.sd.gov/oats/dakSTEP.aspx>)?

Resources

Professional development activities will be provided on aligning instruction to state standards and developing rigorous curriculum to meet those standards.

IEPq system will help align IEP goals with the common core (training usually in summer)

Conduct a data retreat

All Assessed Report is located at: <http://doe.sd.gov/reportcard/index.aspx> or go to SD STARS - <http://doe.sd.gov/ofm/lrs.aspx>

Emetrics – Testing Coordinator has information on username and password. It shows how the students did on Dakota Step as a group and individuals.

South Dakota Curriculum website to learn more about implementing curriculum, content standards, etc.... <http://doe.sd.gov/ContentStandards/index.aspx> and <http://www.commoncore.sd.gov/overview.aspx>

MTSS (Multi-Tiered System of Support)

- RTI – Response to Intervention - http://doe.sd.gov/oess/sped_Rtl.aspx
- PBIS – Positive Behavior Interventions and Supports - http://doe.sd.gov/oess/sped_pbis.aspx

NSCS (National Center and State Collaborative) curriculum and resources which use Core Content Connectors found on the NSCS Wiki website- <http://doe.sd.gov/oess/NCSC.aspx>

Suspension/Expulsion Greater than 10 days: 4A

Measurement: 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

Calculation

IEP students suspended or expelled at the district > than 10 days in a school year

$$\frac{\text{IEP students suspended or expelled at the district > than 10 days in a school year}}{\text{Child Count at the district}} \times 100 = \%$$

Is it greater than 5% of the district child count population? If yes, the district has a significant discrepancy.

Example

28 children with disabilities are suspended or expelled > 10 school days during the year. Total child count is 340 students.
 $28 \div 340 = 0.082 \times 100 = 8.23\%$
8.23% is greater than 5% of the district's child count.

2012-2013 (2011-2012 data) State Numbers:

0/152 = 0%

South Dakota met target

Collection Method

SEP secure website at http://doe.sd.gov/oess/sped_SPP.aspx

Collection Dates

July 1 to June 30

District Submission Date

June 30

Important Notes: Information is inputted into a Special Education Secured Website. This site is different than Safe and Drug Free schools.

Strategies to Analyze Suspension/Expulsion Data:

- Analyze the patterns of behavior problems among your students with disabilities.
- Review the policies, practices, and procedures in your school district. Has the process been followed?
- Does staff need to be trained in conducting functional behavior assessments?
- Does staff need to be trained to handle the student's behavior issues?
- What types of incidents result in in-school suspension? Is there a district or school level pattern?
- Has the staff looked into Positive Behavior Intervention Support (PBIS)?
- Do Administrators/Principals know the law regarding suspension of students with disabilities and appropriately refer to the IEP team?

Resources

Visited the Center for Effective Collaboration and Practice website at <http://cecp.air.org/fba/default.asp>

Writing Behavior Plans: http://doe.sd.gov/oess/sped_pbis.asp

Suspension/Expulsion Greater than 10 days: 4B

Measurement: Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Calculation

IEP students per race and ethnic group suspended or expelled at the district > than 10 days in a school year

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Child Count at the district

X 100 = %

Is it greater than 5% of the district child count population? If yes, the district has a significant discrepancy.

Example

5 Native American children with disabilities are suspended or expelled > 10 school days during the year.

Total child count is 340 students.

$5 \div 340 = 0.014 \times 100 = 1.47\%$

1.47% is less than 5% of the district's child count.

2012-2013 (2011-2012 data) State Rate

0/152 = 0%

South Dakota has met target

Collection Method

SEP secure website at

http://doe.sd.gov/oess/sped_SPP.aspx

Collection Dates

July 1 to June 30

District Submission Date

June 30

Important Notes: Information is entered into a Special Education Secured Website. This site is different than Safe and Drug Free schools.

