

# Monthly SPED Webinar

SPECIAL EDUCATION PROGRAMS

2023-2024 SCHOOL YEAR

FEBRUARY 20, 2024



1

## Effective Practices

2

---

## Science Core Content Connectors Training

- ▶ A NEW one-hour video series for **general education science teachers** and **special education teachers** regarding science alternate academic achievement standards is available at:
  - ▶ <https://sd.portal.cambiumast.com/en/resources/educators/science-alternate-assessment-achievement-level-descriptors-ald>
- ▶ The videos describe how teachers can use the science Core Content Connectors and achievement level descriptors to instruct and assess students with significant cognitive disabilities on the same grade-level science content as their general education peers.
- ▶ One CECH via Canvas Catalog will be coming soon.

---

3

---

## Accountability

COMPLIANCE POLICY, PRACTICES, AND PROCEDURES

---

4

## BDI -3 Reminder

- ▶ Purpose of the BDI-3 is a developmental assessment.
  - ▶ BDI-3 does not meet the ability and achievement requirement when the disability category requires ability and achievement evaluations.
- ▶ Developmental Delay eligibility
  - ▶ All 5 domains (areas) must be evaluated to determine DD eligibility
  - ▶ BDI-3 used for DD eligibility
    - ▶ BDI-3 can't be used for skill-based
    - ▶ Skill-based completed in all areas
      - ▶ The team must use checklists, observations, the Brigance, interviews, student work, assessment probes, or other skill-based
- ▶ Resources:
  - ▶ [BDI Eligibility Information 3-5-Year-Old Question & Answer Technical Assistance Document](#)
  - ▶ [Developmental Delay Q and A](#)

5

## Accountability Review



- ▶ Congratulations to the Montrose School District
- ▶ After the Accountability Review, Montrose had no findings of noncompliance identified.

6

## Reminder: Annual Internal Review Requirements

- ▶ <https://forms.office.com/g/DEbZG0Zbhy>



- ▶ All Public Districts Required
- ▶ Internally each special education case manager must complete a file review.
- ▶ Completed by June 1 annually
- ▶ District Sped Director submit areas identified to state by June 1 annually
- ▶ Information on [Accountability Website](#)
  - ▶ Under Section "Results Driven Accountability"
  - ▶ Contact [Melissa.Flor@state.sd.us](mailto:Melissa.Flor@state.sd.us) or 605-773-6119 for more information.

7

## State Review Team / Psychiatric Residential Treatment & Out of State Placements

- ▶ Kassy Dunn with the Division of Behavioral Health has taken over State Review Team and will be the new contact.

Kassy Dunn  
Division of Behavioral Health  
3900 W Technology Circle Ste 1  
Sioux Falls SD 57106  
[dssstaterreviewteam@state.sd.us](mailto:dssstaterreviewteam@state.sd.us)  
Phone: 605-367-5236  
Fax: 605-367-5239

- ▶ Auxiliary Placement will continue to be overseen by Megan Newling:

Megan Newling  
Auxiliary Placement Program Facilitator  
Division of Child Protection Services  
Phone: (605)-773-3386  
Fax: (605)-773-6834

8

# Data

9

## Indicator 8: Parent Involvement Survey Response Rate Support

1. DOE will support districts with a March to-date data pull of district response rates on the 2023-2024 SD Parent Involvement Survey. DOE will inform any districts that still need to achieve 10% response rate.
2. **A NEW District Flyer is available to aid districts in increasing their response rate/data collection:**
  - ▶ 2023-2024 District Flyer found at <https://doe.sd.gov/sped/SPP.aspx>
  - ▶ Text on the flyer can be used as a script for SPED teachers to read to parents to better explain WHY districts ask parents to complete the Parent Survey every year.
  - ▶ The flyer can be handed or e-mailed to parents this spring as a final effort to reach all parents who have not yet completed their 2023-2024 Parent Survey.

