Monthly SPED Webinar

Special Education Programs
2024-2025 School Year
February 18, 2025

south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

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Effective Practices

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SPED Connection Highlights

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

- No alternative placement available? Brainstorm solutions while you wait
- Attempt range of behavioral interventions before considering placement change
- IEPs don't guarantee As and Bs: Teams must assess, address failing grades
- Pave way for smooth Part C to Part B transition meetings
- To craft sound IEPs, make most of evaluation data

Join the
SpedConnection
email Listserv

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.

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Accountability

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Review of Existing Data
(District Written Procedures)

24:05:25:04.02. **Determination of needed evaluation data**. As part of an <u>initial evaluation</u>, if appropriate, and as part of <u>any reevaluation</u>, the individual education program team required by § 24:05:27:01.01 and other qualified professionals as appropriate with knowledge and skills necessary to interpret evaluation data, shall:

(1) Review existing evaluation data on the child, including:

      (a) Evaluations and information provided by the parents of the child;

      (b) Current classroom-based local or state assessments and observations; and

      (c) Observations by teachers and related services providers; and

(2) Based on the above review and input from the student's parents, identify what additional data, if any, are needed to determine:

      (a) Whether the student has a particular category of disability as described in this article;

      (b) The present levels of academic achievement and related developmental needs of the student; and

      (c) Whether the student needs special education and related services.

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PPWN

Best Practice Example From a District

PPWN should be individualized to the student. Sometimes there are statements districts add with the individualized decisions in the PPWN.

Other Factors Sections:

PPWN Consent:
- "Please bring any concerns and/or ideas you may have for your child's education to the meeting."

PPWN After Meeting:
- "If you have any questions or concerns, please reach out to the team and we can address concerns as needed."

- "Any issues that arise, please let the team know so we can re-convene and help solve the problem."

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Purpose of PPWN Consent

Purpose of prior written notice consent is for the district to clearly identify to the parent what areas will be used to determine eligibility and what evaluations to be conducted.

- After getting parent input, documenting areas of concern for the reason to propose the evaluation (letter A),

- District documents what current evaluations or information will be used for eligibility.

- **When checking the boxes**, it indicates what new evaluations/assessments will be gathered in the 25 school days.

The district is proposing to use the following existing evaluations or information, including skill based, to be pulled forward for eligibility (identified in description of evaluations (C):

Area/Information	Related Documentation (diagnosis, screening information, classroom data, etc.)	Date(s) completed

The following evaluations or information will be completed within the 25-school day timeline after receiving your written parental consent:

☐ Ability	☐ Academic Achievement	☐ Observation	☐ Adaptive Behavior
☐ Language	☐ Articulation	☐ Fluency	☐ Social Communication
☐ Behavior	☐ Functional Behavior Assessment	☐ Social/Emotional	☐ Autism Specific Instrument
☐ Fine Motor	☐ Sensory	☐ Gross Motor	☐ Visual Motor
☐ Developmental Delay Areas: This includes evaluations in Cognitive, Adaptive, Motor, Communication, Social or Emotional (before age 9)			
☐ Chronic/Acute Health (Diagnosis)	☐ Audiological (Hearing)	☐ Ophthalmological (vision)	☐ Medical data for Orthopedic Impairment
☐ Transition assessment for post school planning (initial prior to age 16)			
Other:			

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When checking the box questions?

1. When checking the box, make sure it is addressing the student's areas of concern that the district needs to assess for disability and whether requires specialized instruction.

2. **When selecting an assessment, focus on the main purpose of the evaluation.**
   For example: If team is concerned about the fine motor needs of the student but the evaluation has a visual motor component, check fine motor and supporting skill based related to fine motor.

3. **When should we check social communication verses language?** Social Communication is generally specific for qualifying in the area of Autism Spectrum Disorder.

4. **If we check the box and there is no standardized assessment, what do we do?** District needs to conduct an appropriate assessment and determine how to complete it. Refer to the professionals in that area to determine best way to assess the student.

5. **Why was social/emotional added and when do you expect it to be checked?** Social emotional was included on the previous consent. The team needs to determine if that is specifically an area that needs to be evaluated, or it just falls under behavior evaluation.

☐ Ability	☐ Academic Achievement	☐ Observation	☐ Adaptive Behavior
☐ Language	☐ Articulation	☐ Fluency	☐ Social Communication
☐ Behavior	☐ Functional Behavior Assessment	☐ Social/ Emotional	☐ Autism Specific Instrument
☐ Fine Motor	☐ Sensory	☐ Gross Motor	☐ Visual Motor
☐ Developmental Delay Areas: This includes evaluations in Cognitive, Adaptive, Motor, Communication, Social or Emotional (before age 9)			
☐ Chronic/Acute Health (Diagnosis)	☐ Audiological (Hearing)	☐ Ophthalmological (vision)	☐ Medical data for Orthopedic Impairment
☐ Transition assessment for post school planning (initial prior to age 16)			
Other:			

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Articulation Norms

- South Dakota has used IOWA Nebraska Norms
- Request for South Dakota to support the updated Crowe McLeod Norms
- District decision.
  - Ensure that it is based on research.
  - Consider the pros and cons.
  - Document in the district's policy or procedures.
  - If SLP contractors, they need to be notified which norms the district is using.
  - Only start implementation at the beginning of the school year.
- Accountability Reviews.

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Ensuring FAPE During ISS

How do you ensure your students:

1. Stay connected to the general education curriculum?
2. Receive IEP services?
3. Interact with nondisabled peers?

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Additional ISS Thoughts

1. Do you have WRITTEN procedures for ISS?
    a. Allows for consistency between students
    b. Allows for easy explanations to students and parents/guardians
2. Do you consider FBAs after ISS?
3. What are your expectations for general education teachers?
4. Does your ISS room trigger more behaviors?
5. Is your ISS room reinforcing for some students?
6. How is your ISS room supervisor trained?
    a. Do they have a copy of the IEP?
    b. How do you ensure accommodations and BIP are followed?

