

# Monthly SPED Webinar

Special Education Programs  
2024-2025 School Year  
August 20, 2024



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# Special Education Programs (SEP)

**Linda Turner, Director**

Division of Special Education and Early Learning  
Legislative Board  
Board of Education Standards  
Extraordinary Cost Fund Board



**Wendy Trujillo, SEP Administrator**

Dispute Resolution Coordinator  
SD Advisory Panel  
DMS 2.0 (SEA Federal Review)  
State Performance Plan Co-Lead



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# Special Education Programs

**Rebecca Cain**

Implementation Specialist  
Region 1 Representative  
MTSS and RtI  
Indicator 4 Suspension/Expulsion  
Indicator 17 State Systemic Improvement Plan



**Beth Schiltz**

Accommodations and Assessment  
Region 2 Representative  
Indicator 1 Graduation  
Indicator 2 Dropout



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# Special Education Programs

## Lori Kwasniewski

High School Transition  
Region 3 Representative  
Indicator 13 HS Transition  
Indicator 14 Post School Outcomes



## Stacy Holzbauer

Alternate Assessment  
Region 4 Representative  
Indicator 3 Assessment  
Indicator 8 Parent Involvement



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# Special Education Programs

## Melissa Flor

Accountability Specialist Results Driven  
Accountability  
Region 7 Representative  
Indicator 5 Least Restrictive Environment 5-21  
Indicator 9/10 Disproportionate Representation  
State Performance Plan Lead



## Md Rezwane Sadik

Data Manager  
Special Education Data  
Child Count



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# Special Education Programs

**Kelly Gilbert**

619 Coordinator  
Regions 5 & 6 Representative  
Indicator 6 Least Restrictive Environment 3-5  
Indicator 7 Preschool Outcomes  
Indicator 11 Initial Evaluations  
Indicator 12 Transition Part C to Part B



**Janet Penticoff**

Senior Secretary



## Effective Practices

Kelly Whiting  
LRP Media Group

Special Ed  
**Connection**

<https://specialedconnection.com/>

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## Sped Connections – Summer Highlights

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

- [Transportation](#) — Convenience or Necessary
- [Use FBA, BIP to provide roadmap](#)
- [Reconvene IEP team when student refuses accommodations.](#)
- [Jacks of all trades: Follow law when IEP team members fill multiple roles in meetings](#)
- [Flowchart: Does series of short-term removals constitute a change in placement?](#)
- [FAPE may depend on detailed documentation of indirect services](#)
- [Admit that appealing parents may lead to avoidable FAPE denials](#)

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](mailto:Wendy.Trujillo@state.sd.us).

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# Surrogate Parent Manual Updated

- The goal of this resource is to provide school districts and IEP teams with guidance on determining when a student may need a surrogate parent assigned. The resource included:
  - Federal Regulations and State Administrative Rules
  - Surrogate parent process
  - Frequently asked questions
- The Department will also provide districts with a PowerPoint training to share during staff meetings, when it is available. Coming soon!

Learning. Leadership. Service.



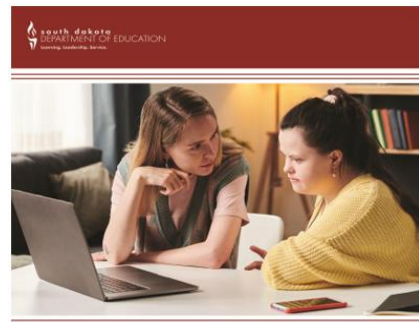
## Surrogate Parent Manual

April 2024

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# Paraprofessional Guide

- The goal of this resource document is to assist Individual Educational Program (IEP) teams in:
  - Determining whether a paraprofessional is appropriate to meet a student's needs.
  - Developing and documenting appropriate levels of paraprofessional support.
  - Accessing available paraprofessional tools and resources.
  - Considering the benefits and risks of having a paraprofessional to a student.
  - Creating a plan to fade or reduce the amount of time a paraprofessional offers support to a student.
  - Defining paraprofessional roles and responsibilities



