Monthly SPED Webinar

Special Education Programs
2025-2026 School Year
February 17, 2026

1

Effective Practices

2

SPED Connection Highlights

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

- **Get real: Set up true-to-life activities for students before postsecondary transition**
- **What to include in staff instructions regarding suspension of students with disabilities**
- **BACK TO BASICS: When can school staff be personally liable?**
- **How data managers can help strengthen student performance, special education compliance**
- **Clear but compassionate: Tips for reviewing evaluation results**

Join the SpedConnection email Listserv

Disclaimer: Please note that guidance provided in SPED Connections may not fully align with state regulations. To ensure compliance, please consult the SD Administrative Rules as well as all applicable federal regulations.

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.

3

Accessible Textbooks and Education Materials

- SD State Library works with the American Printing House for the Blind (APH)
- K-12 students who are visually impaired or blind and are on an IEP
- Need access to textbooks, digital resources and hands-on education materials for next school year (2026-27
- Must be ordered by **March 13, 2026**
- Find out more at the State Library website
- Contact Virginia Kaus

4

Accountability

5

Private School Consultation Reminders

- Must schedule a stakeholder meeting with private school.
  - Stakeholders include a minimum of a private school administrator, teacher, and a parent.
- In the GMS, district must document
  - Date
  - Representatives at the meeting (administrator, teacher, parent, etc.)
  - Summary of discussion of services
  - Final decision on type of services provided and where provided.

6

Special Education Suspension: Do All Staff Know

- The Change of Placement definition
- The difference between In School Suspension (ISS) and Out of School Suspension (OSS)
- What is counted as a day
- How to track "informal" removals
- Who is responsible for tracking suspensions
- When should the IEP team be notified
- When should services be provided
- Where to document services being provided after 10th day
- What services should be addressed

7

Change of Placement Definition

24:05:26:02.01. Change of placement for disciplinary removals. For purposes of removal of a student with a disability from the student's current educational placement under this chapter, a change of placement occurs if:

(1) The removal is for more than ten consecutive school days; or

(2) The student is subjected to a series of removals that constitute a pattern because:

(a) They cumulate to more than ten school days in a school year;

(b) Of factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another; and

(c) The student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals.
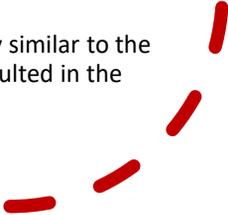
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Definition of ISS and OSS

- According to the federal rules, a TRUE ISS follows these rules:
  1. Student is afforded the opportunity to participate in the <u>general curriculum</u>
  2. Student continues to receive the <u>services specified on IEP</u>
  3. <u>Student continues to participate with nondisabled peers to the extent they would have in their current placement</u>
  - If your current procedure for ISS does not include all three of these components=OSS
    - **Consult your school attorney for clarity**
  - What is your <u>**WRITTEN**</u> procedure for ISS?
  - Make sure it includes informing sped staff!

9

What is Counted as a Day

- **Early release days (holidays, conferences)** = a day of suspension
- **Early out or late start**= a day of suspension
- **Suspensions starting during the school day**= a day of suspension
  - Is the student repeatedly missing the same class?
  - Is there a pattern?
  - Consult your school attorney for clarification and document your district's procedures
  - Be consistent with all students

10

How to Track Informal Removals

- Do you have a definition for informal removals?
  - When a student is repeatedly removed from instruction or peers for behavior reasons, count as a suspension
    - Sitting in the hall
    - Sent to the principal's office
    - Missing recess?
- Do you have written procedures for tracking informal removals?
  - How do you know how much instruction a student is missing due to behavior?

11

Who is Responsible for Tracking Suspensions

- Do you have written procedures?
- Do you have a data collection system?
- Do you have an alert system that indicates a student has been suspended for more than 10 days?

12

When Should the IEP Team be Informed

- Do all staff know who to notify?
- Do all staff know when to notify?
- Is there a written procedure for notification?

13

When Should Services be Provided

- After the 10th day of suspension
- Regardless of change of placement determination
- Regardless of manifestation determination meeting outcomes

    * If you provide educational services for gen ed students before the 10th day of suspension, you need to provide them for students on an IEP before the 10th day as well *

14

Where to Document Services to be Provided

- PPWN
- Manifestation Determination meeting form

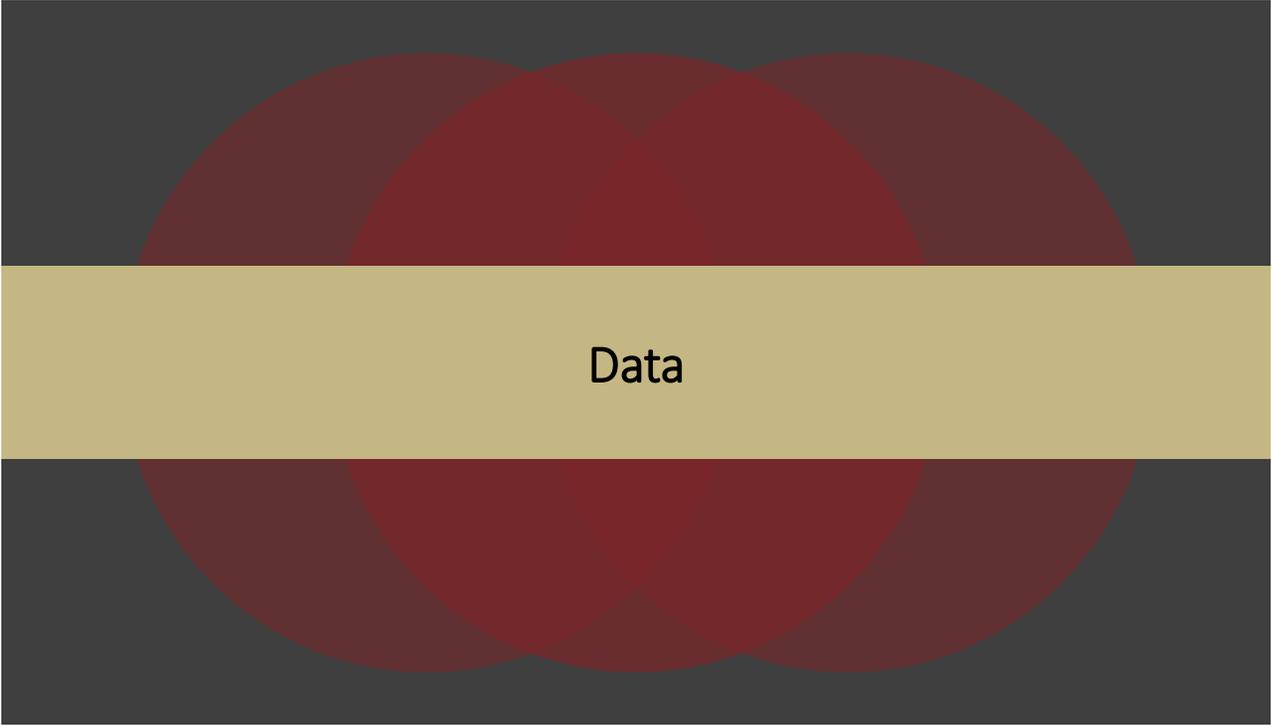| Provision of Services beginning on 11th day of suspension		
IEP services to be provided:		
Amount of service time to be provided:		
Staff providing the IEP services:		
Location services will be provided:		
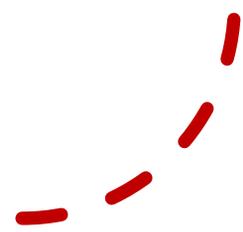
15