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"Big 3" Suspensions

- **24:05:26:08.01. Authority of school personnel -- Weapons, drugs, and serious bodily injury.** School personnel may remove a student to an appropriate interim alternative setting for not more than 45 school days, without regard to whether the behavior is determined to be a manifestation of the student's disability, if:

    (1) The student carries a weapon to or possesses a weapon at school, on school premises, or at school or to a school function under the jurisdiction of a state or local education agency;

    (2) The student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of a state or local educational agency; or

    (3) The student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the state education agency or a school district.

    Consult your school attorney with any questions.

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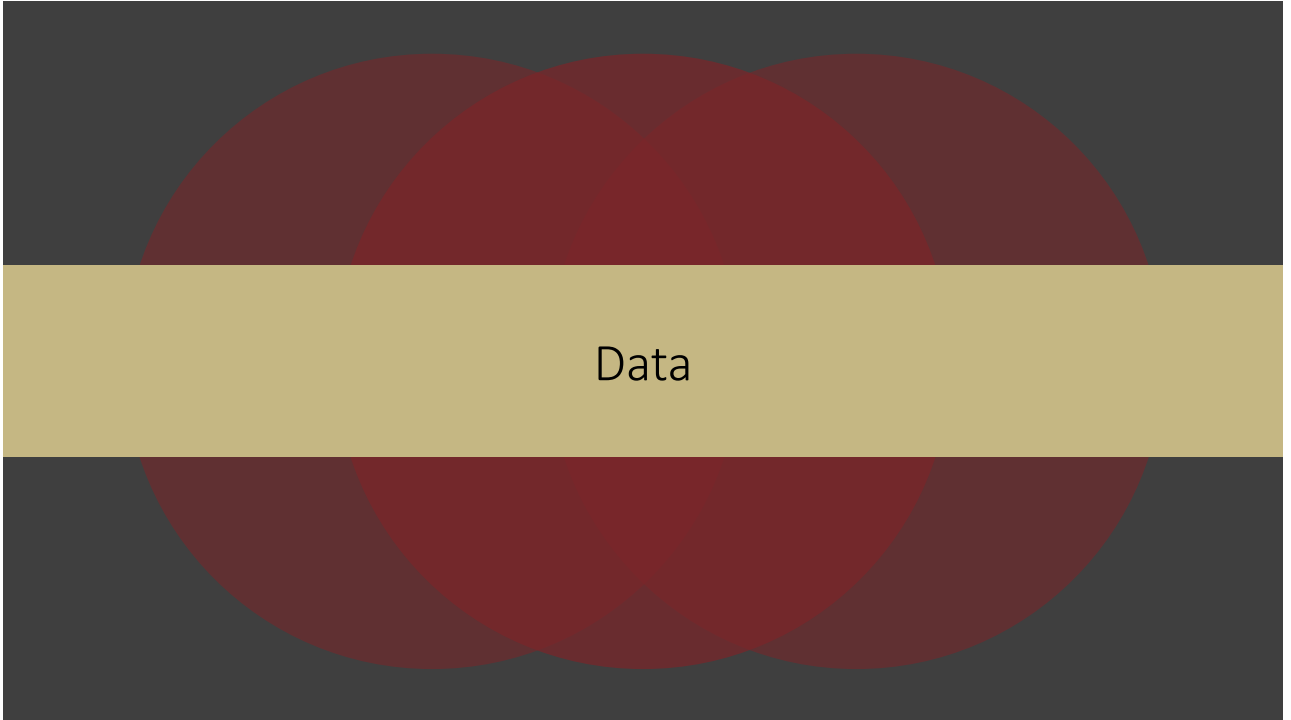
Data

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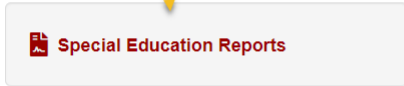# Indicator 7 Data Reports Available in SD STARS

- Special Education Directors have access to the individualized district data in SD STARS
  - If you need help accessing SD STARS, please reach out to your STARS account manager
- Recommendation:
  - Pull the reports and analyze with your Early Childhood team
    - If all students who should have been included were included
    - Determine which students were not included and why
      - Program notes incomplete?
      - Incomplete evaluation results?
      - Missing assessment scores?
      - Student missing in the database?
    - Are your results where you want them to be? Is there room for improvement?
      - Is there a data quality issue occurring?
      - Are students receiving services in the LRE that is allowing them to progress?

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Finding Indicator 7 Reports

For Indicator 7 reports:
1. Click on Reports
2. Scroll down to SPED Reports

| Home | Communities ▾ | Content Library | Accountability ▾ | Reports ▾ | Training Center |

📄 **Special Education Reports**

SP.008.00-X – Child Outcomes Summary Form
SP.009.00-X – Indicator 7 - Social Emotional Skills
SP.010.00-X – Indicator 7 - Acquiring Knowledge and Skills
SP.011.00-X – Indicator 7 - Use of Appropriate Behaviors
SP.012.00-A – Children with No Assignments
SP.013.00-A – Part B Indicator 7 Child List

- SD STARS login
  - http://doestars.sd.gov/Login.aspx

- Ed Directory
  - https://doe.sd.gov/ofm/edudir.aspx

- Questions about the reports
  - Email Kelly.Gilbert@state.sd.us

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Sample District Child Outcomes Summary Form

	Positive Social-		Acquiring and Using		Use of Appropriate	
	# 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	0	0.00%	1	33.33%	0	0.00%
c - Children who improved functioning to a level nearer to same-aged peers but did not reach it	0	0.00%	0	0.00%	1	33.33%
d - Children who improved functioning to reach a level comparable to same-aged peers	1	33.33%	0	0.00%	0	0.00%
e - Children who maintained functioning at a level comparable to same-aged peers	2	66.67%	2	66.67%	2	66.67%
Total	3	100.00%	3	100.00%	3	100.00%
Summary Statements:						
NA means not accountable for the 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.		100.00%		0.00%		100.00%
2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited.		100.00%		66.67%		66.67%
Target Summary Statement 1		67.11%		56.71%		58.35%
Target Summary Statement 2		71.79%		51.89%		66.13%
Met Summary Statement 1?		Yes		No		Yes
Summary statement 1 calculation: (c+d)/(a+b+c+d)						
Met Summary Statement 2?		Yes		Yes		Yes
Summary statement 2 calculation: (d+e)/(a+b+c+d+e)						

In this model, at age-level is defined as the 10th percentile score.