## PARAPROFSSIONAL GUIDELINES

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# Engaging Youth in IEP's

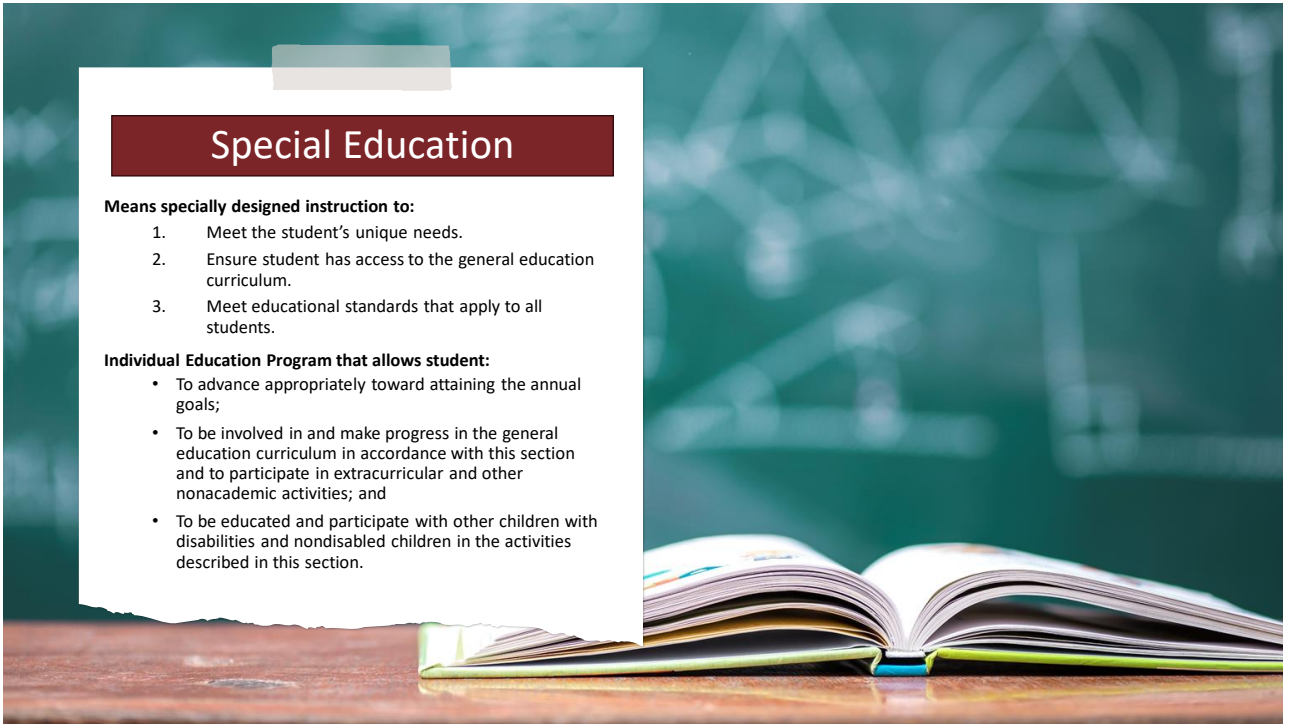
- The South Dakota Advisory Panel for Children with Disabilities priority area for school year 2023-24 was to support student special education teams in starting transition discussion upon entering special education services.
  - The panel developed a guide to assist teams in engaging youth in IEP's to improve transition practices statewide by engaging the student in planning for their future
  - The guide is available to students, parents, school districts, and other agencies providing services to students with disabilities
  - The guide was developed to provide best practices and recommendations only
  - <https://doe.sd.gov/sped/IEP.aspx> under documents



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Accountability

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## Special Education

**Means specially designed instruction to:**

1. Meet the student's unique needs.
2. Ensure student has access to the general education curriculum.
3. Meet educational standards that apply to all students.

**Individual Education Program that allows student:**

- To advance appropriately toward attaining the annual goals;
- To be involved in and make progress in the general education curriculum in accordance with this section and to participate in extracurricular and other nonacademic activities; and
- To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section.

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## Special Education Process Reminders

- The student
- Evidence
- Documentation of decision  
and why it is made

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# Guidance Documents Replace IEP TA Guide Appendix Examples



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

### Special Education Guidance Documents

- PPWN After Decision Information and Examples
- Specific Learning Disability Skill-Based Guide
- SLD Categories Descriptions and Skills
- Documenting Accommodation Frequency, Location, and Duration on the IEP
- Writing Annual Goals Examples

### New:

#### Response to Intervention: SLD Identification

Hearing Loss and Deafness Considerations for Assessment Planning and IEP Development (coming soon)

## Suspension Procedures

WHAT DO YOU CURRENTLY HAVE IN PLACE FOR SUSPENSION?



Do you have written procedures for special education suspension?



Where are the written procedures located?



Are all staff trained on them?



Do you currently use a data collection system?



How often do you review suspensions?

## What is Considered a "Day"

- School Day: Any day, including a partial day, that students are attending school for instructional purposes
  - Early out=FULL DAY
  - Late start=FULL DAY
  - Suspensions starting at noon=FULL DAY
    - Consult your school attorney for more guidance on this
- Is there a pattern:
  - Is this student missing the same period of the day due to behavior?
  - Are the behaviors substantially similar?

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## WHAT ABOUT IN SCHOOL SUSPENSIONS?

According to the federal rules, a TRUE ISS follows these rules:

1. Student is afforded the opportunity to participate in the general curriculum
2. Student continues to receive the services specified on IEP
3. Student continues to participate with nondisabled peers to the extent they would have in their current placement
  - a. If your current procedure for ISS does not include all three of these components=OSS
  - b. What is your WRITTEN procedure for ISS?
  - c. Make sure it includes informing sped staff!

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# WHAT ABOUT CALLING THE PARENT TO TAKE STUDENT HOME?

- If school personnel call parent to take student home due to behavior=SUSPENSION
- If parent chooses to take the student home=Not a suspension but be CAUTIOUS! Does the parent feel obligated to take student home?

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## MANIFESTATION DETERMINATION RESOURCES [HTTPS://DOE.SD.GOV/SPED/PBIS.ASPX](https://doe.sd.gov/sped/pbis.aspx)