What Services Should be Addressed

- Each goal in the IEP
- Service time- document any changes or indicate if it will stay the same
- Location of services
- Accommodations

16

Data

17

Alternate Assessment - MSAA

- **The Multi-State Alternate Assessment (MSAA) system is open!**
- **February 9**
  - TC (Test Coordinator) accounts were activated.
  - TCs were asked to create TA (Test Administrator) accounts before Feb 16 EOD.
  - TCs and TAs review students in the MSAA system; TCs can notify Stacy Holzbauer to add/remove students.
- **February 17**
  - DOE created and assigned the **NEW shortened 2026 Refresher Training** to TCs and TAs who successfully completed the full 2025 Training Modules.
  - 2026 Training Modules (or 2026 Refresher Training for those eligible) are available to TCs and TAs.
  - TAs must complete their training before their students' test will open for administration.
  - TAs can show students MSAA Sample Items to become familiar with the system.

18

Alternate Assessment – MSAA continued...

- **March 9**
  - MSAA Test Administration (ELA-alt & Math-alt) window begins; closes April 24.
  - If a student's test becomes "locked" or you experience MSAA system issues, contact MSAAServiceCenter@cognia.org or 866-834-8879.

- **March 30-May 8: Science-Alternate Assessment**
  - Reminder that any student identified for alternate assessment in grade 5, 8, 11 must also take the Science-Alt in the Cambium system from March 30 to May 8.

- E-mail Stacy.Holzbauer@state.sd.us with any MSAA or alternate assessment questions!

19

State Assessment Accommodations

- When to complete a request through TIDE (test information distribution engine) an accommodation
  - ELA-Reading Passages (text-to-speech or read aloud)
  - Speech-to-text (computer does the writing for the student – should only be for students with a motor or processing disability
  - Word Prediction – student begin typing the word and choose from list of single words
    - For students with documented motor or orthopedic impairment or moderate to severe learning disabilities that prevents them from recalling, processing, or expressing written language.
  - Non-embedded accommodations
    - Multiplication table
    - 100s chart
    - Scribe
    - Alternate Response Option (such as adapted keyboard, large keyboard, Sticky Keys, MouseKeys, Filter Keys, adapted mouse, head wand, switches)
- Remember: these are IEP team decisions and need to be documented on the IEP

20

Text-to-Speech or Read Aloud

- Text-to-speech (computer reads for the student – student must click on the icon to have it read to them)
  - Makes them more independent
  - Needs headphones or ear buds
  - Allows them to stay in the same room as their peers which frees up resources (teachers) to be used in other capacities
- Read Aloud (a certified staff reads what is on the computer to the student)
  - Needs to be one-on-one
  - In a separate setting so others can't hear what is being read (test security reasons)
  - Takes more time
  - Ties up certified teachers
- Should be one or the other not both
  - What would both look like?

21

Infinite Campus – Special Education Summary Section

- When an IEP changes, end the current record
- Create a new record
- Don't change a record, but rather end the record and create a new record
- Don't put an end date that is in the future
  - Does not upload correctly into the state assessment site

State Reporting and Data Entry

Effective Date	End Date
01/09/2025	01/08/2026
01/09/2026	01/08/2027

22

Did you know?

Indicator 12

Special Education Directors receive monthly emails with a list of Birth to Three students turning 3.

Use this list to help ensure Indicator 12 compliance (Part C to Part B Transition)

23

Battelle Developmental Inventory – 3rd Edition Clinical Training

- Clinical Training is available for districts interested in having their staff trained in administering the BDI-3

- Contact Kelly Gilbert Preschool 619 Coordinator to register for the clinical training
  - Kelly.Gilbert@state.sd.us

24

Indicator 7
No Assignments List

No Assignments List is a list of students who received a BDI-3 but are not included in the Indicator 7 Child List

