Monthly SPED Webinar

Special Education Programs
2025-2026 School Year
August 19, 2025

Kicking off the 25-26 School Year

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

Rebecca Cain

Implementation Specialist

Region 1 Representative

PBIS and RtI

Indicator 4 Suspension/Expulsion

Indicator 17 State Systemic Improvement Plan

Melissa Flor

Accountability Specialist

Results Driven Accountability

Region 7 Representative

Indicator 5 Least Restrictive Environment 5-21

Indicator 9/10 Disproportionate Representation

Kelly Gilbert

619 Coordinator

Regions 5 & 6 Representative

Indicator 6 LRE 3-5

Indicator 7 Preschool Outcomes

Indicator 11 Initial Evaluations

Indicator 12 Transition Part C to Part B

Stacy Holzbauer

Alternate Assessment

Region 4 Representative

Indicator 3 Assessment

Indicator 8 Parent Involvement

Lori Kwasniewski

High School Transition

Region 3 Representative

Indicator 13 HS Transition

Indicator 14 Post School Outcomes

Janet Penticoff

Senior Secretary

Md Rezwane Sadik

Data Manager

Special Education Data

Child Count

Beth Schiltz

Accommodations and Assessment

Region 2 Representative

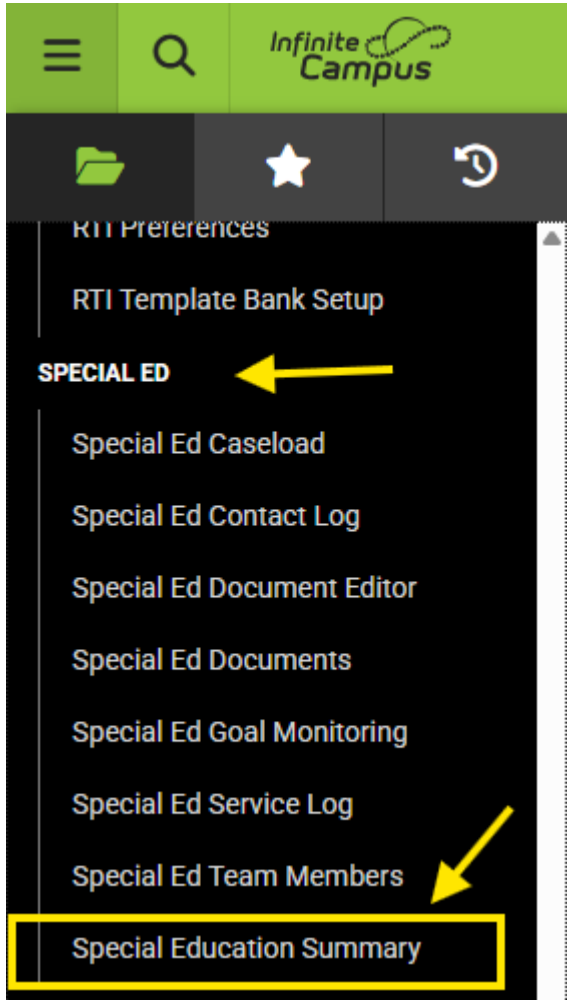
Indicator 1 Graduation

Indicator 2 Dropout

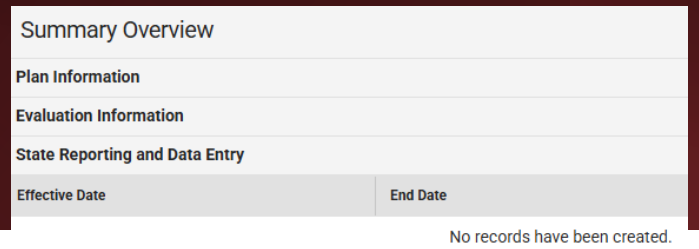
Update: Infinite Campus Special Education Reporting Data