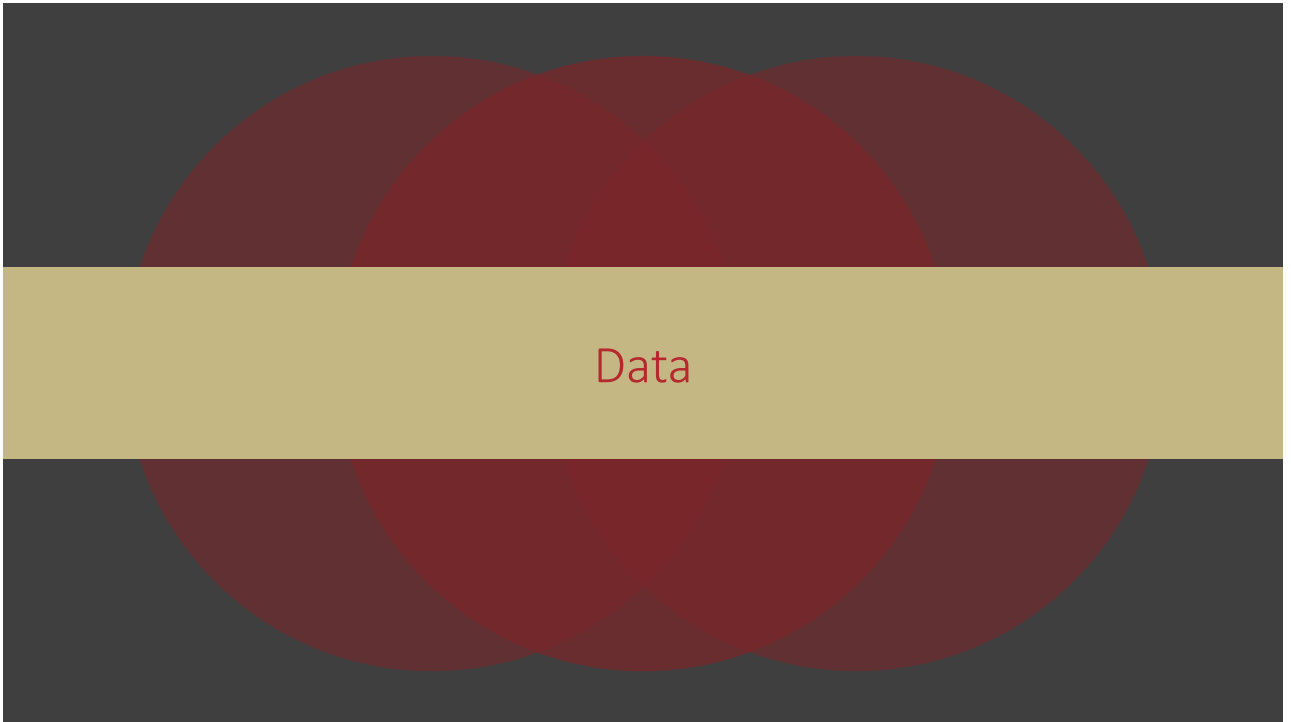
### - Discipline in Special Education Resources

- Discipline in Detail Guidance Document
- Manifestation Determination Worksheet
- Sample Manifestation Determination Form



### Discipline in Detail

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## Infinite Campus – SPED Data Rollover

- Infinite Campus data for students with disabilities has been rolled forward to the 2024-2025 school year.
  - Special education directors should verify, for students on Individualized Education Programs, that special education information is still accurate within Infinite Campus.
  - The process for reviewing student data is similar to preparation for the [December child count submission](#).
  - Issues with student data should be directed to [Teri.Jung@state.sd.us](mailto:Teri.Jung@state.sd.us)

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## 2024 Multi-State Alternate Assessment (MSAA) Results/Resources/Trainings

- South Dakota ELA-Alternate and Math-Alternate Spring 2024 results are currently available at <https://www.msaaassessment.org/>. District Test Coordinators must download test results for students before **September 6, 2024 at 5:00pm CT**. Contact [DOEassessment@state.sd.us](mailto:DOEassessment@state.sd.us) with questions.
- SPED Directors:
  - Please check with your district Test Coordinators to ensure that individual MSAA Student Score Reports were downloaded and sent to parents.
  - Share resources from the [Alternate Assessment webpage](#) with parents and SPED teachers:
    - For Parents: MSAA Parent Guides per grade level – parent overview of the MSAA system and results
    - For SPED Teachers: [2024 Score Report Interpretation Guide](#) - how to read scores/what skills are next
  - Attend/share trainings on grade-level content for students with significant cognitive disabilities:
    - [Core Content Connectors in All Things Alternate](#) - virtual, on-demand modules, 1 CECH
    - [Core Content Connectors Workshop](#) - September 23, 8:30am-12:30pm, Sioux Falls, 4 CECH

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## 2023-2024 Indicator 8: Parent Involvement Survey

- 2023-2024 Parent Survey district reports/results will be on SD-STARS in the coming weeks.
- Preliminary Data:
  - Response rate state-wide increased from 26 to 29%. GREAT JOB DISTRICTS!
  - Parent Involvement Score remained around 88%.
- Parents had great things to say about district special education programs!
  - "I appreciate that the teachers are always available to me; they help with advice, solutions, and anything else I may need. They know my child very well. I am so glad I have the support that I do from our school."
  - "The school does a great job. We have been involved and have agreed to everything recommended. My child is continuing to learn and is happy to attend school."
  - "I feel like the program has been such an essential part of my son's learning. Between meds and the IEP he has succeeded so much in the educational program."

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## 2024-2025 Indicator 8: Parent Involvement Survey

- 2024-2025 Parent Surveys and envelopes were distributed to districts this summer.
  - Please inform [stacy.holzbauer@state.sd.us](mailto:stacy.holzbauer@state.sd.us) promptly if your package was not received.
- Resources for 2024-2025:
  - [2024-2025 Indicator 8 District Letter](#) outlines the district process/requirements
  - [2024-2025 District Flyer](#) provides a script for teachers to explain the survey and its purpose to parents
  - [Parent Involvement in the IEP Process](#) on-demand virtual training for 1 CECH
- NEW for 2024-2025:
  - 20% Response Rate Target – surveys must be collected from at least 20% of parents of students in special education in each district.
  - Parent Survey has been updated with parent-friendly language, less questions, clarification that comment section is only for DOE.
  - Districts need to destroy all parent surveys from 2023-2024 and prior because they are obsolete.