did not qualify for services

received less than 6 months of services

parents declined services

student data was not complete

25

Indicator 7
Incomplete Data

- **Early Part B Entry**
  - BDI-3 given more than 90 days prior to the student's 3rd birthday
- **Late Part B Exit**
  - BDI-3 given on or after the student's 6th birthday
- **Incomplete Scores**
  - Status shows "In Progress"
  - Missing basal or ceiling, even if the status shows "Complete"
- **Test Not Committed**
  - All score entered, but test was not committed, and scores will not show on a report
- **Missing Entry or Exit Scores**
  - One or both score types are not recorded
- **Incorrect Labels**
  - Part B scores mislabeled as Part C Entry or Part C Exit for ages 3-5
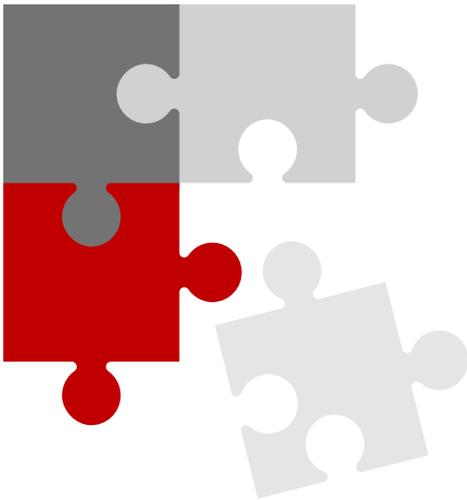
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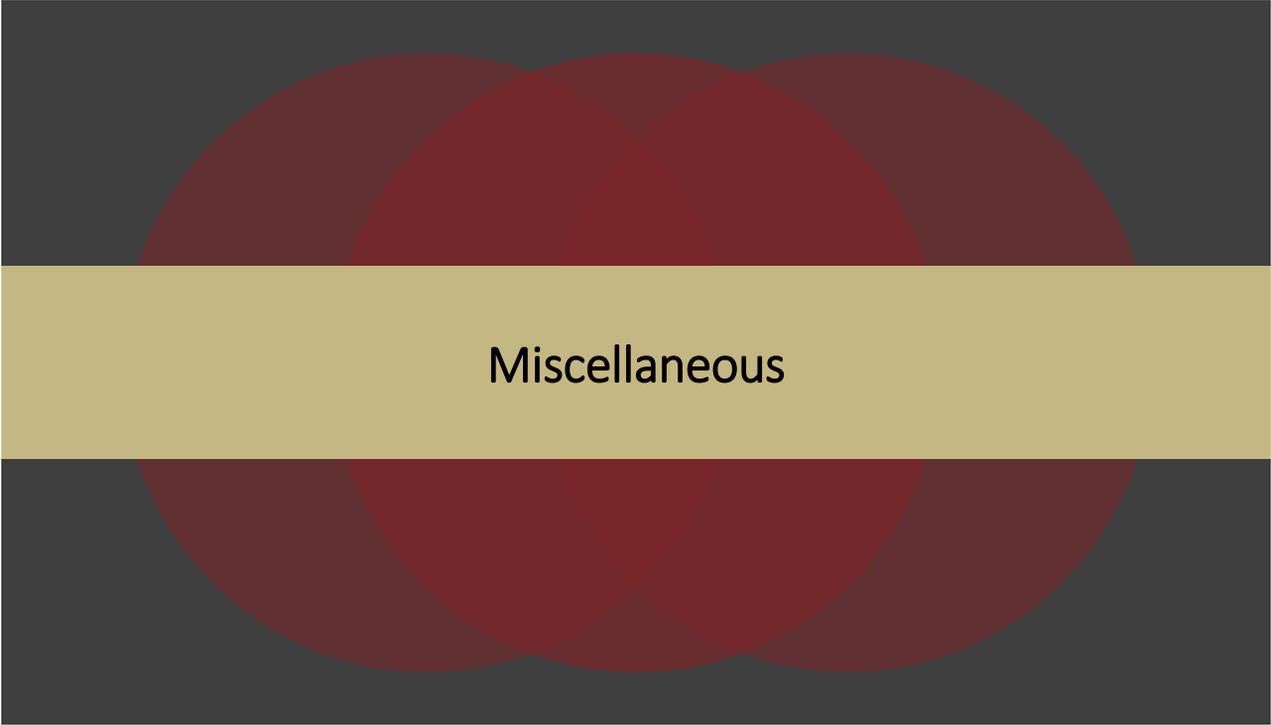
Miscellaneous

27

SPED CASE LAW
After the Manifestation Determination: Next Steps, Placement Decisions, and Documentation

- February 19, Online 2-4pm CT
- Join us for the second webinar in the Legal Webinar Series to learn about what happens when behavior is a manifestation of a student's disability?
    - What are the next steps to meet the student's needs when returning to the placement identified in the IEP?
    - What steps should a district take when behaviors continue to occur?
    - What documentation is needed at that point in time?
    - Join Attorney Brandon K. Wright of Franczek P.C. to discuss this important and timely topic – using case law from around the country filtered through the lens of an experienced special education attorney to keep your next steps legal and effective!
- Register at https://doe.sd.gov/SDED/index.aspx

28

SDAPCD New Webpage

- South Dakota Advisory Panel for Children with Disabilities(SDAPCD) https://doe.sd.gov/sped/advisory.aspx
  - Meeting Dates
  - Panel Members
  - Documents
    - Annual Report
    - Priority Area Work
    - By-Laws
- Open positions will be announced soon

South Dakota Advisory Panel for Children with Disabilities (SDAPCD)

CFR 300.167, ARSD 24:05:14:18
The Individuals with Disabilities Education Act 2004 requires the establishment of a special education advisory panel to provide suggestions and advice to the State Department of Education on critical issues regarding special education services throughout South Dakota.

Upcoming Meeting Information
- Date: April 9, 2026
- Time: 9 a.m. to 4 p.m. (CST)
- Location: MacKay Building: 800 Governors Drive; Pierre, SD
- Documents:
  - Agenda
- Public Comment: If you are interested in providing public comment, send notification to Janet.Penticoff@state.sd.us or call (605) 773-3678.

29

Positive Behavioral Interventions and Supports (PBIS) Applications

- What is PBIS?
  - Proactive and preventative
  - Continuous improvement
  - Team based
  - Data driven
  - Common language
  - Positive school climate
  - Continuum of support for all students

- Applications due February 18-extentions can be given
- Contact Becky Cain at rebecca.cain@state.sd.us
- Applications can be found at https://doe.sd.gov/sped/pbis.aspx

30

Secondary Transition

- Update new and improved website
  - WWW.TSLP.ORG

- Transition Roundup
  - Wednesday, February 25, 2026 at 3:00CT/2:00MT

- Save the date
  - TSLP Summer Institute Arrowwood Resort at Oacoma,SD
    - July 29-30,2026

31

2026 SPED Conference Registration

- Conference Registration: open through Feb. 20.

- Conference Website: visit for details.

SD Special Education Conference

2026

Grand Slam

Hitting It Out of the Park for Every Student

March 3 & 4
Sioux Falls Convention Center
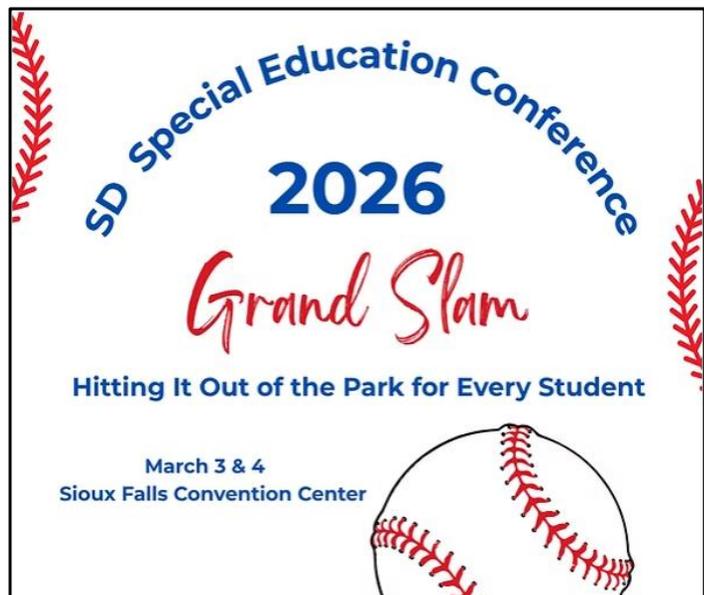
32

2026 SPED Staff of the Year Award

- Parents/Guardians across South Dakota submitted 102 nominations towards **73 SPED staff**!
- All nominees and their SPED Directors were notified; all nominees will be mailed a certificate.
- CONGRATULATIONS to the Top 5 Finalists who have been invited to the SPED Conference Awards Luncheon:

Amanda Edlund
Harrisburg

Andrea Byrd
Douglas

Becca Walsh
Baltic

Erin Healy
Cornbelt Educational Coop
at McCook Central

Josie Sauer
Brookings

33

Next SPED Webinar

April 21, 2026

<u>No Webinar in March</u>

Please share the SPED Webinar registration 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 <u>Regional Representative</u>.