Strategies to Analyze Suspension/Expulsion Data:

- Analyze the patterns of behavior problems among your students with disabilities.
- Review the policies, practices, and procedures in your school district. Has the process been followed?
- Does staff need to be trained in conducting functional behavior assessments?
- Does staff need to be trained to handle the student's behavior issues?
- What types of incidents result in in-school suspension? Is there a district or school level pattern?
- Has the staff looked into Positive Behavior Intervention Support (PBIS)?
- Do Administrators/Principals know the law regarding suspension of students with disabilities and appropriately refer to the IEP team?

Resources:

Visited the Center for Effective Collaboration and Practice website at
<http://cecp.air.org/fba/default.asp>

Implementing Behavior Plans: http://www.doe.sd.gov/oess/sped_pbis.aspx

Special Education Programs at 605-773-3678

Least Restrictive Environment for age 6-21: Indicator 5

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.

Calculation

Regular Classroom with Modifications:

A. (Number of children with IEPs served inside the regular class 80% or more of the day / Total number of students aged 6 through 21 with IEPs) times 100

Self-Contained

B. (Number of children with IEPs served inside the regular class less than 40% of the day / Total number of students aged 6 through 21 with IEPs) times 100

Out of District

C. (Number of children with IEPs served in separate schools, residential facilities, or homebound or hospital placements / Total number of students aged 6 through 21 with IEPs) times 100

2012-2013 State Rate

A. $10778/15501 = 69.53\%$

B. $840/15501 = 5.42\%$

C. $341/15501 = 2.20\%$

South Dakota met target in all 3 areas.

Collection Method

Information is collected through SIMS utilizing the special education tab.

Collection Dates

December 1 Child Count

District Submission Date

Sign off sheet for December 1 Child Count

Important Notes:

Information is publicly report for the State Performance Plan one year after data is collected. Example: 2012 Child Count is reported in Spring 2014.

Strategies to Analyze LRE for 6-21 Data:

- Did the staff calculate the number of minute's student was REMOVED from general education peers?
- Which disability, grades, school buildings, ect... have a higher rate of removal?
- What are the reasons students need to be removed? Are there supports for general and special education staff to transition into a less restrictive environment?
- Provide training to staff on calculating and definitions regarding the Least Restrictive Environments.
- Create questions for staff to ask during the IEP team meeting to consider when determining the students LRE.
- Has teachers been trained to provide the core instruction?
 - Are services required outside the classroom? Can they make progress in general education setting?
 - What are the positive and negative consequences of having the child included or excluded from regular education classes?
 - Are the teachers implementing the behavior improvement plan? Do they need specific training or supports?
 - Would assistive technology allow student to remain in general education classroom for additional time?

Resources:

Florida's Multi Tiered Systems of Support: <http://www.florida-rti.org/floridaMTSS/index.htm>

IRIS Center: iris.peadbody.vanderbilt.edu

Pivot Tables: If you download your individual child count in a excel spreadsheet, utilize Pivot Tables to disaggregate your data by disability, school, LRE (sped setting), etc...

Least Restrictive Environment for 3-5: Indicator 6

Measurement: Children aged 3 through 5 with IEPs attending a a) regular early childhood program, receiving the majority of special education and related services in the regular early childhood program, and b) separate special education class, separate school or residential facility.

Calculation

- A. (Number of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program / Total number of children aged 3 through 5 with IEPs) times 100
- B. (Number of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility / Total number of children aged 3 through 5 with IEPs) times 100

Collection Dates-

These are the dates in which the data is collected.

District Submission

Date- This is the date the data is due to the state.

2012-2013 State Rate:

| | | |
|--|------|--------|
| Regular Early Childhood (310 & 325) | 643 | 24.20% |
| Regular Early Childhood Program – majority of special education services in another location (315 & 330) | 1464 | 55.10% |
| Separate Special Education Classroom (335) | 360 | 13.6% |
| Separate School (345) | 13 | .4% |
| Residential Facility (355) | 1 | .04% |
| Home (365) | 31 | 1.2% |
| Provider Location or Other Location (375) | 145 | 5.5% |
| Total # of children | 2657 | |

A. $643/2657 * 100 = 24.20\%$

B. $374/2657 * 100 = 14.08\%$

South Dakota met target for A and B

Collection Method

Information is collected through SIMS utilizing Special Education records.