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## Developmental Delay - Ages

### 24:05:24.01:09 Developmental delay defined

"A student who is at least three years of age but less than nine years"

- Must be 3 years old when services begin
- Must be less than 9 years old when services are provided

If your student turns 9 before the end of current evaluation cycle

- The IEP team needs to consider/determine eligibility in a category other than DD **prior** to the student turning 9.

Additional Guidance found here: <https://doe.sd.gov/sped/Early-Intervention.aspx>

- Look under eligibility

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## Developmental Delay - Eligibility

The IEP team should consider all 14 disability categories when determining a student's disability category

- Does the student better fit into another category or is Developmental Delay the best fit based on the data available to the IEP team?

Additional Guidance found here: <https://doe.sd.gov/sped/Early-Intervention.aspx>

- Look under eligibility

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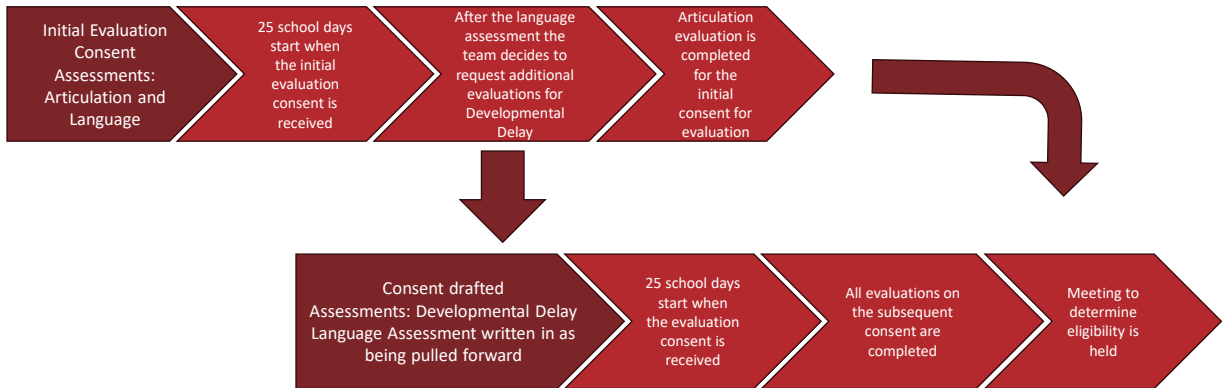
## Indicator 11 and Evaluation Timelines

Timeline for each evaluation is determined upon documented receipt of the PPWN: Consent

- The first evaluation is the initial evaluation
  - All areas of concern at this time will be marked to be evaluated
  - Only areas marked to be evaluated will be subject to the timeline of this PPWN
- What if after administering the assessments we received permission for additional concerns?
  - Draft a PPWN: Reevaluation
  - Mark all areas of additional concern on this PPWN
  - Include all evaluations to be pulled forward
  - Only areas marked to be evaluated will be subject to the timeline of this PPWN
- Exceptions to the 25-day timeline can be found at the [Administrative Rule 24:05:25:03.02](#).

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# Evaluation Timelines



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# Evaluation Timelines

## 25 school days to complete evaluations from documented receipt of the PPWN: Consent

- A snow day or unplanned day without students does not count as part of the 25 school days
- Requesting extensions for evaluations should be an exception
  - Exceptions to the 25-school day timeline can be found in the [Administrative Rule 24:05:25:03.02](#)
  - Gain parent permission to extend 25-school day timeline before the 25th day
    - Document the reason why you are extending the timeline
    - Be sure the parent understands why you are requesting an extension
- SEP will be updating the Indicator 11 tracking spreadsheet and launchpad to include:
  - Date extension received
  - Districts must include detailed reason for extension in comments

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## Appeals Window for State and District Report Card

- Make sure to check your data – districts will be receiving an email with the link to check their district's data (soon) - this is the private report card information
  - Special Ed Graduation
  - Special Ed Completer
- If data isn't correct, submit an appeal
- Appeal window opening soon
  - This is the only opportunity to appeal data related to the state report card. Once final it can not be appealed for subsequent data reporting (such as Special Education determinations)

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## Indicator 14: Appendix A

- Demographic data should be uploaded into LaunchPad by end of week.
- Districts need to:
  - Check uploaded information such as student's **address and phone number**
  - Complete questions from student's IEP (Questions 16, 17, 20, and 21)
  - Family contact information
- How-to document can be found at <https://doe.sd.gov/sped/SPP.aspx>
- **Due Oct 1st**
- Login is unique to Indicator 14
  - Contact [Lori.Kwasniewski@state.sd.us](mailto:Lori.Kwasniewski@state.sd.us) for lost or forgotten passwords
- <https://apps.sd.gov/DP42LaunchPad/Logon.aspx>

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## Indicator 14: Appendix A

### Issues that may occur

- Student has returned to school, they should be removed
- Student is listed twice; one entry needs to be removed
- Student transferred to another district, should be added to the most current district
- Other errors?

Only state staff can remove students

- Contact [Lori.Kwasniewski@state.sd.us](mailto:Lori.Kwasniewski@state.sd.us)

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A decorative graphic consisting of three overlapping circles in shades of dark red and maroon. A horizontal banner in a light olive green color is positioned across the middle of the circles. The word "Miscellaneous" is written in a dark red font on the banner.