10

## Indicator 8: Parent Involvement Survey Survey Distribution

- ▶ Due Dates: Reminder that paper Parent Surveys should be distributed by April 30, and all paper and online surveys are due May 31st.
- ▶ Online Link to Parent Survey: <https://survey.alchemer.com/s3/7323513/SDI8>
- ▶ Webinar Recording: A webinar is available on [Canvas Catalog](#) regarding how to increase response rates and how to overall increase positive parent involvement in the IEP process.
- ▶ Printed Surveys: If your district needs more paper surveys, or surveys printed in various languages, the district SPED Director can e-mail [Stacy.Holzbauer@state.sd.us](mailto:Stacy.Holzbauer@state.sd.us) by April 15th.

11

## Indicator 3: 2024 Spring Assessment Windows

- ▶ SD ELA, Math, and Science AND SD Science-Alt
  - ▶ March 25 – May 3
  - ▶ <https://sd.portal.cambiumast.com/>
- ▶ SD ELA-Alt and Math-Alt
  - ▶ March 11 – April 26
  - ▶ <https://www.msaaassessment.org/>
- ▶ District Test Coordinators attended assessment trainings last week and this week.
- ▶ Contact [DOEAassessment@state.sd.us](mailto:DOEAassessment@state.sd.us) with assessment questions.

12

## Indicator 7 Preschool Outcomes Battelle Developmental Inventory (BDI)

Questions: [debra.willert@state.sd.us](mailto:debra.willert@state.sd.us)

- ▶ Remind staff to update
  - ▶ BDI-2 and BDI-3 student data
    - ▶ SEP creates a new report monthly
    - ▶ Correct Program Note (BDI2) Program Label (BDI3)
    - ▶ Correct name spelling (name change)
    - ▶ Correct SIMS#
    - ▶ Correct birthdate
  - ▶ Email being sent to update or enter student information

13

## Launchpad Indicators 11 and 12

Questions: [debra.willert@state.sd.us](mailto:debra.willert@state.sd.us)

- ▶ Launchpad is open
- ▶ Indicators 11 and 12 data can be entered
  - ▶ Indicator 11 Child Find
    - ▶ Due August 1, 2024
  - ▶ Indicator 12 Preschool Transition
    - ▶ Due September 1, 2024
- ▶ <https://apps.sd.gov/DP42LaunchPad/Logon.aspx>
- ▶ Download spreadsheet
  - ▶ <https://doe.sd.gov/sped/SPP.aspx>
  - ▶ OR in Launchpad Indicators 11 and 12 download link
    - ▶ Indicator 11 [Initial Evaluation File](#)
    - ▶ Indicator 12 [Transition Evals File](#)
- ▶ Reporting guides
  - <https://doe.sd.gov/sped/documents/Ind11-Reporting-24.pdf>
  - <https://doe.sd.gov/sped/documents/Ind12-Reporting-24.pdf>

14

## SD STAR Gazers

- ▶ SD-STARS produces 10–15-minute videos about SD-STARS, state published reports, trainings, and communities to assist districts in using SD-STARS resources
- ▶ The February video will focus on Special Education Reports and Communities available in SD-STARS.
- ▶ To access the recording go to: <https://sded.instructuremedia.com/embed/3a7165f2-9082-4955-9b41-aa1ebeb6d194>
- ▶ For more information, please access the following link: [SD STARS Special Education Reports](#)

15

### Indicator 4 Methodology Stakeholders Needed

- ▶ Suspension Expulsion Methodology needs changes
- ▶ Meeting on March 13, 2024 at Department of Education In Pierre
- ▶ Please contact: [Melissa.Flor@state.sd.us](mailto:Melissa.Flor@state.sd.us) if interested.

16

# Miscellaneous

17

## SPED Director of the Year

Congratulations  
Mischelle Slaba on  
receiving the Special  
Education Director of  
the Year Award

We applaud your  
dedication to students  
with disabilities and the  
profession



18

## 2024 SPED Staff of the Year Nominations

- ▶ 78 special education staff across South Dakota were notified earlier this month that they received nominations for the SPED Staff of the Year Award.
- ▶ The **Top 5 Finalists** will be recognized at the 2024 SD SPED Conference Awards Luncheon:
  - ▶ **Krislyn Carlson**, SPED Teacher, Beresford
  - ▶ **John Haak**, Speech-Language Pathologist, Sioux Falls
  - ▶ **Patti Schladweiler**, SPED Teacher, Spearfish
  - ▶ **Julie Williams**, Assistant SPED Director/SLP, Gettysburg
  - ▶ **Bailey Zwhar**, SPED Teacher, Meade
- ▶ Congratulations and thank you for your outstanding work with students with disabilities!