Collection Dates

December 1 Child Count

District Submission Date

Sign off sheet for December 1 Child Count

Important Notes: Remember on child count it is age 3-5 years old even if in kindergarten.

Strategies to Analyze LRE for 3-5 Data:

- Does the case manager understand the chart for determining least restrictive environment?
- How can we serve child with their non-disabled peers? Are there strategies we can work on with all children as we serve child on an IEP?
- How can we work with the early childhood program to develop child's skills?

Resources

- **Early Intervention Website at http://doe.sd.gov/oess/sped_earlyIntervention619.aspx**
- Early Childhood Technical Assistance Center: <http://ectacenter.org/eco/index.asp>
- Contact Special Education Programs representative for assistance at 605-773-3678.

Preschool Outcomes: Indicator 7

Measurement: Percent of preschool children aged 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 children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited.

Summary Statement 2: Percent of children who were functioning at a level comparable to same-aged peers by the time they exited.

| | Positive Social-Emotional Skills | | Acquiring and Using Knowledge and Skills | | Taking Appropriate Action to Meet Needs | |
|--|----------------------------------|---------------|--|---------------|---|---------------|
| | # of children | % of children | # of children | % of children | # of children | % of children |
| a - Children who did not improve functioning | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| b - Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers | 40 | 5.78% | 127 | 18.35% | 86 | 12.43% |
| c - Children who improved functioning to a level nearer to same-aged peers but did not reach it | 58 | 8.38% | 114 | 16.47% | 74 | 10.69% |
| d - Children who improved functioning to reach a level comparable to same-aged peers | 113 | 16.33% | 202 | 29.19% | 133 | 19.22% |
| e - Children who maintained functioning at a level comparable to same-aged peers | 481 | 69.51% | 249 | 35.98% | 399 | 57.66% |
| Total | 692 | 100.00% | 692 | 100.00% | 692 | 100.00% |
| Summary Statements: | | | | | | |
| 1. Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited. | 81.04% | | 71.33% | | 70.65% | |
| 2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited. | 85.84% | | 65.17% | | 76.88% | |
| Summary statement 1 calculation: $(c+d)/(a+b+c+d)$ | | | | | | |
| Summary statement 2 calculation: $(d+e)/(a+b+c+d+e)$ | | | | | | |

Collection Method

Information is collected through online Battelle Data Manager System

Collection Dates

July 1 to June 30

District Submission Date

Updated BDI-2 Scores in the online system must be completed by **August 1**

Important Notes:

Ensure information is entered according to instructions sent to districts (see website at http://doe.sd.gov/oess/sped_earlyIntervention619.aspx).

Strategies to Analyze for Preschool Outcomes Data:

- Are you entering all students' ages 3 to 5 into the Battelle Data Manager System?
- Are you entering the correct Program Note?
- Are you searching the system and selecting the student you are entering data?
- Do you need assistance with entering or locating students in the system? Contact Special Education Programs at 605-773-3678.

Resources

Contact Special Education Programs if you have any questions on the Battelle Developmental Inventory 2 or data manager: 605-773-3678.

Information on Battelle for Preschool Outcomes has the following information posted at: http://doe.sd.gov/oess/sped_earlyIntervention619.aspx .

- Battelle Flow Charts to determine when the appropriate time to administer the Battelle for Preschool Outcomes
- Battelle Administration Guide
- Battelle Export Process

Early Childhood Technical Assistance center (ECTA): <http://ectacenter.org/>

- Improving Child and Family Outcomes

Parent Involvement Survey: Indicator 8

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

Calculation

Percent = 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) times 100

Understand calculation please refer to State Performance Plan Page:

http://doe.sd.gov/oess/sped_SPP.aspx

Collection Dates-

These are the dates in which the data is collected.

District Submission

Date- This is the date the data is due to the state.

2012-2013 State Rate:

$4040 / 5227 \times 100 = 77.3\%$

South Dakota Met Target of 67.2% (new baseline data)

Collection Method

Information is collected through a paper survey parents fill out.