Miscellaneous

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# Professional Development Opportunities

- [Fall 2024 SPED PD Flyer](#)
  - In-person
  - Virtual
  - On-demand
- Browse and register for courses in the DOE professional learning catalog:
  - <https://sded.sd.gov/>
  - Search "sped" or "iep"

## Fall 2024 Professional Development DOE OFFICE OF SPECIAL EDUCATION PROGRAMS

### Individual Education Plan (IEP) Workshops:

#### Charting the Course: Special Education Eligibility to IEP Development (7 CECH)

- 8/5/2024, Virtual, 8:30 a.m.-4:00 p.m. (CT)
- 8/6/2024, Watertown, 8:30 a.m.-4:00 p.m.(CT)
- 8/7/2024, Watertown, 8:30 a.m.-4:00 p.m.(CT)
- 8/12/2024, Virtual, 9:30 a.m.-5:00 p.m.(CT)
- 9/18/2024, Sioux Falls, 8:30 a.m.-4:00 p.m.(CT)
- 9/19/2024, Rapid City, 8:30 a.m.-4:00 p.m.(MT)
- 10/4/2024, Virtual, 9:30 a.m.-5:00 p.m. (CT)

#### Behavior Challenges: Special Education Eligibility to IEP Development (7 CECH)

- 9/10/2024, Chamberlain, 8:30 a.m.-4:00 p.m. (CT)
- 9/17/2024, Aberdeen, 8:30 a.m.-4:00 p.m. (CT)

#### Early Childhood Special Education Training Module (8 CECH)

- On Demand, Virtual, [5/27/2024, through 8/25/2025]

### Topical Trainings:

#### Core Content Connectors: Grade-Level Content for ALL Students' Achievement Levels (4 CECH)

- 7/17/2024, Rapid City, 12:30p.m.-4:30p.m.MT
- 7/24/2024, Sioux Falls, 12:30p.m.-4:30p.m.CT
- 9/23/2024, Sioux Falls, 8:30a.m.-12:30p.m.CT

#### Parent Involvement in the IEP Process (1 CECH)

- On demand, Virtual, [8/1/2024, through 3/31/2025]

#### Science Alternate Instruction/ Assessment for Students with Significant Cognitive Disabilities (1 CECH)

- On demand, Virtual, Now through 3/31/2025

#### Functional Behavior Assessment Training (2 days, 20 CECH or 1 Graduate Credit)

- 10/8 & 11/7/2024, Sioux Falls, 9:00a.m.-4:00p.m.CT
- 10/8 & 11/7/2024, Rapid City, 9:00a.m.-4:00p.m.MT

#### Using Core Content Connectors in All Things Alternate (1 CECH)

- On demand, Virtual, [8/1/2024, through 3/31/2025]

#### 504 Requirements and How they Compare/ Differ with IDEA (2 CECH)

- On demand, Virtual, Now through 3/31/2025

#### When Attendance, Absenteeism, and Truancy Impact FAPE (2 CECH)

- On demand, Virtual, Now through 3/31/2025

#### Identifying Alternate Assessment Participation (1 CECH)

- On demand, Virtual, [8/1/2024, through 3/31/2025]

#### Confidentiality of Student Records Under FERPA and IDEA (2 CECH)

- On demand, Virtual, Now through 3/31/2025

#### Transition Workshops (3.5 CECH)

- 8/22/2024, Aberdeen, 1:00 p.m.-4:30 p.m. CT
- 9/5/2024, Sioux Falls, 9:00 a.m.-12:30 p.m. CT
- 9/19/2024, Platte, 9:00 a.m.-12:30 p.m. CT
- 9/25/2024, Rapid City, 1:00 p.m.-4:30 p.m. MT

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## Professional Development

- Supporting Students Who are Deaf and Hard of Hearing in Your Classroom
  - Free one-credit graduate self-paced course
    - Offered in partnership by SD DOE, SD Services for the Deaf and USD
  - For general and special educators who work with students who are hard of hearing or deaf
  - Up to 50 students in the fall and spring semesters
    - Fall semester starts Sept. 4
  - Registration coming soon
    - Contact Sarah Lingle at 773-2224

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# HS Transition



<https://us02web.zoom.us/j/85841601883?pwd=ZjBkSDIPWmISMUp2cUswdHdUdGFsUT09>

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# HS Transition

## Transition IEP Workshops

Fall 2024



The transition IEP workshops will provide secondary special education teachers and directors an overview of how the transition process can guide IEP development to assist the student in achieving their post-secondary goals.

Transition IEP workshops will be held statewide at the following locations:

- August 22 1:00pm-4:30pm CST; KO Lee Public Library Community Room  
215 4<sup>th</sup> Ave SE, **Aberdeen, SD**
- September 5 9:00am-12:30pm CST; Prairie West Library  
7630 W. 26<sup>th</sup> St, **Sioux Falls, SD**
- September 19 9:00am-12:30pm CST; CORE Coop Conference Room  
612 Main St., **Platte, SD**
- September 25 1:00 – 4:30pm MST; Compass Office (formerly TIE)  
1925 Plaza Blvd, **Rapid City, SD**

A Virtual Transition IEP workshop is also available to view at: [www.tslp.org](http://www.tslp.org) - Events – Transition Workshops.

To request special accommodations, or for questions about the training, contact your regional transition liaison listed below.

- Central: Dan Rounds, 605-494-3618
- North Central: Cate Diede, 605-626-2398
- South Central: Miah Gillen, 320-583-6731
- South Eastern: Bev Petersen, 605-362-4856
- Western: Steph Badwound, 719-659-3097

Workshops are free, but registration is required.



<https://doe.sd.gov/SDEED/index.aspx>

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**CADRE Webinar**

**REGISTER NOW!**

## Recapping Significant 2024 IDEA Legal Decisions

With Art Cernosia

Join us as Art Cernosia provides his review and analysis of the implications of IDEA legal developments within the last year. Both new federal policy and judicial decisions with broad implications under the IDEA will be covered. Participant questions will be addressed throughout the webinar.

