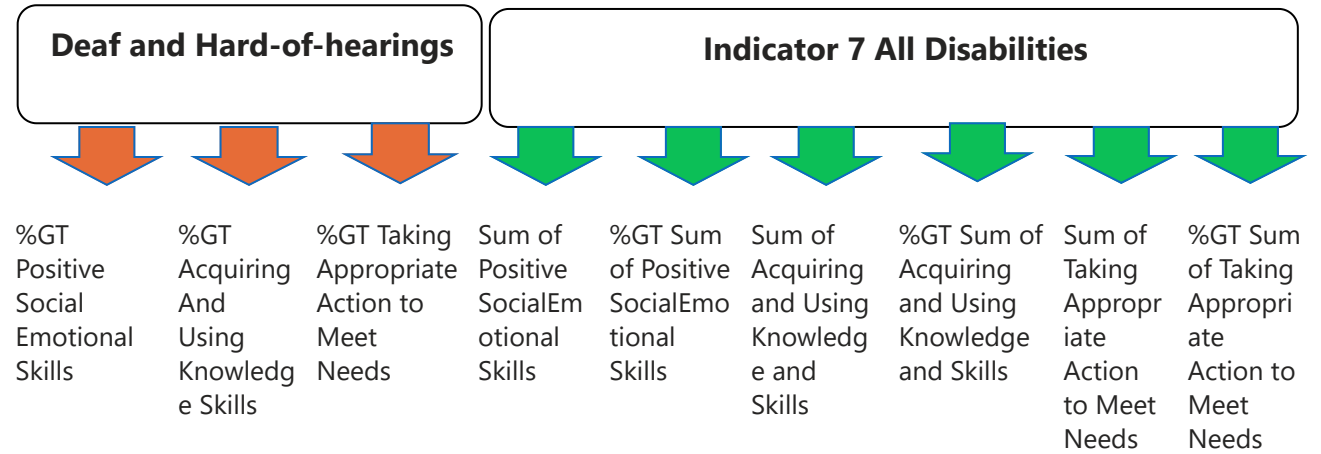


## Child Outcomes Summary Form

School Year: 2020-2021-State Level

**Warning:** The number of children can not be reported due to protecting individual student data, however we are reporting the percentage of functioning achieved, caution should be used in the interpretation and assumptions about this data due to the small N size represented.

Description



	%GT Positive Social Emotional Skills	%GT Acquiring And Using Knowledge Skills	%GT Taking Appropriate Action to Meet Needs	Sum of Positive SocialEm otional Skills	%GT Sum of Positive SocialEmo tional Skills	Sum of Acquiring and Using Knowledge and Skills	%GT Sum of Acquiring and Using Knowledge and Skills	Sum of Taking Appropri ate Action to Meet Needs	%GT Sum of Taking Appropri ate Action to Meet Needs
a - Children who did not improve functioning	0.00%	0.00%	0.00%						
b - Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers	50.00%	100.00%	50.00%	122	14.10%	180	20.81%	270	31.21%
c - Children who improved functioning to a level nearer to same-aged peers but did not reach it	0.00%	0.00%	0.00%	117	13.53%	135	15.61%	161	18.61%
d - Children who improved functioning to reach a level comparable to same-aged peers	50.00%	0.00%	50.00%	168	19.42%	144	16.65%	184	21.27%
e - Children who maintained functioning at a level comparable to same-aged peers	0.00%	0.00%	0.00%	458	52.95%	406	46.94%	250	28.90%
<b>Total</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>865</b>	<b>100.00%</b>	<b>865</b>	<b>100.00%</b>	<b>865</b>	<b>100.00%</b>

South Dakota defined "comparable to same-age peers" as any child who received a standard score of -1.27 or above the norm on the Battelle Developmental Inventory II (BDI-2) scoring chart. This corresponds to the 10th percentile rank on the BDI-2 for a given outcome area. List the instruments and procedures used to gather data for this indicator. The BDI-2 is used to gather data for this indicator. When a child exits the Part C program and transitions to Part B (619), the student is assessed in the areas of cognitive, physical, communication, social-emotional, and adaptive development using the BDI-2. The exit data for Part C becomes the baseline data for children who become eligible for Part B (619). Children who enter the Part B (619) system at or after age three, will be tested using the BDI-2 in the areas of the development listed previously to establish a baseline. Upon exiting the 619 program, a student is assessed in the same five areas of development using the BDI-2. The baseline entry scores will be compared to the exit scores in the five evaluated areas of development to determine progress in the three indicator outcome areas.

# Results

## Deaf and Hard-of-hearings

Description	Positive Social Emotional Skills	Acquiring and Using Knowledge and Skills	Taking Appropriate Action to Meet Needs
Statement 1	50.00%	0.00%	50.00%
Statement 2	50.00%	0.00%	50.00%

Summary statement 1 calculation:  $(c+d)/(a+b+c+d)$     Summary statement 2 calculation:  $(d+e)/(a+b+c+d+e)$

## Indicator 7 All Disabilities

Description	Positive Social Emotional Skills	Acquiring and Using Knowledge and Skills	Taking Appropriate Action to Meet Needs
Statement 1	70.02%	56.10%	60.78%
Statement 2	72.37%	50.17%	63.58%

# Targets

Description	Positive Social Emotional Skills	Acquiring and Using Knowledge and Skills	Taking Appropriate Action to Meet Needs
Target Summary Statement 1	67.11%	56.71%	58.35%
Target Summary Statement 2	71.79%	51.89%	66.13%

# Did We Meet The Targets?

Description	Positive Social Emotional Skills	Acquiring and Using Knowledge and Skills	Taking Appropriate Action to Meet Needs
Target Summary Statement 1	Yes	No	Yes
Target Summary Statement 2	Yes	No	No
<b>Total</b>			