19

## Recruiting for MSAA Item Review

- ▶ DOE is seeking special education educators to participate in the MSAA Item Review Committee (IRC) for SD ELA Alt and SD Math Alt Assessments.
  - ▶ South Dakota educators are invited to apply for the opportunity to review test items for the alternate ELA and alternate Math assessments, or Multi-State Alternate Assessment (MSAA).
  - ▶ This review will take place in Wakefield, MA on June 11-12. Travel expenses will be covered.
  - ▶ **Please pass along to special education educators who have experience with the MSAA.**
  - ▶ Educators can apply here: [MSAA Item Review Committee](#)
  - ▶ Contact [Chris.Booth@state.sd.us](mailto:Chris.Booth@state.sd.us) or [Stacy.Holzbauer@state.sd.us](mailto:Stacy.Holzbauer@state.sd.us) with questions.

20

## Special Ed Connections

**LRP SPED Connections subscription is required to access the following resources:**

- ▶ February Hot Topics in SpedConnections
  - February Spotlight: Section 504 accommodations verses modifications
  - [Quantity leads to quality: Learn how to ensure PLAAFPs are appropriate](#)
  - Elopement
  - Parental Consent under the IDEA
- ▶ Keeping up with SPED and LRP Sped Connection Resources
  - New bonus monthly Econnection that highlights SD specific content – first one came out Feb. 15<sup>th</sup>
  - Kelly Whiting, LRP Rep, will be at the SPED Conference

Contact your public school district special education director for login access. If you have any questions about your subscription access, please contact [Wendy.Trujillo@state.sd.us](mailto:Wendy.Trujillo@state.sd.us).

21

## HS Transition Round Up

<https://us02web.zoom.us/j/82303890584?pwd=NDhQYmdrMHFyTDN0V0xXTUN1dzBVUT09>



22

## HS Transition

The Transition Summer Institute provides high school special educators and directors valuable information regarding the topic of transition to adulthood for students with disabilities.

Join us for two full days of learning and networking with your colleagues.

Continuing Education Contact Hours and graduate credit pending approval!

**REGISTRATION** Coming Soon!

**TSLP 2024 SUMMER INSTITUTE**

Arrowwood Resort @ Cedar Shore in Oacoma, SD

**SAVE THE DATE**

**JULY 10-11, 2024**

<http://www.tslp.org>

23

## Seal of Biliteracy

- ▶ Recognition that can be added to diplomas of students who have mastered one or more language
  - ▶ Any student who meets the following requirements is eligible:
    - ▶ Met all South Dakota High School Graduation Requirements.
    - ▶ Demonstrated English proficiency in one of the English assessments found in Table 1.
    - ▶ Demonstrated proficiency in one or more languages found in Table 2.
- ▶ American Sign Language is an available language option
- ▶ <https://doe.sd.gov/biliteracy/>

24

## Next Sped Webinar

April 16, 2024

There is no SPED webinar in March due to the SPED Conference

**Please share the SPED Webinar login information with your district or agency special education professionals!**

SPED Webinar PowerPoint are posted at:

<https://doe.sd.gov/sped/directors.aspx>

A recording is available for 2 weeks after the webinar and can be accessed by reaching out to your Regional Representative.

25

# STATE PERFORMANCE PLAN FFY 2022

SPECIAL EDUCATION PROGRAMS

26

# INDICATOR 1: GRADUATION

RESULTS INDICATOR

27

## INDICATOR 1: WHAT DOES IT MEASURE?

---



- **Results indicator:** Percent of youth with Individualized Education Programs (IEPs) exiting special education due to graduating with a regular high school diploma.
- **Notes:**
  - Data for this indicator are “lag” data
  - This is not a 4-year cohort as required by the ESEA state report card
  - The data is calculating graduates on an annual basis and can include students who meet the graduation requirements for a diploma even when exiting at age 21 years old.