*This webinar will be archived on the CADRE website.*



Thursday, October 17th, 2024



11:00 AM - 12:30 PM PT/  
2:00 PM - 3:30 PM ET



<https://www.cadeworks.org/events/recapping-significant-2024-idea-legal-decisions>

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Summary Fees Hotel Maps Agenda ▾

Register Now

## 2024 Tri-State Regional Special Education Law Conference

November 7, 2024 - November 8, 2024

CHI Health Center - Omaha, NE



<https://web.cvent.com/event/efa25870-3ab5-4b9f-af3e-9a4e3d0a862a/summary>

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## SPED Resources

- Special Education Programs Webpage

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

- Regional Representative List
- Assessment and Evidence Based Practices
- Data Collection and Fiscal
- Professional Learning
- Sped Processes and Forms



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## Next SPED Webinar

September 17, 2024

Please share the SPED Webinar registration link with your district or agency special education professionals!

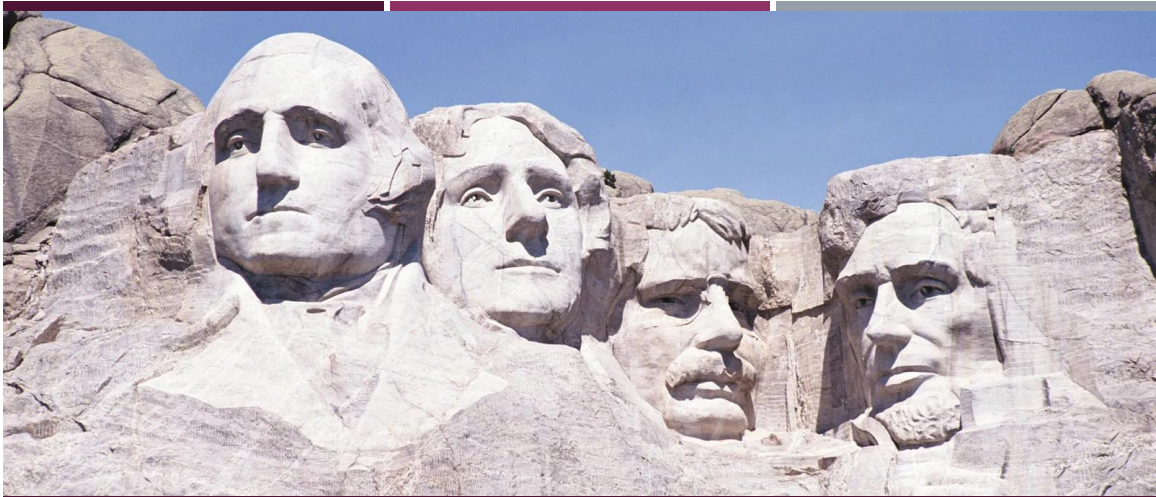
<https://state-sd.zoom.us/meeting/register/tJwscuCsriMpHdH2EXsURjtZk0hzcAhZHOp0>

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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## SOUTH DAKOTA'S IDEA PART B DETERMINATION

Source: <https://www.britannica.com/place/South-Dakota>

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## SOUTH DAKOTA'S DETERMINATION



Based on the APR submitted in February 2024

Data set is from FFY22 (22-23 school year)  
Except lag indicators which are FFY21 (21-22 school year)

South Dakota received :

- 13 out of 18 points for Compliance for a score of 72.22%
- 15 out of 20 points for Results for a score of 75.00%

Scores are averaged to yield the final percent and determination of:  
**73.61%- Needs Assistance**

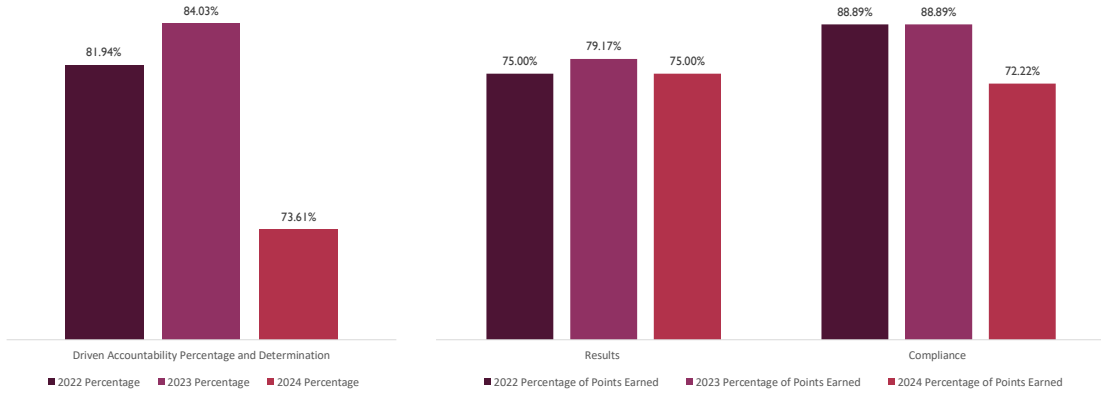
- (Last year – 84.04% - Meets Requirements)

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## DETERMINATION RATING



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## COMPLIANCE INDICATORS

Indicator 4B: Suspension/Expulsion by Race/Ethnicity

Indicator 9: Disproportionate Representations

Indicator 10: Disproportionate Representations in Specific Eligibility Categories