Online parent survey at:

www.surveymonkey.com/s/Q6JW6HJ (English)

www.surveymonkey.com/s/MJNWNVJ (Spanish)

Collection Dates

Throughout the School Year, however it must be post-marked by last day in **May yearly**

District Submission Date

Parent Surveys must be disseminated throughout the school year but no later than April.

Important Notes:

Although Indicator 8 is reported as percent of parents with a child receiving SPED services who report schools facilitated parent involvement, it is important to gather that information in order to make necessary changes at the district level to promote parental involvement.

Strategies to Analyze for Parent Survey Data:

- Districts will send to parents/guardians of students with disabilities the survey with either the state form letter or their own.
- Review the response rate for the last year.
 - Does the district need to create strategies to improve how many surveys are returned?
 - How did the district provide the surveys to their parents in previous year?
 - Are there other ways that may boost returns?
- Review the percentage for each item:

Explanation of the parent survey percentage is located on the SPP site under Indicator 8 or at the following website: http://doe.sd.gov/oess/sped_SPP.aspx

 - Which questions did the district score lowest or below the target?
 - What strategies could the district incorporate that would raise that percentage the next year?

Resources:

National Parent Technical Assistance Center:

<http://www.parentcenternetwork.org/national/resources.html>

South Dakota Parent Connection: <http://www.sdparent.org/>

PACER Center: <http://www.pacer.org/>

Disproportionality: Indicator 9 and 10

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.

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.

Calculation

Step 1: Risk

Total number of sped in race/ethnic group divided by Total number of enrolled in race/ethnic group

Step 2: Weighted risk ratio

Risk of race/ethnic group divided by risk of Caucasian group

Example

| RACE CATEGORY | CHILD COUNT BY RACE | FALL ENROLLMENT BY RACE | COMPOSITION | RISK | WEIGHTED RISK RATIO |
|-----------------|---------------------|-------------------------|-------------|------------|---------------------|
| NATIVE AMERICAN | 80 | 200 | 66% | .4 | 3.0 |
| ASIAN | 1 | 2 | 8.26% | .5 | 3.75 |
| BLACK | 0 | 1 | 0 | 0 | 0 |
| HISPANIC | 0 | 0 | 0 | 0 | 0 |
| WHITE | 40 | 300 | 33% | .133 33 | 1.0 |
| TOTAL | 121 | 503 | | | |

Explanation: There are two components:

- 1) Does district meet numerical disproportionality which is 20 students in an ethnic/race group and 3.0 in Weighted Risk Ratio?
- 2) After review of policy, practices, and procedure, is the district appropriately identifying students?

Significant Disproportionality: If district is over 3.5 weighted risk ratio or higher, they must use 15% of federal flow through funds toward reducing disproportionality.

FFY 2012 (data 2011-2012):

1 District Numerical for Native American in SLD

0/152 = 0% inappropriate identification

Collection Method

Information is collected through SIMS utilizing the enrollment and special education records.

Collection Dates

December 1 for child count

Fall Enrollment: This submission should include all students enrolled by the last Friday in September. All status elements, enrollment information and special education elements for students should be updated by the submission deadline. (24:17:03:02)

District Submission Date

December 1 Child Count and Fall Enrollment date

Important Notes: Data is a year lags behind because state has numerically identified a district and then reviews policy, practices, and procedures.

Strategies to Analyze for Disproportionality Data:

Fall enrollment data disaggregated by race/ethnicity, gender and grade:
<http://doe.sd.gov/ofm/enrollment.aspx>

Does your district update your enrollment included two or more races?

Check the campus enrollment. Are the students appropriately coded?

Enrollment numbers based on K-12. Preschool should not be included.

Child count numbers based on age 6 – 21. Age 3 to 5 child count information should not be used.

When reviewing reports sent by the state, are we close to 20 in each ethnic category and/or 3.0 thresholds.

If we are close to the threshold,

- Are students appropriately identified through correct evaluations procedures and instruments?
- Did IEP teams consider all eligibility categories?
- What type of interventions should be put into place to reduce number of students eligible for special education before meet disproportionality threshold?