34

FFY 2024
STATE PERFORMANCE PLAN

OFFICE OF SPECIAL EDUCATION PROGRAMS

35

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 18 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.

36

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	

37

REPORTING YEAR

- Today we will be going over the preliminary Federal Fiscal Year (FFY) 2024 SPP/APR that is due on Feb. 2, 2026
  - The final data reported to OSEP will be available publicly in June
- The data reported in this plan were collected in the 2024-2025 school year
  - **Except** for Indicators 1, 2, and 4 which use lag year data meaning it was collected in the 2023-2024 school year

38

INDICATOR 1: GRADUATION

RESULTS INDICATOR

39

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

40

Indicator 1: Graduation Historical Data

	FFY 20 (2019-2020)	FFY 21 (2020-2021)	FFY 22 (2021-2022)	FFY 23 (2022-2023)	FFY 24 (2023-2024)	FFY 25 (2024-2025)
Actual	67.99%	61.06%	64.68%	68.95%	66.70%	
Target	* 67.99%	67.99%	68.45%	68.91%	71.84%	73.67%

Bar labels (Actual): 67.99%, 61.06%, 64.68%, 68.95%, 66.70%
Target line labels: 67.99%, 67.99%, 68.45%, 68.91%, 71.84%, 73.67%

* Target reset due to COVID
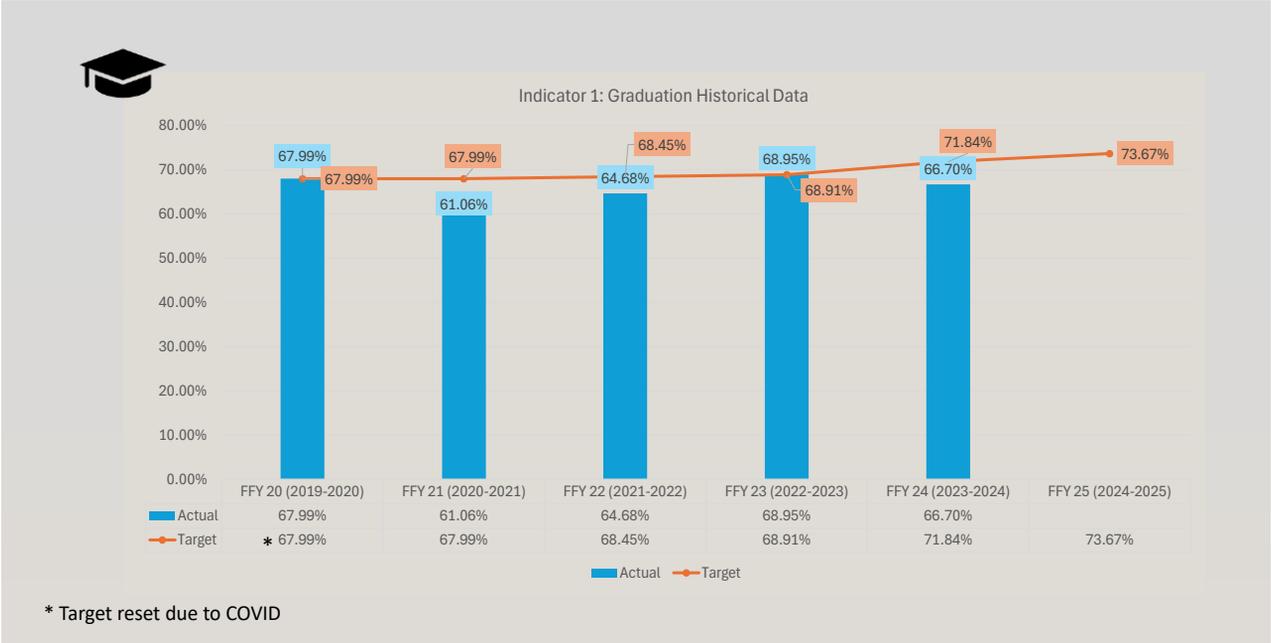
INDICATOR 1: GRADUATION HISTORICAL DATA

41

FFY 2024 RESULTS

- Overall exiters decreased by about 40 students
- Decrease number of graduates by 46 students
- Graduation rate increased from 68.95% to 66.70%
- Data decreased by 2.25% when target increased by 2.93%

Description	Data
Number of Youth Graduate with Regular Diploma	609
Number of Youth who Dropout	230
Number of Youth who Age Out	74

Number youth with diploma	Number youth who exited	FFY 2023 Data	FFY 2024 Target	FFY 2024 Data	Status	Slippage
609	913	68.95%	71.84%	66.70%	Did Not Meet Target	Slippage

42

21

INDICATOR 2: DROP OUT

RESULTS INDICATOR

43

WHAT DOES IT MEASURE FOR DROPOUT DATA?

- 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

44

HOW IS THE DATA COLLECTED FOR DROPOUT?

- District enter information into the data management system
- States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to dropping out in the numerator and the number of all youth with IEPs who exited special education (ages 14-21) in the denominator.