28

# INDICATOR 1: FFY 2022 RESULTS

- Overall exiters remain approximately same
- Increase number of graduates by 109 students
- Graduation rate increased from 61.06% to 64.88%
- Decrease of 3.82% when target increased by 0.46%

Description	Data
Number of Youth Graduate with Regular Diploma	617
Number of Youth who Dropout	265
Number of Youth who Age Out	72

Number youth with diploma	Number youth who exited	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
617	954	61.06%	68.45%	64.68%	Did Not Meet Target	No Slippage

# INDICATOR 2: DROP OUT

RESULTS INDICATOR

## INDICATOR 2: WHAT DOES IT MEASURE?

### Results indicator:

- Percent of youth with IEPs who exited special education due to dropping out.
- Additional Information:
  - Data for this indicator are “lag” data.
  - Look at: graduated with a regular high school diploma; reached maximum age; or dropped out.
  - Use the annual event school dropout rate for students leaving a school in a single year

31

## INDICATOR 2: FFY 2022 RESULTS

The overall exiters number increase by over 100

State decreased from 31.49% to 27.78% which is a 3.71% decrease in dropouts.

The number of students considered dropout increased by 3 exiters

Description	Data
Number of Youth Graduate with Regular Diploma	617
Number of Youth who Dropout	265
Number of Youth who Age Out	72

Number youth who dropout	Number youth who exited	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
265	954	31.49%	18.38%	27.78%	Did Not Meet Target	No Slippage

32

# INDICATOR 3: ASSESSMENT

RESULTS INDICATOR

33

## WHAT DOES IT MEASURE?

---

- **3A: Participation Rate** for children with IEPs
- **3B: Proficiency Rate** for children with IEPs in the regular assessment
- **3C: Proficiency Rate** for children with IEPs in the alternate assessment
- **3D: Gap in proficiency rates** between children with and without IEPs in the regular assessment

34

## FFY 2022 RESULTS

- **3A: Participation Rate for children with IEPs**

Group	Group Name	Number of Children with IEPs Participating	Number of Children with IEPs	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status
A	Grade 4	2,122	2,136	99.33	95.79	99.34%	Met target
B	Grade 8	1,331	1,346	98.06	95.00	98.89%	Met target
C	Grade HS	914	944	95.20	95.00	96.82%	Met target

- ESEA requirements is for target to be 95% or higher
- All FFY 2022 targets were met

Group	Group Name	Number of Children with IEPs Participating	Number of Children with IEPs	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status
A	Grade 4	2,121	2,136	99.43	97.50	99.30%	Met target
B	Grade 8	1,329	1,347	97.99	95.00	98.66%	Met target
C	Grade HS	916	944	95.08	95.00	97.03%	Met target

35

## FFY 2022 RESULTS

- **3B: Proficiency Rate for children with IEPs in the regular assessment**
- FFY 2022 data showed slippage in Grade HS Reading proficiency

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Grade Level Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Regular Assessment	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status
A	Grade 4	388	2,003	21.71	19.14	19.37%	Met target
B	Grade 8	140	1,243	10.60	10.91	11.26%	Met target
C	Grade HS	133	835	17.30	16.33	15.93%	Did not meet target

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Grade Level Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Regular Assessment	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status
A	Grade 4	443	2,001	21.51	21.22	22.14%	Met target
B	Grade 8	91	1,242	6.47	7.09	7.33%	Met target
C	Grade HS	35	837	4.16	3.86	4.18%	Met target

36

## FFY 2022 RESULTS

- **3C: Proficiency Rate for children with IEPs in the alternate assessment**
- FFY 2022 data showed slippage in all groups
- Decrease in proficiency is likely due increased 1% monitoring and appropriate identification of students

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Alternate Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Alternate Assessment	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
A	Grade 4	33	119	29.17	38.63	27.73%	Did not meet target	Slippage
B	Grade 8	22	88	31.76	33.71	25.00%	Did not meet target	Slippage
C	Grade HS	27	79	39.56	56.70	34.18%	Did not meet target	Slippage