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BDI-3 Staff Management

- Reminder:
    - Each district has a limited number of "access keys" to allow staff to access Riverside Score for BDI-3
    - As staff leave, make them inactive to ensure you have enough access keys for your active staff

- Account Holders:
    - If you need a change of account holders
        - Submit a change of account holders request via Riverside Resources
        - "Account Holder Change Request: Riverside Score"
        - Or – contact Riverside and inform them you want a change of account holder form for BDI-3
    - Please inform Kelly.Gilbert@state.sd.us if your Account Holder changes

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BDI-3 Locations

- Locations have been edited to accurately reflect the state Education Directory
    - Please do **not** add or subtract locations
    - Please do use the school that the student would attend if attending public school
    - Please do ask for help if a school or location necessary is not listed

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Summative Assessment

- Special Education Directors and district Test Coordinators are encouraged to attend an in-person training on the upcoming state summative assessments:
  - Feb. 19 - Pierre
  - Feb. 20 - Rapid City
  - Feb. 25 - Watertown
  - Feb. 26 - Sioux Falls
  - Feb. 27 - Sioux Falls
- **State Testing Windows:**

ELA-Alt and Math-Alt	March 10 – April 25, 2025
ELA, Math, Science	March 24 – May 2, 2025
Science-Alt	March 24 – May 2, 2025

- Contact DOEAssessment@state.sd.us with assessment questions.

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General Assessment Accommodations

- Accommodations must be documented on the student's IEP

- Speech-to-text Accommodation (computer types what the student dictates)
  - For students who have motor or processing disabilities (such as dyslexia) and who use it regularly for instructional purposes
  - Embedded vs non-embedded
    - Embedded is built into the testing platform
    - Non-embedded – a program outside of the testing platform that needs to interact with the testing platform
  - Request through a form in TIDE (Test Information Distribution Engine)

- Text-to-Speech (computer reads what's on the screen to the student)
  - Accommodation – ELA reading passages (for a small number of students)
    - Requested through TIDE forms
  - Designated Support – ELA items (questions and answers), ELA-PT, Math, and Science
    - District can mark (work with Assessment Director if you aren't able to enable in TIDE)

- Help with TIDE – contact beth.schiltz@state.sd.us

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Scribe Accommodation

- For students who have documented significant motor or processing difficulties (or a recent injury that prevents them from interacting with the computer)
- For a small number of students
- Students dictate their responses to a human who records verbatim what the student has dictated
- Scribe must be a trained and qualified (certified staff)
  - According to scribe protocol found in the SD Tools, Supports, and Accommodations Guidelines document
- Must follow the administration guidelines
- Must be in a separate setting (one-on-one administration)

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Resources for assessment accommodations and designated supports

- SD Tools, Supports, and Accommodations Guidelines (TSA)
- Assistive Technology Manual
- Graphing Calculator and Scientific Calculator
- 100s Number Table
- Multiplication Table
- Universal Tools for Online Testing (training PowerPoint to use with students)
- Simplified Test Directions
- Translated test directions – in many languages

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Assessment Accommodation Resources

- Assessment Gateway - https://sd.portal.cambiumast.com/
  - Resources on the upper right-hand

  - Can put information looking for in search engine **OR**

  - Refine search by clicking on Topic
  - Select Accommodations
    - There are 21 accommodation resources
  - Select Supports
    - There are 60 supports resources

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Miscellaneous

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2025 SPED Staff of the Year – Top 5 Finalists

- **2025 SPED Staff of the Year Award**
  - 60 staff statewide were nominated by SD parents/guardians. Congratulations!
  - All nominees have been notified and will be mailed a certificate.

- **The Top 5 Finalists** have been invited to the SPED Conference Awards Luncheon:
  - **Donnell Houx**, SLP, Oglala Lakota County School District
  - **Eric Pedersen**, SPED Teacher, Aberdeen School District
  - **Grant Dunbar**, SPED Teacher, Sioux Falls School District
  - **Hannah Lunden**, SPED Teacher, Deuel School District
  - **May Amodia**, SPED Teacher, Sisseton School District

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2025 SPED Conference

- Rapid City
- Registration closes March 10
- Visit the Conference Website for full details

SOUTH DAKOTA
SPECIAL EDUCATION
CONFERENCE

Adventure Awaits

MARCH 18-19, 2025
THE MONUMENT

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Autism Spectrum Disorder courses

- The USD Center for Disabilities is offering three virtual on-demand professional development opportunities through Canvas, focusing on Autism Spectrum Disorders.
- The courses are offered now through May for either 15 hours of continuing education at no cost or for graduate credits with an additional registration and fee of $40/credit hour through USD.
  - Autism Characteristics and Diagnostic Considerations (2025)
    - The focus of this course will be to introduce information about identification, characteristics, and diagnostic criteria for students with autism or those suspected of having autism.
  - Autism Spectrum Disorders Behavior Basics Spring Semester 2025
    - The focus of this course will be to introduce information the behavioral principles often utilized in educational settings.
  - Autism Spectrum Interventions Overview
    - This course aims to provide training and assistance to South Dakota educators, administrators, other related professionals, and graduate students interested in learning more about intervention practices specific to individuals with autism.