45

INDICATOR 2: DROPOUT HISTORICAL DATA

Indicator 2: Dropout Historical Data

	FFY 20 (2019-2020)	FFY 21 (2020-2021)	FFY 22 (2021-2022)	FFY 23 (2022-2023)	FFY 24 (2023-2024)	FFY 25 (2024-2025)
Actual	19.35%	31.49%	27.78%	23.16%	25.19%	
Target	* 19.35%	19.35%	18.38%	17.40%	14.60%	10.70%
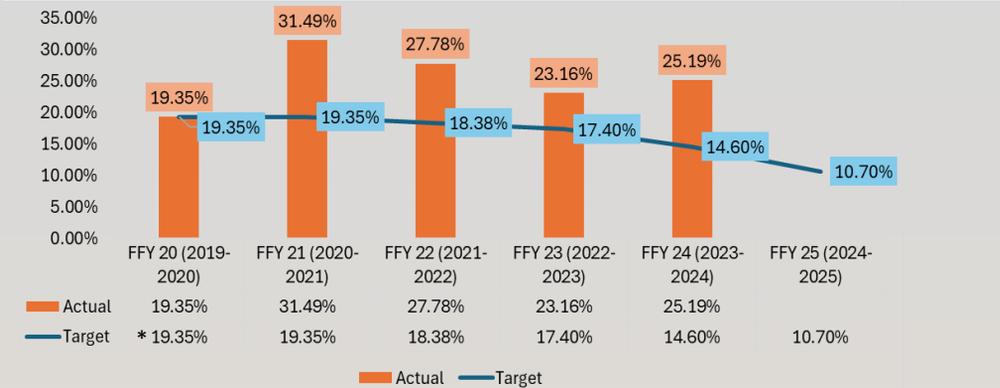
* Target reset due to COVID

46

FFY 2024 RESULTS FOR DROPOUT

The overall exiter number decreased by 37

State increased from 23.16% to 25.19 which is a 2.03% increase in dropouts.

The number of students considered dropout increased by 10 exiters

Description	Data
Number of Youth Graduate with Regular Diploma	609
Number of Youth who Dropout	230
Number of Youth who Age Out	74

Number youth who dropped out	Number youth who exited	FFY 2023 Data	FFY 2024 Target	FFY 2024 Data	Status	Slippage
230	913	23.16%	14.60%	25.19%	Did Not Meet Target	Slippage

47

INDICATOR 3: ASSESSMENT

RESULTS INDICATOR

48

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

49

HOW IS THE DATA COLLECTED?

Data Sources:

- State-wide assessments in ELA and Math are administered in the spring:
  - <u>SD English Language Arts</u> and <u>SD Math</u> (Regular Assessment - grade level achievement standards)
  - <u>Multi-State Alternate Assessment/MSAA</u> (Alternate Assessment - alternate achievement standards)
- Data for grades 4, 8, and HS in Reading and Math are reported on the SPP.

50

3A: **PARTICIPATION** RATE FOR CHILDREN WITH IEPS

- A target of at least 95% is federally required
- All FFY 2024 targets were met

	SPP/APR data: Reading assessment					
Group name	Number of children with IEPs participating	Number of children with IEPs	Prior FFY data	Current FFY target	Current FFY data	Status
Grade 4	2,371	2,378	99.62	96.74	99.71%	MET TARGET
Grade 8	1,517	1,529	98.24	95.00	99.22%	MET TARGET
Grade HS	1,065	1,089	98.61	95.00	97.80%	MET TARGET

	SPP/APR data: Math assessment					
Group name	Number of children with IEPs participating	Number of children with IEPs	Prior FFY data	Current FFY target	Current FFY data	Status
Grade 4	2,371	2,380	99.34	97.80	99.62%	MET TARGET
Grade 8	1,516	1,529	98.24	95.00	99.15%	MET TARGET
Grade HS	1,064	1,087	98.62	95.00	97.88%	MET TARGET

51

3B: **PROFICIENCY** RATE FOR CHILDREN WITH IEPS IN THE **REGULAR** ASSESSMENT

- All FFY 2024 targets were met

	SPP/APR data: Reading assessment					
Group name	Number of children with IEPs scoring at or above proficient against grade level academic achievement standards	Number of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment	Prior FFY data	Current FFY target	Current FFY data	Status
Grade 4	532	2,266	19.72	21.01	23.48%	Met target
Grade 8	186	1,433	10.38	12.03	12.98%	Met target
Grade HS	189	993	15.19	17.45	19.03%	Met target

	SPP/APR data: Math assessment					
Group name	Number of children with IEPs scoring at or above proficient against grade level academic achievement standards	Number of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment	Prior FFY data	Current FFY target	Current FFY data	Status
Grade 4	559	2,266	21.25	23.15	24.67%	Met target
Grade 8	132	1,432	8.31	8.21	9.22%	Met target
Grade HS	54	993	4.12	4.98	5.44%	Met target

52

3C: **PROFICIENCY** RATE FOR CHILDREN WITH IEPS IN THE **ALTERNATE** ASSESSMENT

- All FFY 2024 targets were NOT met
- Most groups and subjects had slippage (did not meet target and decreased by more than 1.0%)
- Slippage may be due to:
1. Districts followed the criteria for alternate assessment participation
2. Instruction was focused more on transition than on academics (the alternate academic achievement standards/AAAS)

	SPP/APR data: Reading assessment						
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	Prior FFY data	Current FFY target	Current FFY data	Status	Slippage[1]
Grade 4	23	106	31.37	40.50	21.70%	Did not meet target	Yes, Slippage
Grade 8	17	84	28.89	34.83	20.24%	Did not meet target	Yes, Slippage
Grade HS	24	72	38.16	57.82	33.33%	Did not meet target	Yes, Slippage

	SPP/APR data: Math assessment						
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	Prior FFY data	Current FFY target	Current FFY data	Status	Slippage[1]
Grade 4	51	106	46.08	56.50	48.11%	Did not meet target	No slippage
Grade 8	33	84	42.70	40.68	39.29%	Did not meet target	Yes, Slippage
Grade HS	24	71	48.68	58.48	33.80%	Did not meet target	Yes, Slippage

53

3D: **GAP IN PROFICIENCY** RATES BETWEEN CHILDREN WITH AND WITHOUT IEPS IN THE **REGULAR** ASSESSMENT

- Goal is for the data to decrease (reduce the percentage gap)
- Most FFY 2024 targets were met; no slippage

	SPP/APR data: Reading assessment					
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	Prior FFY data	Current FFY target	Current FFY data	Status
Grade 4	23.48%	48.80%	27.24	28.79	25.33%	Met target
Grade 8	12.98%	50.71%	38.94	40.20	37.73%	Met target
Grade HS	19.03%	63.92%	47.70	48.72	44.88%	Met target

	SPP/APR data: Math assessment					
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	Prior FFY data	Current FFY target	Current FFY data	Status
Grade 4	24.67%	48.93%	26.63	25.51	24.26%	Met target
Grade 8	9.22%	40.97%	32.00	31.63	31.75%	Did not meet target
Grade HS	5.44%	35.97%	31.11	34.55	30.53%	Met target

54

INDICATOR 4:
SUSPENSION AND EXPULSION

COMPLIANCE AND RESULTS INDICATOR

55

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 2024 (this APR) used FFY 2023 data (2023-2024 school year)
  - This allows review of policy, practices, and procedures in FFY 2024 (school year 2023-2024).