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Alternate Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Alternate Assessment	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
A	Grade 4	56	120	58.33	54.63	46.67%	Did not meet target	Slippage
B	Grade 8	30	87	38.82	39.56	34.48%	Did not meet target	Slippage
C	Grade HS	29	79	40.66	57.36	36.71%	Did not meet target	Slippage

37

## FFY 2022 RESULTS

- **3D: Gap in Proficiency Rates between children with and without IEPs in the regular assessment**
- Goal is for the data to decrease (reduce the gap)
- All FFY 2022 targets were met

Group	Group Name	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status
A	Grade 4	19.37%	47.49%	27.68	29.54	28.11	Met target
B	Grade 8	11.26%	49.38%	38.69	41.14	38.12	Met target
C	Grade HS	15.93%	64.92%	45.97	49.66	49.00	Met target

Group	Group Name	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status
A	Grade 4	22.14%	47.87%	26.16	26.26	25.74	Met target
B	Grade 8	7.33%	37.87%	30.96	32.57	30.54	Met target
C	Grade HS	4.18%	37.27%	33.44	35.49	33.09	Met target

38

# INDICATOR 4: SUSPENSION AND EXPULSION

RESULTS AND COMPLIANCE INDICATOR

39

## INDICATOR 4: WHAT DOES IT MEASURE?

---

**4A:** Percent of local educational agencies (LEA) that have a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, a results indicator.

**4B:** B. Percent of LEAs that have: (a) a significant discrepancy, as defined by the State, 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, as defined by the State, 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, a compliance indicator

40

## INDICATOR 4A: FFY 2022 RESULTS (LAG YEAR)

- **4A: Suspensions and Expulsion**
- Because low number of districts identified, the target is set at 0%
- FFY 2022 targets were met

Number of LEAs that have a significant discrepancy	Number of LEAs that met the State's minimum n/cell size	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
0	2	0.00%	0.00%	0.00%	Met target	No Slippage

41

## INDICATOR 4B: FFY 2022 RESULTS (LAG YEAR)

- **4B: Suspensions and Expulsion (race/ethnicity)**
- Compliance Indicator: Target 0%
- FFY 2022 targets were not met

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 2021 Data (%)	FFY 2022 Target (%)	FFY 2022 Data (%)	Status	Slippage
1	1	2	0.00	0	50.00	Did Not Meet target	Slippage

42

# INDICATOR 5: EDUCATIONAL ENVIRONMENTS AGES 5 IN KG TO 21

RESULTS INDICATOR

43

## INDICATOR 5: WHAT DOES IT MEASURE?

IEP team's goal is to include students in general education curriculum to 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.

Wording underlined is South Dakota terms



44

## INDICATOR 5: FFY 2022 RESULTS

Ed Environment	# of children with IEPs met category 5-21	Total # of children with IEPs 5-21	FFY 2022 Data	FFY 2022 Target	FFY 2021 Data Last Year	Status	Slippage
General Ed (80 to 100)	16,359	21,399	76.45%	76.68%	75.52%	Did not meet target	No Slippage
Self-Contain (less than 40%)	1,194	21,399	5.63%	5.57%	5.58%	Did not meet target	No Slippage
Separate facility, residential, home/hospital	301	21,399	1.37%	1.67%	1.37%	Met Target	No Slippage

45

## INDICATOR 6: PRESCHOOL ENVIRONMENTS AGES 3-5

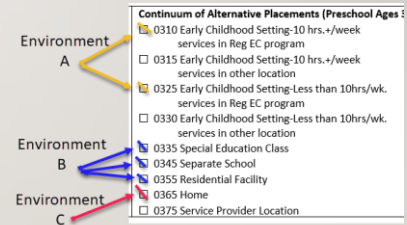
RESULTS INDICATOR

46

## WHAT DOES IT MEASURE?

**Results indicator:** Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a:

- A. Regular early childhood program and 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.
- C. Receiving special education and related services in the home.