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HS Transition

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HS Transition

Transition Round Up

SD My Life

February 26, 2025
3:00 CT/2:00 MT

https://us02web.zoom.us/j/82045074082?pwd=9JcE3NrXxMSbZeuPP3rxXA8jX8uwnS.1
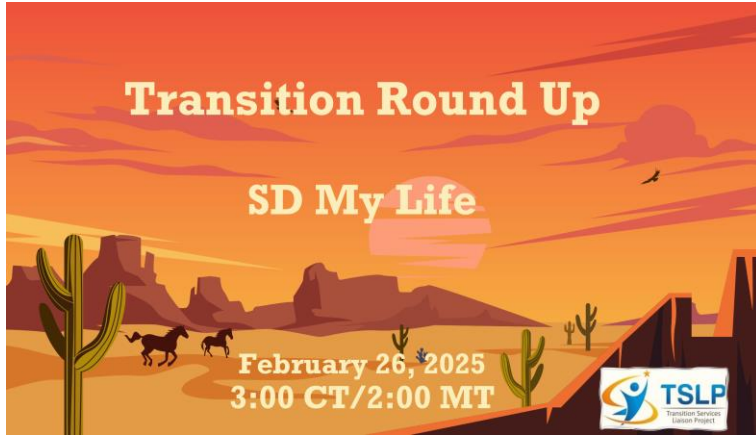
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Next SPED Webinar
April 15, 2025
No Webinar in March
due to SPED Conference

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

SPED Webinar PowerPoints 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.

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FFY 2023
STATE PERFORMANCE PLAN RESULTS

OFFICE OF SPECIAL EDUCATION PROGRAMS

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WHAT IS THE STATE PERFORMANCE PLAN (SPP)/ANNUAL PERFORMANCE REPORT (APR)?

- The Individuals with Disabilities Act (IDEA) requires all states to have in place a plan that that evaluates the state's efforts to implement the requirements and purposes of the IDEA and describes how the state will improve its implementation.
- This is a 6-year plan (FFY20-25) with 17 indicators
- Submitted annually to the federal Office of Special Education Programs (OSEP).
- OSEP uses the SPP to determine whether states are meeting requirements
- The State makes Local Education Agency (LEA) determinations using the data districts submit for the SPP/APR.

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WHAT IS THE STATE PERFORMANCE PLAN (SPP)/ANNUAL PERFORMANCE REPORT (APR)?

- The SPP includes a description of how the state agency's system is designed to improve results for students with disabilities and to ensure the state and districts meet the requirements of IDEA.
- The introduction specifically addresses:
  - General supervision system
  - Technical assistance system
  - Professional development system
  - Stakeholder involvement
  - Reporting to the public

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INDICATORS

- **Compliance**
  - Measures compliance with requirements of the IDEA.
  - OSEP sets targets that must be met or corrective action is required
- **Results**
  - Measures child and family outcomes
  - States set targets to show improvement over the baseline
  - If states are not meeting targets, they must provide reason and develop strategies for improvement

RESULTS INDICATORS	COMPLIANCE INDICATORS
Indicator 1: Graduation	**Indicator 4B:** Suspension/Expulsion by Race/Ethnicity
Indicator 2: Dropout	**Indicator 9:** Disproportionate Racial/Ethnic Representation
Indicator 3: Statewide Assessment	**Indicator 10:** Disproportionate Racial/Ethnic Representations in Specific Eligibility Categories
Indicator 4A: Suspension/Expulsion	**Indicator 11:** Child Find
Indicator 5: Educational Environments	**Indicator 12:** Early Childhood Transition
Indicator 6: Preschool Environments	**Indicator 13:** Secondary Transition
Indicator 7: Preschool Outcomes	**Indicator 15:** Resolution Sessions
Indicator 8: Parent Involvement	**Indicator 16:** Mediation
Indicator 14: Post-School Outcomes	**Indicator 18:** General Supervision
Indicator 17: SSIP-SIMR	

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REPORTING YEAR

- Today we will be going over the preliminary Federal Fiscal Year (FFY) 2023 SPP/APR that was submitted on Feb. 3, 2025
- The data reported in this plan were collected in the 2023-2024 school year
  - **Except** for Indicators 1, 2, and 4 which use lag year data meaning it was collected in the 2022-2023 school year

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INDICATOR 1: GRADUATION

RESULTS INDICATOR

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WHAT DOES IT MEASURE FOR GRADUATION DATA?

- **Results indicator:** Percent of youth with Individualized Education Programs (IEPs) (ages 14-21) exiting special education due to graduating with a regular high school diploma.
- Notes:
  - 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.
  - Data is collected through data management system (Infinite Campus)
  - Lag year data

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	FY 20 (2019-2020)	FY 21 (2020-2021)	FY 22 (2021-2022)	FY 23 (2022-2023)	FY 24 (2023-2024)	FY 25 (2024-2025)
Target	67.99%	67.99%	68.45%	68.91%	71.84%	73.67%
Actual	67.99%	61.06%	64.68%	68.95%		
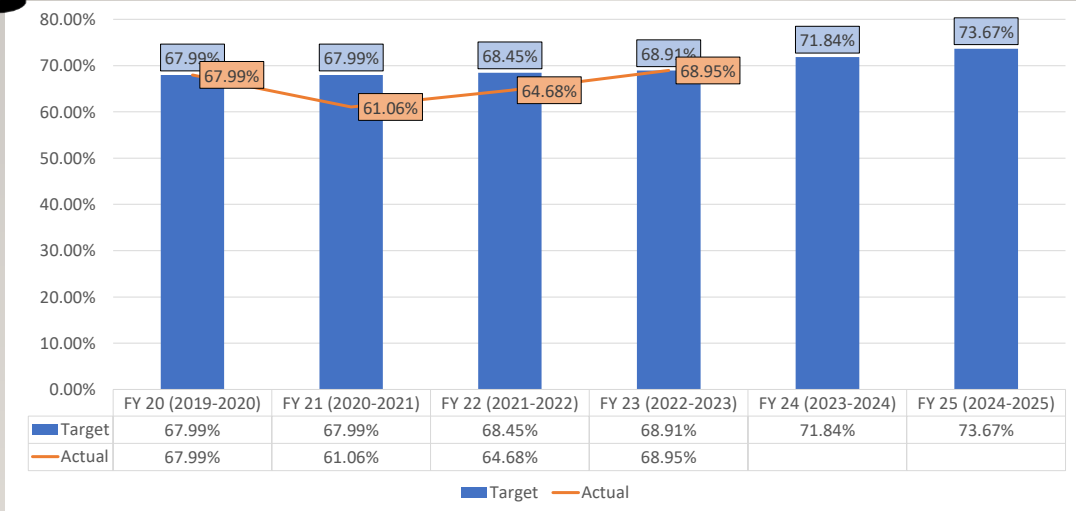
INDICATOR 1: GRADUATION HISTORICAL DATA