Indicator 11: Child Find

Indicator 12: Early Childhood Transition

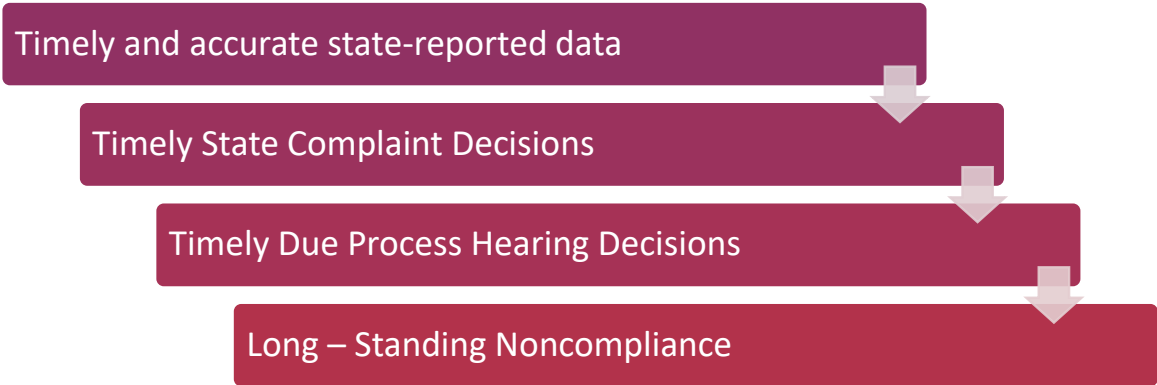
Indicator 13: Secondary Transition

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## OTHER FACTORS



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## COMPLIANCE MATRIX

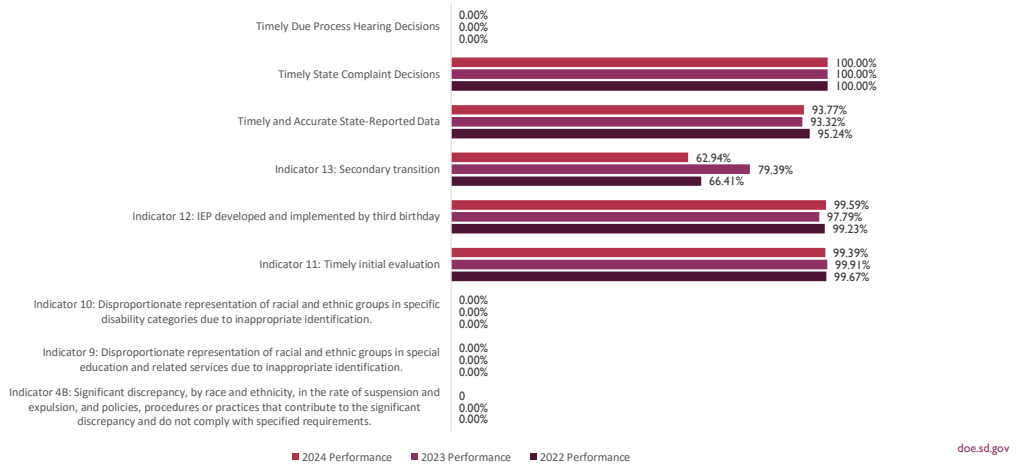


Part B Compliance Indicator	Performance (%)	Score
Indicator 4B: Significant discrepancy, by race and ethnicity, in the rate of suspension and expulsion, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with specified requirements.	Not Valid and Reliable	0
Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.	0.00%	2
Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification.	0.00%	2
Indicator 11: Timely initial evaluation	99.39%	2
Indicator 12: IEP developed and implemented by third birthday	99.59%	2
Indicator 13: Secondary transition	62.94%	0
Timely and Accurate State-Reported Data (*missed 4a for valid and reliable)	93.77%	1
Timely State Complaint Decisions	100.00%	2
Timely Due Process Hearing Decisions	N/A	N/A
Longstanding Noncompliance		2
Specific Conditions	None	
Uncorrected identified noncompliance	None	

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# Compliance Indicators



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## RESULTS MATRIX



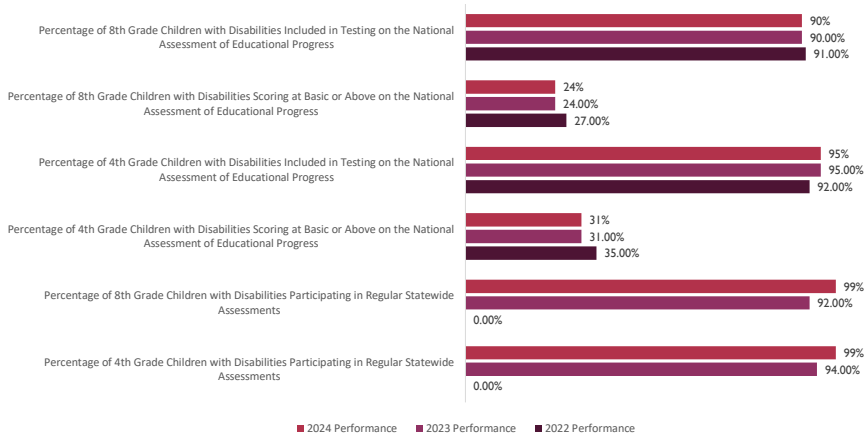
- The Results Matrix reflects the following data:
  - NAEP assessment in reading and math at 4<sup>th</sup> and 8<sup>th</sup> grade calculated separately:
    - The percentage of SWD scoring at basic or above on the NAEP;
    - The percentage of SWD included in NAEP testing (0 or 1 point);
  - Percentage of SWD participating in regular Statewide assessments at 4<sup>th</sup> and 8<sup>th</sup> grade calculated separately
  - The percentage of SWD exiting school by graduating with a **regular** high school diploma.
  - The percentage of SWD exiting school by dropping out.
- Next year the following elements will be added:
  - Percentage of children with disabilities participating in statewide assessment (including regular and alternate assessment) at 4<sup>th</sup> and 8<sup>th</sup> in Reading and Math
    - Target is 95% participation