56

INDICATOR 4A AND 4B OVERVIEW

- **Indicator 4 Process**:
  - Changes were made to the calculations starting with the 22-23 school year data
  - **Data Source:** Districts enter data into the Launchpad system
  - Process for Identification:
    - Step 1: Looking at **all** districts that have a student suspended for greater than 10 days
    - Step 2: Calculate the suspension rate for each district with students suspended for greater than 10 days and add together
    - Step 3: Divide that number by the total number of SD districts to get the State Mean Rate (SMR)
    - Step 4: Take SMR X 6 for 4A and SMR X 8 for 4B to calculate our threshold.
    - Step 5: Look at all districts over the threshold for two years in a row
    - Step 6: Review files for students and policies, practices, and procedures from each of the flagged districts
    - Step 7: If district has inappropriate policy, practice, and procedures, a corrective action plan is written

57

4A: PERFORMANCE INDICATOR

Number of LEAs that have a significant discrepancy	Number of LEAs in the State	FFY 2023 Target	FFY 2023 Data	FFY 2024 Target	FFY 2024 Data	Status	Slippage
2	148	3.36%	3.36%	3.36%	1.35%	MET TARGET	NO

58

4B: COMPLIANCE

- Calculations based on race/ethnicity groups
- Federal target is 0%
- FFY 2024 target not met but no 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 that met the State's minimum N/cell-size	FFY 2023 Target	FFY 2023 Data	FFY 2024 Target	FFY 2024 Data	Status	Slippage
3	2	129	0%	2.31%	0%	1.55%	Did not meet target	No

59

INDICATOR 5: EDUCATIONAL ENVIRONMENTS AGES 5 IN KG TO 21

RESULTS INDICATOR

60

HOW IS INDICATOR 5 DATA COLLECTED AND MEASURED?

- IEP Team determines how to provide services and supports needed to remain in the classroom to maximum extent.
- Must correctly document location and time of special education services
- Calculate the time included with peers
- Enter the final calculation into Infinite Campus
- Data is finalized during child count and reported federally
  - Increase percentage in general ed classroom 80% to 100%
  - Decrease percentage students in 39% to 0% general ed classroom
  - Decrease percentage of students in separate facility, residential or home/hospital.

Indicator	Numerator	Denominator
5A: General Classroom	Number of students with LRE of 80% to 100%	All students aged 5 (in school) through 21
5B: Self-Contained	Number of students with LRE of 39% or less	All students aged 5 (in school) through 21
5C: Separate Facility	Number of students in Day Program, Residential, Home/Hospital	All students aged 5 (in school) through 21

61

5A: Increase

	1	2	3	4	5	6
5A Actual	75.96%	75.52%	76.45%	77.12%	77.24%	
5A target	75.96%	75.96%	76.68%	77.18%	77.26%	78.68%

INDICATOR 5A: INCREASE ACCESS TO GENERAL EDUCATION

DID NOT MEET TARGET BY .02% SO NO SLIPPAGE TO ADDRESS.

62

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

- The target stays consistent at 5.50%.

- Did not meet target. There was slippage but not enough need to address in the APR.

5B: Decrease

	1	2	3	4	5	6
5B Actual	5.57%	5.63%	5.58%	5.77%	5.85%	
5B Target	5.57%	5.57%	5.57%	5.57%	5.50%	5.50%

63

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

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

- The target was met with a slight slippage.

5C: Decrease

	1	2	3	4	5	6
5C Actual	1.67%	1.37%	1.41%	1.23%	1.28%	
5C Target	1.67%	1.67%	1.67%	1.67%	1.67%	1.65%

64

INDICATOR 6:
PRESCHOOL ENVIRONMENTS
AGES 3 TO 5

RESULTS INDICATOR

65

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.

66

HOW IS THE DATA COLLECTED?

Data Source:

- Infinite Campus Least Restrictive Environment – Collected through Child Count

Calculation:

6A. $\% = \frac{a}{d} \: x \: 100$ 6B. $\% = \frac{b}{d} \: x \: 100$ 6C. $\% = \frac{c}{d} \: x \: 100$

- a: # of children ages 3, 4, and 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program
- b: # of children ages 3, 4, and 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children ages 3, 4, and 5 with IEPs
- c: # of children ages 3, 4, and 5 with IEPs receiving special education and related services in the home
- d: total # of children ages 3, 4, and 5 with IEPs

67

Historical and Current Data

Inclusive 6A, 6B, 6C
3, 4, and 5 year old student (1925 total students)
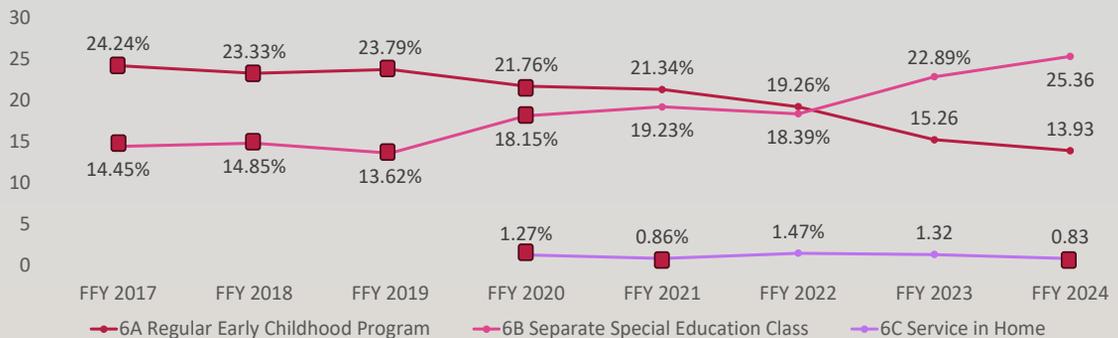
Environment	FFY 2024 Targets
Regular Early Childhood Program	24.25%
Separate Special Education Class	16.74%
Home	1.22%

Target Met ■

68

INDICATOR 7: PRESCHOOL OUTCOMES

RESULTS INDICATOR

69

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.

70

HOW IS THE DATA COLLECTED?