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FFY22 RESULTS

Overall exiters remain approximately same

Increase number of graduates by 38 students

Graduation rate increased from 64.88% to 68.95%

Increase of 4.27% when target increased by 0.46%

Description	Data
Number of Youth Graduate with Regular Diploma	655
Number of Youth who Dropout	220
Number of Youth who Age Out	75

Number youth with diploma	Number youth who exited	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
655	950	64.68%	68.91%	68.95%	Meet Target	No Slippage

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INDICATOR 2: DROP OUT

RESULTS INDICATOR

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WHAT DOES IT MEASURE FOR DROPOUT DATA?

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

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INDICATOR 2: DROPOUT HISTORICAL DATA

	FY 20 (2019-2020)	FY 21 (2020-2021)	FY 22 (2021-2022)	FY 23 (2022-2023)	FY 24 (2023-2024)	FY 25 (2024-2025)
Target	19.35%	19.35%	18.38%	17.40%	14.60%	10.70%
Actual	19.35%	31.49%	27.78%	23.16%		

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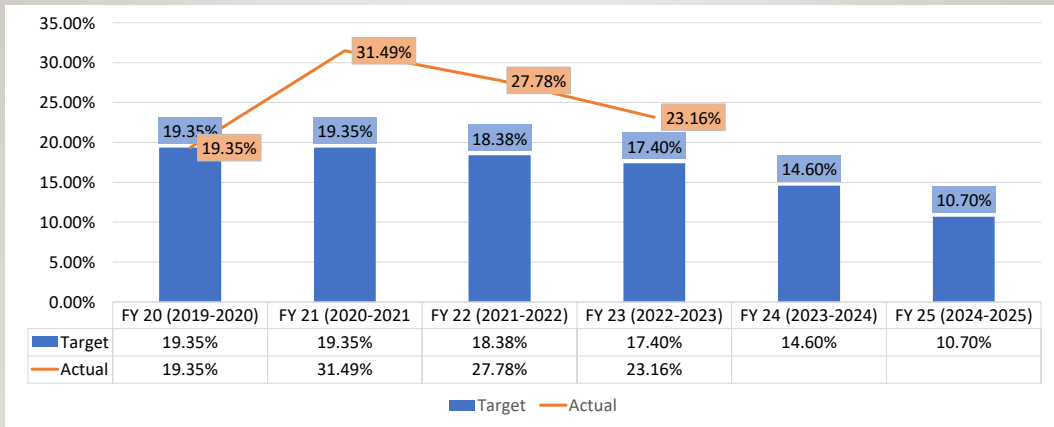
FFY 2022 RESULTS FOR DROPOUT

The overall exiter number decreased by 5

State decreased from 27.78% to 23.16% which is a 4.62% decrease in dropouts.

The number of students considered dropout decreased by 45 exiters

Description	Data
Number of Youth Graduate with Regular Diploma	655
Number of Youth who Dropout	220
Number of Youth who Age Out	75

Number youth who dropped out	Number youth who exited	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
220	950	27.78%	17.40%	23.16%	Did Not Meet Target	No Slippage

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INDICATOR 3: ASSESSMENT

RESULTS INDICATOR

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WHAT DOES IT MEASURE?

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

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FFY 2023 RESULTS
3A: **PARTICIPATION RATE** FOR CHILDREN WITH IEPS

- A target of at least 95% is federally required
- All FFY 2023 targets were met

SPP/APR data: Reading assessment							
Group	Group name	Number of children with IEPs participating	Number of children with IEPs	Prior FFY data	Current FFY target	Current FFY data	Status	Slippage[1]
A	Grade 4	2,114	2,123	99.34%	96.10%	99.58%	Met Target	No slippage
B	Grade 8	1,448	1,474	98.89%	95.00%	98.24%	Met Target	No slippage
C	Grade HS	925	939	96.82%	95.00%	98.51%	Met Target	No slippage
SPP/APR data: Math assessment							
Group	Group name	Number of children with IEPs participating	Number of children with IEPs	Prior FFY data	Current FFY target	Current FFY data	Status	Slippage[1]
A	Grade 4	2,108	2,122	99.30%	97.60%	99.34%	Met Target	No slippage
B	Grade 8	1,449	1,475	98.66%	95.00%	98.24%	Met Target	No slippage
C	Grade HS	926	939	97.03%	95.00%	98.62%	Met Target	No slippage

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FFY 2023 RESULTS
3B: **PROFICIENCY RATE** FOR CHILDREN WITH IEPS IN THE <u>REGULAR</u> ASSESSMENT

- Grade HS Math proficiency showed slippage (did not meet target and decreased by more than .10%)

- Other FFY 2023 data did not meet target but did not show slippage

		SPP/APR data: Reading assessment						
Group	Group name	Number of children with IEPs scoring at or above proficient	Number of children with IEPs who received a valid	Prior FFY data	Current FFY target	Current FFY data	Status	Slippage[1]
A	Grade 4	397	2,015	19.37%	19.76%	19.70%	Did not meet target	No slippage
B	Grade 8	141	1,359	11.26%	11.28%	10.38%	Did not meet target	No slippage
C	Grade HS	129	849	15.93%	16.70%	15.19%	Did not meet target	No slippage