Resources

Response to Intervention (RtI): http://doe.sd.gov/oess/sped_Rtl.aspx

Positive Behavior Interventions and Supports (PBIS): http://doe.sd.gov/oess/sped_pbis.aspx

Initial Evaluation Timeline: Indicator 11

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

Measurement:

- a. number of children for whom parental consent to evaluate was received
 - b. number of children whose evaluations were completed within 25 school days
- Percent = [(b) divided by (a)] times 100.

Example:

| | |
|--|-----|
| A. # parent consent received | 10 |
| B. # of children whose evaluation were completed within 25 school days | 8 |
| D. Percentage (8/10) X 100 | 80% |

2012-2013 State Rate:

$$4702/4713 = 99.77\%$$

South Dakota did not meet 100% Target

Collection Method

Information is collected through a downloaded spreadsheet located at:
http://doe.sd.gov/oess/sped_SPP.aspx

Collection Dates

July 1 to June 30

District Submission Date

August 1

Important Notes: Compliance Indicator: If 100% is not met, districts will have a corrective action plan. Must submit **state form** prior to or on **August 1** or the district will be noted as being out of compliance.

Improvement Activities:

Training on timelines and timeline extension agreement

Strategies to Analyze for Initial Evaluation Timeline Data:

Do you have a date parental permission was received?

Why did a student evaluation not meet the timeline?

Did you receive written parental permission to extend the timeline?

Resources

Train staff on documenting timelines and extending time.

Utilize the spreadsheet for collection throughout the year or create your own to ensure timelines are met (Note: You must submit the state form for the August 1 submission) at
http://doe.sd.gov/oess/sped_SPP.aspx

Transition from Part C to Part B: Indicator 12

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 birthdays.

Calculation:

- a. # of children who have been served in Part C and referred to Part for Part B 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 refusal 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.

Account for children included in a but not included in b, c, d, or e. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a – b – d – e)] times 100. **Example:**

| | |
|---|------|
| A. Total Referred | 653 |
| B. Total Not Eligible prior to age 3 | 184 |
| C. Total Eligible prior to age 3 | 422 |
| D. Parent refusal | 0 |
| E. Referred to Part C less than 90 days before their third birthdays. | 47 |
| Percentage: $422 / (653 - 184 - 0 - 47)$ | 100% |

2012-2013 State Rate:

$$422 / (653 - 184 - 0 - 47) =$$

$$422 / 422 = 100\%$$

South Dakota met the target.

Collection Method

Part C service coordinators submit exit reasons to state

Information is collected through a downloaded spreadsheet located at:
http://doe.sd.gov/oess/sped_SPP.aspx

Collection Dates

July 1 to June 30

District Submission Date

Special Education Programs will send a verification report to districts in September.

Important Notes: SEP pulls information from Part C. If there is no exit reason for a student, 619 coordinator will follow up with the district. Compliance Indicator: If 100% is not met, districts will have a corrective action plan.

Strategies to Analyze for Transition from Part C to Part B Data:

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.

Contact and review with Part C staff the exit reasons for any student transitioning from Part C to Part B.

If the timeline is not met, ensure appropriate documentation is placed in the file:

- Parent declined services

- Parent did not bring student in for evaluation (dates and documentation)

- Child was ill (date and documentation)

- Family moved

- Other:

Transition Section of IEPs 16 years and older: Indicator 13

Measurement: Percent of youth with IEPs aged 16 and above with an IEP that 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. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

Calculation:

Percent = (Number of youth with IEPs aged 16 and above with an IEP that 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 / Number of youth with an IEP aged 16 and above.) times 100

Example:

| | |
|--|--------|
| Number of files in Compliance | 10 |
| Number of files checked age 16 years and older | 15 |
| Percent (10/15) X 100 | 66.67% |

2012-2013 State Rate:

126/162 = 77.77%

Target 100%: South Dakota did not meet the target

Collection Method

During on-site accountability review

Collection Dates

Utilize the checklist throughout school year: July 1 to June 30

Important Notes: Compliance Indicator: If 100% is not met, districts will have a corrective action plan.