Battelle Developmental Inventory
    BDI-3
    BDI-2 (last year)

District Responsibilities
    Maintain data in Riverside Score
    Ensure data is ready to use prior
    to June 30th

71

REVIEW: THE FIVE PROGRESS CATEGORIES

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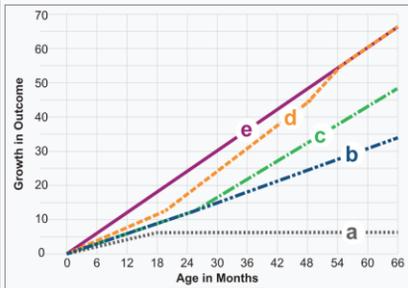
a. Did not improve functioning

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

72

INDICATOR 7

CHILD OUTCOMES SUMMARY

No slippage

	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	47	4.93%	96	10.06%	87	9.12%
b - Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers	68	7.13%	79	8.28%	103	10.80%
c - Children who improved functioning to a level nearer to same-aged peers but did not reach it	89	9.33%	125	13.10%	115	12.05%
d - Children who improved functioning to reach a level comparable to same-aged peers	124	13.00%	221	23.17%	148	15.51%
e - Children who maintained functioning at a level comparable to same-aged peers	626	65.62%	433	45.39%	501	52.52%
Total	954	100.00%	954	100.00%	954	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.		64.94%		66.41%		58.06%
2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited.		78.62%		68.55%		68.03%
Target Summary Statement 1		68.06%		58.36%		60.17%
Target Summary Statement 2		72.90%		52.95%		67.07%
Met Summary Statement 1?		No		Yes		No
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.

73

INDICATOR 8:
PARENT INVOLVEMENT

RESULTS INDICATOR

74

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

75

HOW IS THE DATA COLLECTED?

Data Source: The SD Parent Involvement Survey

- Survey Features:
  - 11 questions that address the areas of Communication, Partnership, IEP, Parent Rights, Resources
  - Online version in English and Spanish, as well as paper version in English, Spanish, Karen
- Survey Distribution:
  - DOE provides surveys, envelopes, and the online link to districts before the school year begins
  - Districts distribute the survey to parents throughout the school year, before May 31

76

HISTORICAL DATA

Parent Involvement Score

• SD historically has met the target:

Overall Parent Involvement Score	2020-21	2021-22	2022-23	2023-24
State	86.20%	87.28%	88.24%	88.17%
Target	81.00%	81.00%	81.50%	82.00%

Response Rate

• SD historically has a high response rate:

	2020-21	2021-22	2022-23	2023-24
# in population	21,763	22,305	23,152	23,822
# of surveys completed	5,557	5,684	6,079	6,941
% of surveys completed	25.53%	25.48%	26.26%	29.14%

77

FFY 2024 RESULTS

Parent Involvement Score:

	Target Percentage for 2024-25	# 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	83.00%	8,802	7,937	90.17%	YES

Response Rate:

# in population	24,260
# of surveys completed	8,802
% of surveys completed	36.28%

78

FFY 2024 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 2024 response group was not representative of race/ethnicity. Statewide students with disabilities consists of 65% White, however respondents consisted of 70% White. State is working with districts on ensuring representativeness of race/ethnicity.

New Baseline for Revised Survey

- The 2024-2025 Parent Survey was revised by reducing the number of questions from 12 to 11 and rewording all instructions and questions to be more parent friendly. Due to this revision, a new 90.17% baseline was set for FFY 2024 and 90.27% target set for FFY 2025.

79

INDICATOR 9 & 10: DISPROPORTIONALITY

COMPLIANCE INDICATOR

80

WHAT DOES IT MEASURE?

- **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

81

HOW IS THE INDICATOR 9 AND 10 DATA COLLECTED?

- Data source:
    - IEP teams determine eligibility
    - Report category through Child Count number in each disability category by race/ethnicity
    - Membership (Fall Enrollment) count by race/ethnicity

Area	Numerator	Denominator	Weighted Risk Ratio
Indicator 9 and 10	20	20	3.0

82

PROCESS FOR LEA IDENTIFICATION

1st Requirement: Identified by a numerical calculation.

•Minimum N and Cell of 20

- **Step 1: Risk**
  - Total number of students with IEPs in race/ethnic group divided by total number of enrolled in race/ethnic group
- **Step 2: Weighted risk ratio***
  - Risk of a specific race/ethnic group divided by risk of other groups
  - 3.0 Weighted Risk Ratio

2nd Requirement:

Review Districts Policy, Practice and Procedures

Check for inappropriate identification in policies, practices and procedures.

83

STATE DATA

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 2 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.

84

INDICATOR 11:
INITIAL EVALUATIONS
(CHILD FIND)

COMPLIANCE INDICATOR

85

WHAT DOES INDICATOR 11 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.

86

HOW IS INDICATOR 11 DATA COLLECTED?

Data Source: State electronic database created by SEP

- Data is collected between July 1 and June 30
- Entered in system directly or by uploading a spreadsheet
- Due August 1

87

INDICATOR 11 HISTORICAL DATA

Baseline Year	Baseline Data
2005	99.86%

FFY	2018	2019	2020	2021	2022	2023
Target	100%	100%	100%	100%	100%	100%
Data	99.94%	99.85%	99.67%	99.91%	99.39%	99.76%

88

INDICATOR 11 FFY 2024 RESULTS

(a) Number of children for whom parental consent to evaluate was received	(b) Number of children whose evaluations were completed within 25 school days	FFY 2023 Data	FFY 2024 Target	FFY 2024 Data	Status	Slippage
5521	5500	99.76%	100%	99.62%	Target not met	No slippage

- Number of children included in (a) but not included in (b) = 22
- Percent = [(b) ÷ (a)] x 100

- Did not meet 100% target
  - More children whose evaluations were not completed within 25 school days in FFY24 than FFY23
  - 225 less initial evaluations in FFY24 than FFY23

89

INDICATOR 12:
EARLY CHILDHOOD TRANSITIONS

COMPLIANCE INDICATOR

90

WHAT DOES INDICATOR 12 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.

91

HOW IS INDICATOR 12 DATA COLLECTED?