		SPP/APR data: Math assessment						
Group	Group name	Number of children with IEPs scoring at or above proficient	Number of children with IEPs who received a valid	Prior FFY data	Current FFY target	Current FFY data	Status	Slippage[1]
A	Grade 4	427	2,009	22.14%	21.86%	21.25%	Did not meet target	No slippage
B	Grade 8	113	1,361	7.33%	7.46%	8.30%	Met target	No slippage
C	Grade HS	34	849	4.18%	4.23%	4.00%	Did not meet target	Slippage

FFY 2023 RESULTS
3C: **PROFICIENCY RATE** FOR CHILDREN WITH IEPS IN THE <u>ALTERNATE</u> ASSESSMENT

- FFY 2023 data showed an increase in proficiency in all groups and all subjects

		SPP/APR data: Reading assessment						
Group	Group name	Number of children with IEPs scoring at or above proficient	Number of children with IEPs who received a valid	Prior FFY data	Current FFY target	Current FFY data	Status	Slippage[1]
A	Grade 4	32	99	27.73%	39.25%	32.32%	Did not meet target	No slippage
B	Grade 8	25	89	25.00%	34.08%	28.09%	Did not meet target	No slippage
C	Grade HS	29	76	34.18%	57.07%	38.16%	Did not meet target	No slippage

		SPP/APR data: Math assessment						
Group	Group name	Number of children with IEPs scoring at or above proficient	Number of children with IEPs who received a valid	Prior FFY data	Current FFY target	Current FFY data	Status	Slippage[1]
A	Grade 4	48	99	46.67%	55.25%	48.48%	Did not meet target	No slippage
B	Grade 8	38	88	34.48%	39.93%	43.18%	Met target	No slippage
C	Grade HS	38	76	36.71%	57.73%	50.00%	Did not meet target	No slippage

FFY 2023 RESULTS
3D: **GAP IN PROFICIENCY RATES** BETWEEN CHILDREN WITH AND WITHOUT IEPS IN THE <u>REGULAR</u> ASSESSMENT

- Goal is for the data to decrease (reduce the percentage gap)

- FFY 2023 data showed no slippage

Group	Group name	Proficiency rate for children with IEPs scoring at or above	Proficiency rate for all students scoring at or above	Prior FFY data	Current FFY target	Current FFY data	Status	Slippage[1]
SPP/APR data: Reading assessment								
A	Grade 4	19.70%	46.91%	28.11	29.29	27.20%	Met target	No slippage
B	Grade 8	10.38%	49.19%	38.12	40.83	38.82%	Met target	No slippage
C	Grade HS	15.19%	62.82%	49	49.35	47.62%	Met target	No slippage
SPP/APR data: Math assessment								
A	Grade 4	21.25%	47.87%	25.74	26.01	26.62%	Did not meet target	No slippage
B	Grade 8	8.30%	40.27%	30.54	32.26	31.97%	Met target	No slippage
C	Grade HS	4.00%	35.22%	33.09	35.18	31.21%	Met target	No slippage

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INDICATOR 4:SUSPENSION AND EXPULSION

RESULTS AND COMPLIANCE INDICATOR

50

NEW TARGETS

- Original targets were set in 2006
- Previous methodology was not identifying any districts
- OSEP updated methodology requirements to ensure states applying valid and reliable calculations
- Stakeholders wanted to ensure calculation was not missing any districts

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Indicator 4A and 4B
Overview

- State level calculation
- 4A:
  - Performance Indicator-targets were set
  - All students who are suspended or expelled greater than 10 days
  - Minimum cell size of 0 (students on IEPs suspended >10 days), minimum N size of 0 (students on IEP)
- 4B:
  - Compliance Indicator-Target set at 0.0%
  - Race/Ethnic group of students suspended or expelled greater than 10 days
  - Minimum cell size of 0 (students on IEPs suspended >10 days), minimum N size of 20 (students on IEP)

- Data is lag year, meaning data for FFY 2023 (this APR) used FFY 2022 data (2022-2023 school year)
  - This allows review of policy, practices, and procedures in FFY 2023 (school year 2023-2024).

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4A: PERFORMANCE INDICATOR

Number of LEAs that have a significant discrepancy	Number of LEAs in the State [if the State answers yes to whether they have established a minimum n/cell-size, change this heading to "Number of LEAs that met the State's minimum n/cell-size"]	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
5	149	NOT VALID AND RELIABLE	3.36	3.36	MET TARGET	N/A

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4B: COMPLIANCE

- Calculations based on race/ethnicity groups
- Federal target is 0%
- FFY 2023 target not met and slippage

Number of LEAs that have a significant discrepancy by race or ethnicity	Number of those LEAs that have policies, procedures or practices that contribute to the significant discrepancy and do not comply with the requirements	Number of LEAs in the state	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
5	3	149	0%	0%	2	No	Yes

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INDICATOR 5: EDUCATIONAL ENVIRONMENTS AGES 5 IN KG TO 21

RESULTS INDICATOR

55

WHAT DOES INDICATOR 5 MEASURE?

IEP team's goal is to include the student 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

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5A: Increase

	1	2	3	4	5	6
5A Actual	75.96%	75.52%	76.45%	77.12%		
5A target	75.96%	75.96%	76.68%	77.18%	77.26%	78.68%

Legend: 5A Actual ▮ 5A target —

INDICATOR 5A (100): INCREASE ACCESS TO GENERAL EDUCATION

DID NOT MEET TARGET BY .06% BUT IMPROVED THE PERCENTAGE OVER LAST YEAR.

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5B SELF-CONTAINED: DECREASE LESS THAN 40% GENERAL EDUCATION SETTING

- The target stays consistent at 5.57%, then decreases in the next two years.
- Did not meet target and had slippage due to increase in percentage of student in self-contained.