Updates Infinite Campus

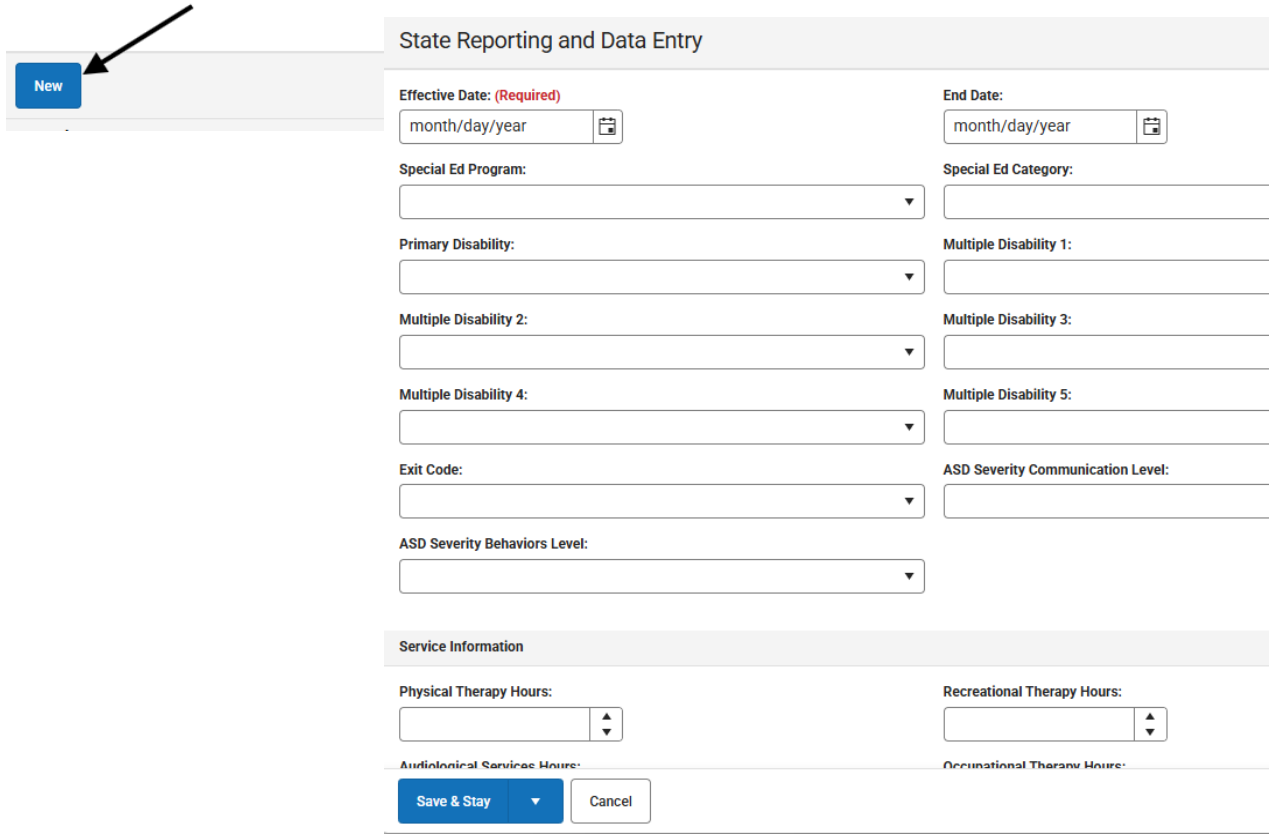
- Special Ed Reporting Information
  - Has moved from the Enrollment tab to the Special Ed tab
    - In the Special Education Summary
    - No longer linked to an enrollment
  - Historical information still available



Special Education Summary

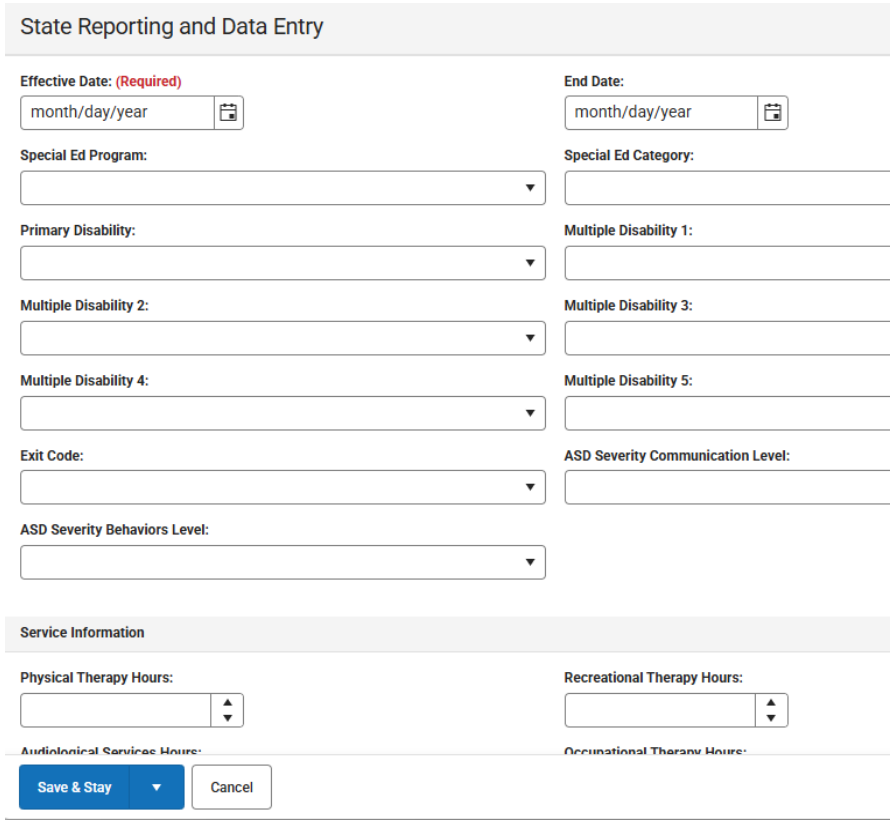


- Special Education Summary section
  - Click on 'New" to create a new record
  - Completed the entry
    - Effective Date
    - Special Ed Program
    - Special Ed Category
    - Primary Disability (if Autism will need to complete the severity levels
    - Service information is needed (alternate assessment box if located in this section
    - Remember to save information