47

## FFY 2022 SPP/APR DATA – AGED 3 THROUGH 5 RESULTS

Preschool Environments	Number of children with IEPs aged 3 - 5	Total number of children with IEPs age 3-5	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
A. Regular early childhood program and receiving the majority of special education services in the regular early childhood program	353	1,833	21.34%	22.75%	19.26% (needs to increase)	Did not meet target	Slippage
B. Separate special education class, separate school or residential facility	337	1,833	19.23%	17.93%	18.39% (needs to decrease)	Did not meet target	No Slippage
C. Home	27	1,833	0.86%	1.27%	1.47% (needs to decrease)	Met target	Slippage

48

# INDICATOR 7: PRESCHOOL OUTCOMES

RESULTS INDICATOR

49

## WHAT DOES IT MEASURE?

**Results indicator:** 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 preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.



50

## FFY 2022 RESULTS

Targets – Positive social-emotional skills including relationships

Outcome A	Numerator	Denominator	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
A1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Calculation: $(c+d)/(a+b+c+d)$	246	391	66.12%	67.35%	62.92%	Did not meet target	Slippage
A2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. Calculation: $(d+e)/(a+b+c+d+e)$	690	942	71.44%	72.07%	73.25%	Met target	No Slippage

51

## FFY 2022 RESULTS

Targets – Acquisition and use of knowledge and skills

Outcome B	Numerator	Denominator	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
B1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Calculation: $(c+d)/(a+b+c+d)$	330	594	57.09%	57.12%	55.56%	Did not meet target	Slippage
B2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program. Calculation: $(d+e)/(a+b+c+d+e)$	528	942	47.26%	52.15%	56.05%	Met Target	No Slippage

52

# FFY 2022 RESULTS

Targets – Use of appropriate behaviors to meet their needs

Outcome C	Numerator	Denominator	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
C1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. Calculation: (c+d)/(a+b+c+d)	224	439	56.45%	58.81%	51.03%	Did not meet target	Slippage
C2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program. Calculation: (d+e)/(a+b+c+d+e)	607	942	65.87%	66.36%	64.44%	Did not meet target	Slippage

53

# INDICATOR 8: PARENT INVOLVEMENT

RESULTS INDICATOR

54

## WHAT DOES IT MEASURE?

### 1) Parent Involvement Score:

- % of parents who report that their school facilitated parent involvement
- Data is collected via the annual SD Parent Involvement Survey
- *Target required*

### 2) Response Rate:

- % of parents who respond to the survey
- *SEA sets LEA response rate requirements*

55

## FFY 2022 RESULTS

- **Parent Involvement Score:** target was met

	Target Percentage for 2022-23	# of Parents Who Received a Score	# of Parents Who Met Indicator	Percent Across the State	Did the State Meet the Target?
Overall Parent Involvement Score	81.50%	6,079	5,364	88.24%	Yes

- **Response Rate:** 10% requirement was met

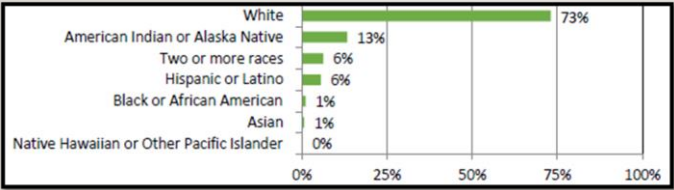
Number of Parents Who Received the Parent Survey:	23,152
Number of Parents Who Completed the Parent Survey:	6,079
Percentage of Parents Who Completed the Parent Survey:	26.26%

56

# FFY 2022 RESULTS

**Response Rate by Demographic Group:**

- State must analyze race/ethnicity to identify and address underrepresentation or nonresponse bias.
- The FFY 2022 response group was not representative of race/ethnicity. (Statewide students with disabilities consists of 66% White, however Parent Survey respondents consisted of 73% White.)