5B: Decrease

	1	2	3	4	5	6
5B Actual	5.57%	5.63%	5.58%	5.77%		
5B Target	5.57%	5.57%	5.57%	5.57%	5.50%	5.50%

Legend: 5B Actual ▮ 5B Target —

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5C: GOAL DECREASE SEPARATE FACILITY, RESIDENTIAL AND HOME/HOSPITAL

5C: Decrease

	1	2	3	4	5	6
5C Actual	1.67%	1.37%	1.41%	1.23%		
5C Target	1.67%	1.67%	1.67%	1.67%	1.67%	1.65%

Legend: 5C Actual, 5C Target

- Target is set to be consistent until the final APR year since so low.

- The target was met, and no slippage as the state continues to drop percentage.

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INDICATOR 6: PRESCHOOL ENVIRONMENTS AGES 3-5

RESULTS INDICATOR

60

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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.

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Historical and Current Data

Inclusive 6A, 6B, 6C
3, 4, and 5 year old student (1,833)
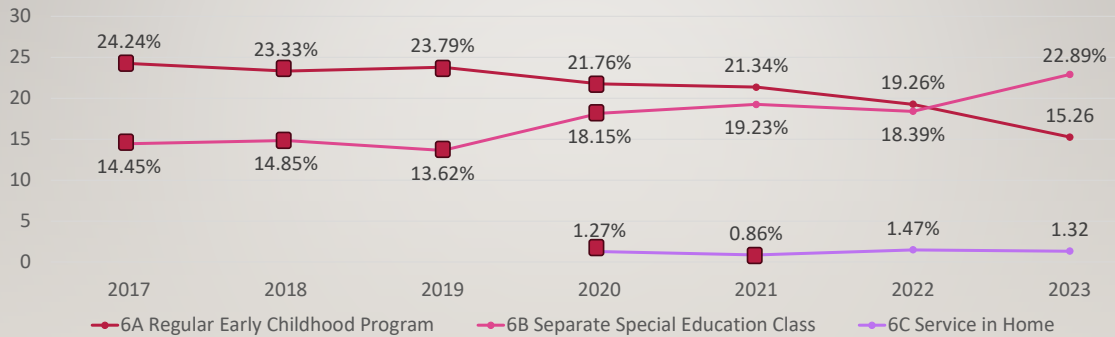
Target Met ▣

Environment	2025 Targets
Regular Early Childhood Program	25.00%
Separate Special Education Class	16.00%
Home	1.20%

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INDICATOR 7: PRESCHOOL OUTCOMES

RESULTS INDICATOR

63

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.

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REVIEW: THE FIVE PROGRESS CATEGORIES

OSEP Progress Categories as Developmental Trajectories
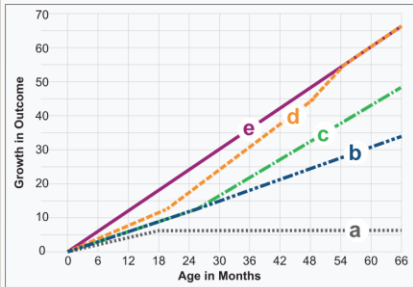
a. Did not improve functioning

b. Improved in functioning, no change in trajectory

c. Moved closer to functioning like same-aged peers

d. Improved functioning to that of same-aged peers

e. Functioning like same-aged peers

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INDICATOR 7

CHILD OUTCOMES SUMMARY

* Denotes slippage

SP.008.00-X – Child Outcomes Summary Form

School Year: 2023-2024
District: All Districts

	Positive Social-Emotional Skills		Acquiring and Using Knowledge and Skills		Use of Appropriate Behaviors	
	# of Children	% of Children	# of Children	% of Children	# of Children	% of Children
a - Children who did not improve functioning	14	1.68%	32	3.84%	33	3.96%
b - Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers	103	12.35%	166	19.90%	153	18.35%
c - Children who improved functioning to a level nearer to same-aged peers but did not reach it	91	10.91%	125	14.99%	120	14.39%
d - Children who improved functioning to reach a level comparable to same-aged peers	116	13.91%	164	19.66%	113	13.55%
e - Children who maintained functioning at a level comparable to same-aged peers	510	61.15%	347	41.61%	415	49.76%
Total	834	100.00%	834	100.00%	834	100.00%

Summary Statements:
NA means not accountable for the summary statement

	Positive Social-Emotional	Acquiring and Using	Use of Appropriate
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.	63.89%	59.34%	55.61%
2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited.	75.06%	61.27%	63.31%
Target Summary Statement 1	67.58%	57.53%	59.26%
Target Summary Statement 2	72.34%	52.42%	66.60%
Met Summary Statement 1?	No	Yes	No
Summary statement 1 calculation: (c+d)/(a+b+c+d)			
Met Summary Statement 2?	Yes	Yes	No
Summary statement 2 calculation: (d+e)/(a+b+c+d+e)			

In this model, at age-level is defined as the 10th percentile score.

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INDICATOR 8: PARENT INVOLVEMENT

RESULTS INDICATOR

67

WHAT DOES IT MEASURE?

1) **Parent Involvement:**
   - % of parents who report that their school facilitated parent involvement

2) **Response Rate:**
   - % of parents who respond to the survey

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FFY 2023 RESULTS

Parent Involvement Score:

	Target Percentage for 2023-24	# 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	82.00%	6,941	6,120	88.17%	Yes

Response Rate:

Number of Parents Who Received the Parent Survey:	23,822
Number of Parents Who Completed the Parent Survey:	6,941
Percentage of Parents Who Completed the Parent Survey:	29.14%

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FFY 2023 RESULTS

Response Rate by Race/Ethnicity:

- State must analyze if the response group is representative of the demographics (race/ethnicity, disability, grade) of children receiving special education services.
- The FFY 2023 response group was not representative of race/ethnicity.
  - Statewide students with disabilities consists of 65% White, however respondents consisted of 71% White.
  - State is working with districts on ensuring representativeness of race/ethnicity.