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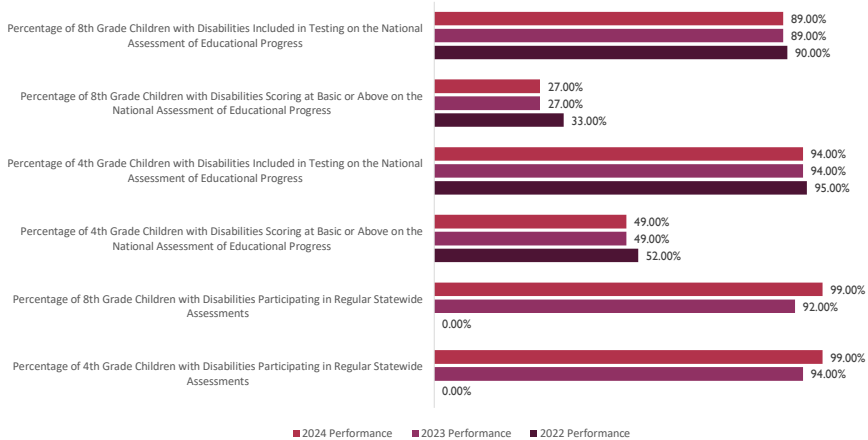
Reading Assessment Elements



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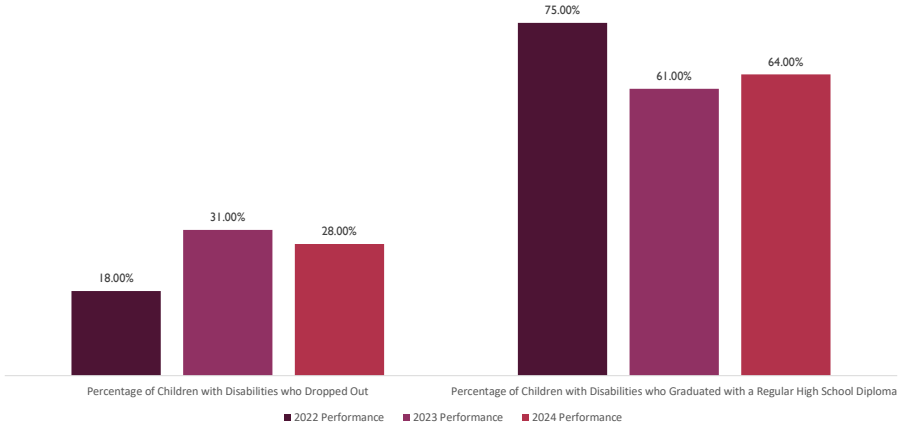


Math Assessment Elements



doe.sd.gov/Math

## DROP OUT AND GRADUATION



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## RESULTS MATRIX SCORING

Results Elements	RDA Score= 0	RDA Score= 1	RDA Score= 2
Participation Rate of 4th and 8th Grade on NAEP	<85	≥85	N/A
Percentage of 4th grade scoring Basic or above on reading NAEP	<21	21-24	≥25
Percentage of 8th grade scoring Basic or above on reading NAEP	<24	24-29	≥30
Percentage of 4th grade scoring Basic or above on math NAEP	<37	37-43	≥44
Percentage of 8th grade scoring Basic or above on math NAEP	<18	18-23	≥24
Percentage Exiting School by Graduating with a Regular High School Diploma	<70	70-79	≥80
Percentage Exiting School by Dropping Out	>22	22-14	<=13

- Scoring based on rank order against other states for:
  - NAEP proficiency
  - Graduation
  - Drop out
- Set percent for participation on NAEP (either 0 or 1)

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## AREAS OF IMPROVEMENT

- State assessment and NAEP participation
- Strong in majority of compliance indicators



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## AREAS TO IMPROVE

- Indicator 13 – Secondary Transition
  - At a minimum should be at 90% compliance at state level – district must be 100%
  - Appropriate measurable postsecondary goals on IEPs for youth 16 and older.
  - This is reviewed during on-site reviews. Districts should work with their [TSLP](#) liaison prior to on-site reviews to ensure compliance.
- Graduation and dropout rate
  - SD continues to rank in the bottom third in both areas in comparison to all states.



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## NEEDS ASSISTANCE NEXT STEPS

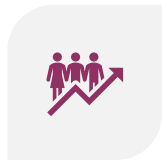


- IDEA determinations provide an opportunity for all stakeholders to examine State data as that data relate to improving outcomes for infants, toddlers, children, and youth with disabilities.
- The Department encourages stakeholders to review State SPP/APR data and other available data as part of the focus on improving equitable outcomes for infants, toddlers, children, and youth with disabilities.
- Key areas the Department encourages State and local personnel to review are:
  - Access to high-quality intervention and instruction;
  - Effective implementation of individualized family service plans (IFSPs) and individualized education programs (IEPs),
  - Using data to drive decision-making,
  - Supporting strong relationship building with families, and
  - Actively addressing educator and other personnel shortages.

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## DISTRICT DATA REPORTS



District data has been released and districts can see how they are performing compared to state targets.



<http://doe.sd.gov/sped/spp.aspx>



District determinations are being prepared.  
Notice will be sent when they are posted in SD STARS in the Special Ed Community section.

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