57

# INDICATOR 9 & 10: DISPROPORTIONATE REPRESENTATION

COMPLIANCE INDICATOR

58

## INDICATOR 9 AND 10: WHAT DOES IT MEASURE?



**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 Disability, Autism Spectrum Disorder, Other Health Impaired, and Speech

59

## FFY 2022 RESULTS – INDICATOR 9

- 106 districts did not meet 20 n size and 20 cell size
- 43 districts met the calculation in one or more race/ethnic categories
- 0 districts met the numerical threshold of 3.0 weighted risk
- 0% of South Dakota Districts Identified for Indicator 9

**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.

Number districts with disproportionate	Number who had inappropriate practices	Number of districts met n and cell size	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
0	0	43	0	0	0	Met Target	No Slippage

60

# FFY 2022 RESULTS – INDICATOR 10

- 132 districts did not meet 20 n size and 20 cell size
- 17 districts met the calculation in one or more race/ethnic categories
- 0 districts met the numerical threshold of 3.0 weighted risk
- 0% of South Dakota Districts Identified for Indicator 10

**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.

Number districts with disproportionate	Number who had inappropriate practices	Number of districts met n and cell size	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
0	0	18	0%	0%	0%	Met Target	No Slippage

61

# INDICATOR 11

## INITIAL EVALUATIONS (CHILD FIND)

COMPLIANCE INDICATOR

62

# WHAT DOES IT MEASURE?

**Compliance Indicator:** Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:** South Dakota 25-school day timeline

- a. # of children for whom parental consent to evaluate was received.
- b. # of children whose evaluations were completed within 25 school-days
- Account for children included in (a), but not included in (b). Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.



63

# FFY 2022 RESULTS

(a) Number of children for whom parental consent to evaluate was received	(b) Number of children whose evaluations were completed within 60 days (or State-established timeline)	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
5,377	5,344	99.91%	100%	99.39%	Did not meet target	No Slippage

33 students  
Percent =  $[(b) \div (a)] \times 100$

64

# INDICATOR 12

## EARLY CHILDHOOD TRANSITIONS

COMPLIANCE INDICATOR

65

## WHAT DOES IT MEASURE?

**Compliance indicator:** 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.  
(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

- a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibility was 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 determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.
- f. # of children whose parents chose to continue early intervention services beyond the child's third birthday through a State's policy under 34 CFR §303.211 or a similar State option.
- Account for children included in (a), but not included in b, c, d, e, or f. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed, and the reasons for the delays.



66

# FFY 2022 RESULTS

Measure	Numerator (c)	Denominator (a-b-d-e-f)	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	489	491	97.79%	100%	99.59%	Did not meet target	No Slippage

2 students  
Percent = [(c) divided by (a - b - d - e - f)] times 100

# INDICATOR 13: SECONDARY TRANSITIONS

COMPLIANCE INDICATOR

## WHAT DOES IT MEASURE?

---

- 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 postsecondary goals..
- Components looked at
  - Evidence measurable post-secondary goals based on age-appropriate transition assessment
  - Appropriate measurable postsecondary goals
  - Postsecondary goals annually updated
  - Transition services include courses of study
  - Transition services and/or activities enable student to meet postsecondary goals
  - Annual IEP goal linked/related to transition services needs
  - Student invited to IEP meeting
  - If appropriate, participating agency invited to IEP meeting (consent to invite before meeting notice)

69

## INDICATOR 13: FFY 2022 RESULTS

---

Number of youth aged 16 and above with IEPs that met compliance	Number of youth with IEPs aged 16 and above	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
107	170	79.39%	100%	62.94%	Did not meet target	Slippage

70

# INDICATOR 14: POST-SCHOOL OUTCOMES

RESULTS INDICATOR

71

## WHAT DOES IT MEASURE?

---

- Post-school outcomes: Percent of youth who are no longer in secondary school, had 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.

72

# FFY 2022 RESULTS

---

Measure	Number of respondent youth	Number of respondent youth	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
A.	58	340	13.06%	12.50%	17.06%	Met target	No Slippage
B.	237	340	74.91%	64.50%	69.71%	Met target	No Slippage
C.	277	340	82.13%	79%	81.47%	Met target	No Slippage

# RESPONSE RATE DATA

---

- FFY 17 – 56%
- FFY 18 – 43%
- FFY 19 – 43%
- FFY 20 – 24%
- FFY 21 – 37%
- **FFY 22 – 41%**

# INDICATOR 15: RESOLUTION SESSIONS

COMPLIANCE INDICATOR

75

## WHAT DOES IT MEASURE AND RESULTS?

- Percent of hearing requests that went to resolution session that were resolved through settlement agreements.