Strategies to Analyze Indicator 13 Data:

- Did the student review their transition assessments, identify their strengths and needs, and set goals for the IEP?
- Did the IEP team have an in-depth conversation of the needs of student to be successful in post-secondary goals?
- Did team invite an outside adult agency to describe type of assistance student can receive after high school? Did you have parent sign consent to invite outside agency?
- Does the transition activity have a predictor of post-school success (see <http://www.nsttac.org/content/evidence-based-practices>)
- Has team and student considered the his/her supports needs in post-secondary and employment? (person or technology assistance)
- Do parents, student, and teachers utilize information from SD MyLife, personal learning plans, and resources on www.tslp.org site?
- Did the IEP team utilize the transition checklist and TA guide for Transition in the IEP (<http://www.tslp.org/schools.htm>)?
- Did school personnel contact Transition Service Liaison in their region to provide information on resources for team consider?
- Student participating in general education courses, capstone experiences, SD MyLife, etc...

Resources:

Transition Service Liaison Project: <http://www.tslp.org/>

- Technical Assistance Guide for Transition in the IEP
- Indicator 13 Checklist
- Agencies
- Transition tackle box
- Student information
- Parent Information
- Events

National Secondary Transition Technical Assistance Center (NSTTAC) <http://www.nsttac.org/>

National Post-School Outcomes Center: <http://psocenter.org/>

South Dakota Indicator 14 Post School Outcomes Survey Website: www.sdposthigh.org

Post-School Outcomes: Indicator 14

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

- A. Enrolled in higher education within one year of leaving high school.
 - B. Enrolled in higher education or competitively employed within one year of leaving high school.
 - C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
- (20 U.S.C. 1416(a)(3)(B))

Calculation:

Measurement:

A. Percent = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in **higher education** within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

B. Percent = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in **higher education or competitively employed** within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

C. Percent = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in **higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment**) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

Example:

There were 342 total respondents.

1 = 50 respondent leavers were enrolled in “higher education”. 14.6%

2 = 155 respondent leavers were engaged in “competitive employment” (and not counted in 1 above). 45.3%

3 = 25 of respondent leavers were enrolled in “some other postsecondary education or training” (and not counted in 1 or 2 above). 7.3%

4 = 39 of respondent leavers were engaged in “some other employment” (and not counted in 1, 2, or 3 above). 11.4%

Thus,

A = 50 (#1) divided by 342 (total respondents) = 14.62%

B = 50 (#1) + 155 (#2) divided by 342 (total respondents) = 59.94%

C = 50 (#1) + 155 (#2) + 25 (#3) + 39 (#4) divided by 342 (total respondents) = 78.7%

Collection Method

Information is collected through online secured website.

Collection Dates

Appendix A: Districts enter demographic and contact information of any student dropped out, aged out or graduated between July 1 to June 30 of the school year or can after demographics are loaded after August 1 to October 1.

Appendix B: Black Hills State University will collect post-school outcomes one year out from April to September.

District Submission Date

Updated information must be completed by October 1.

Site for districts to encode students from April 15 to October 1.

Important Notes: Information entered into Appendix A must be as complete and accurate as possible.

Strategies to Analyze for Post-School Outcomes Survey Data:

Did we provide the tools and agency referrals to assist student in obtaining their goals?

Do they know about other resources: medical insurance, SSI, Department of Labor, Job service, disability coordinators, etc.?

Can they explain their disability and accommodations needed complete their job?

Who could help students get a job if unemployed and not in post-secondary?

Do the transition activities assist students in reaching their post-secondary goals? Are they evidence based (see www.nsttac.org)?

Resources

Indicator 14 secured website: https://doe.sd.gov/oess/sped_SPP.aspx - under Indicator 14 Heading

National Secondary Transition Technical Assistance Center (NSTTAC) has conducted research review on the Predictors and Practices for Post-School Success: <http://www.nsttac.org/>

The National Post-School Outcomes Center (NPSO): <http://www.psocenter.org/>

South Dakota Indicator 14 Post School Outcomes Survey Website: <http://www.sdposthighsurvey.org/>