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INDICATOR 9 & 10: DISPROPORTIONATE REPRESENTATION

RESULTS INDICATOR

71

INDICATOR 9 AND 10
COMPLIANCE: TARGET 0%

- **Indicator 9 Measurement:** <u>Percent of districts (LEAs)</u> 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:** <u>Percent of districts (LEAs)</u> 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

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FFY 2023 RESULTS

Indicator Calculation: State reports how many LEAs (districts) that had inappropriate practices and procedures.

- Indicator 9 and 10: LEA Met Threshold (Numerical):
  - Indicator 9 had 1 LEA
  - Indicator 10 had 1 LEA

- After review of LEA's identification review, South Dakota met target for 9 and 10.
  - 0% of LEAs identified had inappropriate practices and procedures.

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INDICATOR 11: INITIAL EVALUATIONS (CHILD FIND)

COMPLIANCE INDICATOR

74

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.

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FFY 2023 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 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
5,746	5,732	99.39%	100%	99.76%	Did not meet	None

Number of children included in (a) but not included in (b) = 15
Percent = [(b) ÷ (a)] x 100

Did not meet 100% target, however there was an increase of .35%

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INDICATOR 12: EARLY CHILDHOOD TRANSITIONS

COMPLIANCE INDICATOR

77

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.

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FFY 2023 RESULTS

Numerator (c)	Denominator (a-b-d-e-f)	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
457	457	99.59%	100%	100%	Met Target	None

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: (c)/(a-b-d-e-f)

Number of children who served in Part C and referred to Part B for eligibility determination that not included in b, c, d, e, or f = 0

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INDICATOR 13
SECONDARY TRANSITION

COMPLIANCE INDICATOR

80

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 the postsecondary goals.

- Components looked at
    - Evidence measurable post-secondary goals based on age-appropriate transition assessment
    - Measurable post secondary goals
    - Goals annually updated
    - Course of study
    - Transition services and/or activities
    - Annual IEP goals linked/related to transition services needs
    - Student invited to IEP meeting
    - If appropriate, participating agency invited to IEP meeting (consent from parent or consenting student needed prior to invited

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FFY 2023 RESULTS

Number of youth aged 16 and above with IEPs that met compliance	Number of youth with IEPs aged 16 and above	FFY 2022 Data	FFY 2022 Target	FFY 2023 Data	Status	Slippage
110	162	62.94%	100%	67.90%	Did not meet target	No slippage

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INDICATOR 14: POST-SCHOOL OUTCOMES

RESULTS INDICATOR

83

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.

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FFY 2023 RESULTS
LAG YEAR

Measure	Number of respondent youth	Number of respondent youth	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A.	58	353	17.06%	14.00%	16.43%	Met target	No Slippage
B.	250	353	69.71%	66.00%	70.82%	Met target	No Slippage
C.	283	353	81.47%	80.00%	80.17%	Met target	No Slippage

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RESPONSE RATE DATA

- FFY 2021 – 34%
- FFY 2022 - 41%
- FFY 2023 - 40%

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INDICATOR 15:
RESOLUTION SESSIONS

COMPLIANCE INDICATOR

87

WHAT DOES IT MEASURE?

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

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

- 100% is only achieved if all resolution sessions held result in an agreement

3.1(a) Number resolutions sessions resolved through settlement agreements	3.1 Number of resolutions sessions	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
1	3	0.00%		33.33%	N/A	N/A

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INDICATOR 16: MEDIATIONS

COMPLIANCE INDICATOR

89

WHAT DOES IT MEASURE?

- Percent of mediations held that resulted in mediation agreements
- South Dakota had less than 10 requests, however due to baseline and targeting setting last due having more than 10 requests last year we must meet the target identified of 90%

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 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
2	8	10	100.00%	91.00%	100.00%	Met Target	None

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INDICATOR 17: STATE SYSTEMIC IMPROVEMENT PLAN (SSIP)

RESULTS INDICATOR

91

WHAT DOES IT MEASURE?

- 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 trainings offered to all districts in the state.

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WHAT DOES IT MEASURE?

FFY 2023 RESULTS

Part	Number of students in grades 3-5 who scored proficient on regular state reading test. Target A = All students with disabilities. Target B = Students with specific learning disability, speech-language impairment, or other health impairment	< Number of students in grades 3-5 who participated in the state reading test. Target A = All students with disabilities. Target B = Students with specific learning disability, speech-language impairment, or other health impairment	FFY 2022Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A. SWD in all categories in grades 3-5	62	330	17.70%	19.56	18.79%	Target not met	No
B. SWD in grades 3-5 in the categories of SLD, OHI, and S/L	48	255	17.71%	19.37	18.82%	Target not met	No

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INDICATOR 18: GENERAL SUPERVISION

NEW INDICATOR

95

PURPOSE AND MEASUREMENT OF INDICATOR 18

- Measures the effectiveness of the State educational agency's systems of general supervision in ensuring the identification of noncompliance and correction of noncompliance in a timely manner

- **Calculation/Measurement –** total # of findings of noncompliance corrected within one year / total # of findings (for the compliance indicators and any additional findings related to the compliance indicators) X 100 = %
- **Baseline –** FFY 2023 data unless state explains otherwise
- **Targets** – must be 100%

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AREAS FOR INDICATOR 18

- FFY 2022 (SY 2022-23)
  - For each compliance indicator (4B, 9, 10, 11, 12, 13)
  - Any additional written findings that the state issued related to a compliance indicator
- South Dakota has closed all corrective action plans identified in 2022-2023 within one year.

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RESOURCES

- DOE Special Programs SPP-APR website
  - https://doe.sd.gov/sped/SPP.aspx
  - Reports
  - TA Guides
  - Collection Calendar
  - Sped Contact Card – SEP contact for each indicator

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