3.1(a) Number resolutions sessions resolved through settlement agreements	3.1 Number of resolutions sessions	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
0	3	33.33%		0.00%	N/A	N/A

► South Dakota continues to have less than 10 resolution sessions per year, therefor no baseline and target information is required.

76

# INDICATOR 16: MEDIATIONS

COMPLIANCE INDICATOR

77

## WHAT DOES IT MEASURE AND RESULTS?

- Percent of mediations held that resulted in an agreement

2.1.a.i Mediation agreements related to due process complaints	2.1.b.i Mediation agreements not related to due process complaints	2.1 Number of mediations held	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
0	6	6	90.00%	91.00%	100.00%	Met target	No Slippage

- ▶ South Dakota typically has less then 10 mediations a year; however, in FFY21 there were 10, therefore the state was required to set baseline and targets

78

# INDICATOR 17: STATE SYSTEMIC IMPROVEMENT PLAN

RESULTS INDICATOR

79

## WHAT IS THE SSIP?

---

- Multi-year plan to improve outcomes for students with disabilities. States choose their own focus, target group, and goal.
- Based on stakeholder input and feedback (2021), South Dakota identified reading proficiency among students with specific learning disabilities, other health impairments, and speech and language disabilities in grades 3-5 as the focus for the SSIP.
- SSIP activities are a combination of supports provided directly to districts (SD MTSS RTI and SD SPDG) and trainings offered to all districts in the state.

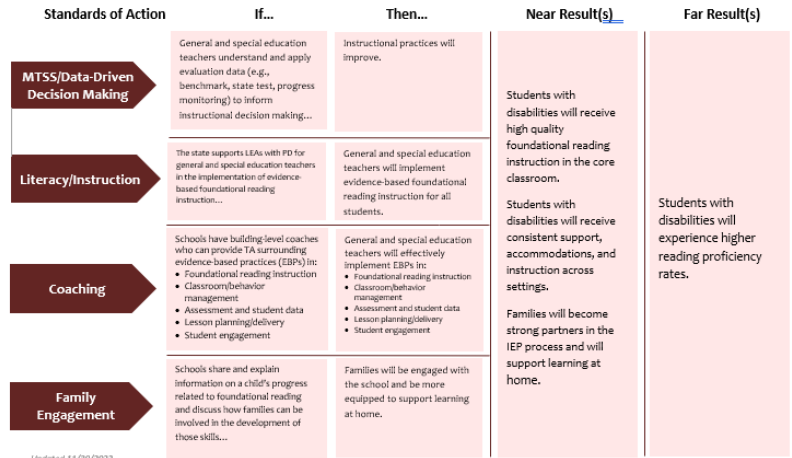
80

# WHAT DOES IT MEASURE?



## SSIP Theory of Action

State-identified Measurable Results (SIMR): Students with a Specific Learning Disability, Other Health Impairment, or Speech Language Impairment will increase 3<sup>rd</sup> grade reading proficiency rates by 5 percentage points for each group from spring 2021 to spring 2026 as measured by the statewide assessment.



81

## FFY 2022 RESULTS

### FFY 2022 SPP/APR Data (greater than)

Part	Students in grades 3-5 who scored proficient on regular state reading test.	Students in grades 3-5 who took the state reading test.	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
A	169	955	19.63%	18.94%	17.70%	Target Not Met	Yes
B	133	751	20.37%	18.75%	17.71%	Target Not Met	Yes

**Part A** = All students with disabilities

**Part B** = Students with specific learning disability, speech-language impairment, or other health impairment)

82

## REPORTING TO THE PUBLIC

- LEA not for public reports released in March for district review. Watch for the News Release!
- LEA public reports and SPP/APR released publicly June 1st
- Additional information on the SPP/APR indicators can be found at <https://doe.sd.gov/sped/SPP.aspx>