Data Source: State electronic database created by SEP

- Data is collected between July 1 and June 30
- Entered in Launchpad directly or by uploading a spreadsheet
- Due September 1

92

HISTORICAL DATA

Baseline Year	Baseline Data
2005	100.00

FFY	2018	2019	2020	2021	2022	2023
Target	100%	100%	100%	100%	100%	100%
Data	96.65%	Not Valid and Reliable	99.23%	97.79%	99.59%	100%

93

INDICATOR 12 FFY 2024 RESULTS

Numerator (c)	Denominator (a-b-d-e-f)	FFY 2023 Data	FFY 2024 Target	FFY 2024 Data	Status	Slippage
404	410	100%	100%	98.54%	Target not met	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.
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

94

47

INDICATOR 13:
SECONDARY TRANSITION

COMPLIANCE INDICATOR

95

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

96

HISTORICAL DATA

FFY	2018	2019	2020	2021	2022	2023
Data	83.97%	87.18%	66.41%	79.39%	62.94%	67.90%

97

FFY 2024 RESULTS

Number of youth aged 16 and above with IEPs that met compliance	Number of youth with IEPs aged 16 and above	FFY 2023 Data	FFY 2023 Target	FFY 2024 Data	Status	Slippage
104	150	67.90	100%	69.33%	Did not meet target	No Slippage

98

INDICATOR 14:
POST-SCHOOL OUTCOMES

RESULTS INDICATOR

99

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.

100

HISTORICAL DATA

Baseline		2018	2019	2020	2021	2022	2023
A	Target >=	15.50%	15.50%	11.04%	11.50%	12.50%	14.00%
	Data	16.93%	22.96%	11.04%	13.06%	17.06%	16.43%
B	Target >=	68.50%	68.50%	61.96%	63.00%	64.50%	66.00%
	Data	70.61%	66.35%	61.96%	74.91%	69.71%	70.82%
C	Target >=	82.00%	82.00%	77.30%	78.00%	79.00%	80.00%
	Data	82.11%	80.82%	77.30%	82.13%	81.47%	80.17%

101

FFY 2024 RESULTS
LAG YEAR - Data collected on students that left school 2023

Measure	Number of respondent youth	Number of respondent youth	FFY 2023 Data	FFY 2024 Target	FFY 2024 Data	Met Target	Slippage
A.	56	299	16.43%	15.50%	18.73%	YES	NO
B.	205	299	70.82%	67.50%	68.56%	YES	NO
C.	241	299	80.17%	81.00%	80.60%	NO	NO

102

RESPONSE RATE DATA

- FFY 2018 – 43%
- FFY 2019 – 43%
- FFY 2020 – 24%
- FFY 2021 – 34%
- FFY 2022 - 41%
- FFY 2023 - 40%
- FFY 2024 - 33%

103

INDICATOR 15: RESOLUTION SESSIONS

COMPLIANCE INDICATOR

104

WHAT DOES IT MEASURE?

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

Description	Data
3.1 Number of resolution sessions	2
3.1(a) Number resolution sessions resolved through settlement agreements	2

105

HISTORICAL DATA

- 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

FFY	2019	2020	2021	2022	2023
Target >=					
Data	0.00%	100.00%	33.33%	0.00%	33.33%

106

FFY 2024 RESULTS

- 0% is due to none of the resolution sessions conducted resulted in an agreement
- Due to no baseline and targets, there is no determination on status (met or not met) or slippage

3.1(a) Number resolutions sessions resolved through settlement agreements	3.1 Number of resolutions sessions	FFY 2023 Data	FFY 2024 Target	FFY 2024 Data	Status	Slippage
2	2	33.33%	NA	100.00%	N/A	N/A

107

INDICATOR 16: MEDIATION SESSIONS

COMPLIANCE INDICATOR

108

54

WHAT DOES IT MEASURE?

- Percent of mediations held that resulted in mediation agreements
- Error in 2.1b.i reporting, should be 6 and 1 mediation did not result in an agreement

Description	Data
2.1 Mediations held	11
2.1.a.i Mediations agreements related to due process complaints	4
2.1.b.i Mediations agreements not related to due process complaints	3

109

HISTORICAL DATA

- In FFY 2021 the state received 10 or more requests for mediation requiring the state to set baseline and targets.
  - The state target is set at 91% for FFY 2024
  - 100% is only achieved if all mediation sessions held result in an agreement

FFY	2019	2020	2021	2022	2023
Target >=	NA	NA	90.00%	91.00%	91.00%
Data	100.00%	33.33%	90.00%	100%	100%

110

FFY 2024 RESULTS

- South Dakota continues to have a high success rate in mediated agreements, although the number of mediations are increasing.

- Due to the error in reporting the state is showing significant decline in meeting the target and slippage. **Had the correct data been reported, the actual data is 90.91%, which shows the state barely missed the target.**

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 2023 Data	FFY 2024 Target	FFY 2024 Data	Status	Slippage
4	3	11	100.00%	91.00%	63.64%	DID NOT Meet Target	Slippage

111

INDICATOR 17:
STATE SYSTEMIC IMPROVEMENT PLAN (SSIP)

RESULTS INDICATOR

112

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.

113

WHAT DOES IT MEASURE?

114

HOW IS THE DATA COLLECTED?

- Data is collected from districts participating in MTSS initiatives
  - A: SWD in all categories in grades 3-5
  - B: SWD in grades 3-5 in the categories of SLD, OHI, and S/L

- **Two primary data sources:**
  - Statewide ELA assessment
  - District benchmark assessments (varies by district)

- Comprehensive evaluation plan: data collection and analysis across all areas in Theory of Action https://doe.sd.gov/sped/documents/SSIP-MTSS-EvalPlan-24.pdf

115

HISTORICAL DATA

Historical Data

Part	Baseline Year	Baseline Data
A	FFY2020	18.31%
B	FFY2020	18.12%

Targets (greater than)

FFY	2022	2023	2024	2025
Target A	18.94%	19.56%	20.81%	23.31%
Target B	18.75%	19.37%	20.62%	23.12%

116

FFY 2024 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 2023 Data	FFY 2024 Target	FFY 2024 Data	Status	Slippage
A	65	415	18.79%	20.81%	15.66%	Target not met	Yes
B	51	310	18.82%	20.62%	16.45%	Target not met	Yes

117

INDICATOR 18: GENERAL SUPERVISION

COMPLIANCE INDICATOR

118

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.
  - Report on the findings of noncompliance corrected within one year of identification from previous FFY

- **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%

119

FOCUS AREAS

- Data comes from FFY 2023 (SY 2023-24)
  - For each compliance indicator (4B, 9, 10, 11, 12, 13)
  - Any additional written findings that the state issued related to a compliance indicator

- The state will not meet the 100% target for this indicator.

Indicator	Number of Findings	Number of Findings Corrected within 1 year	Number of Findings not Corrected within 1 year
4B	2	2	0
9	0	0	0
10	0	0	0
11	9	8	1
12	0	0	0
13	23	23	0

120

RESOURCES

**DOE SPECIAL EDUCATION PROGRAMS
SPP-APR WEBSITE**

https://doe.sd.gov/sped/SPP.aspx

Reports

TA Guides

Collection Calendar

Sped Contact Card – SEP contact for each indicator

121