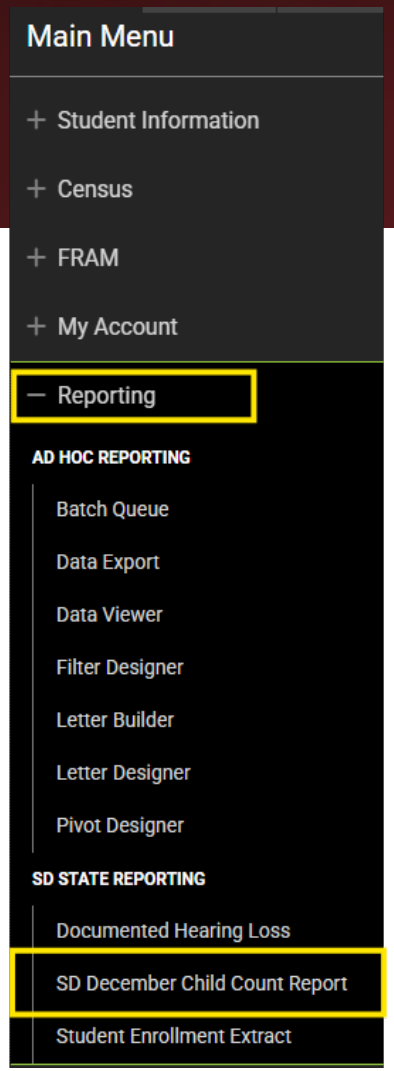
Effective Date

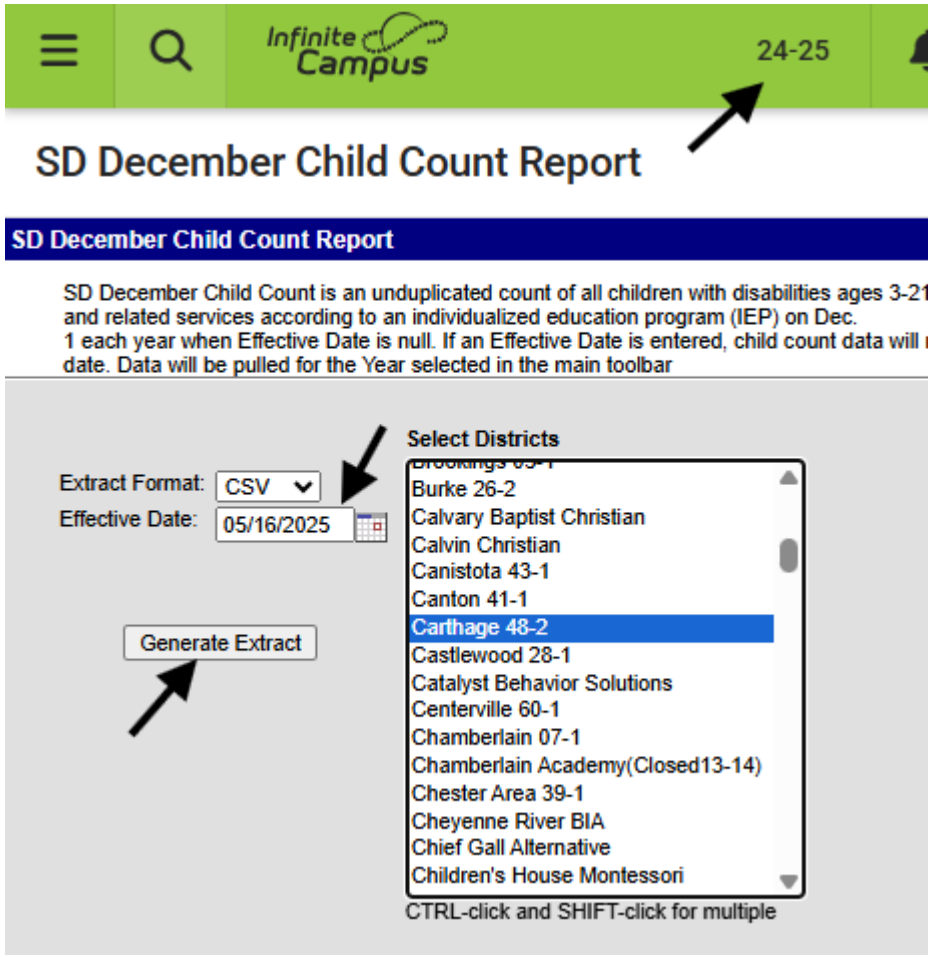
- Effective Date
  - No longer tied to the school calendar
  - For initial entry this year can be start of school
  - Annual IEP will trigger new record or changes to the IEP or special education status as documented on a PWN using the effective date
  - Will need at least an annual update



Child Count Report

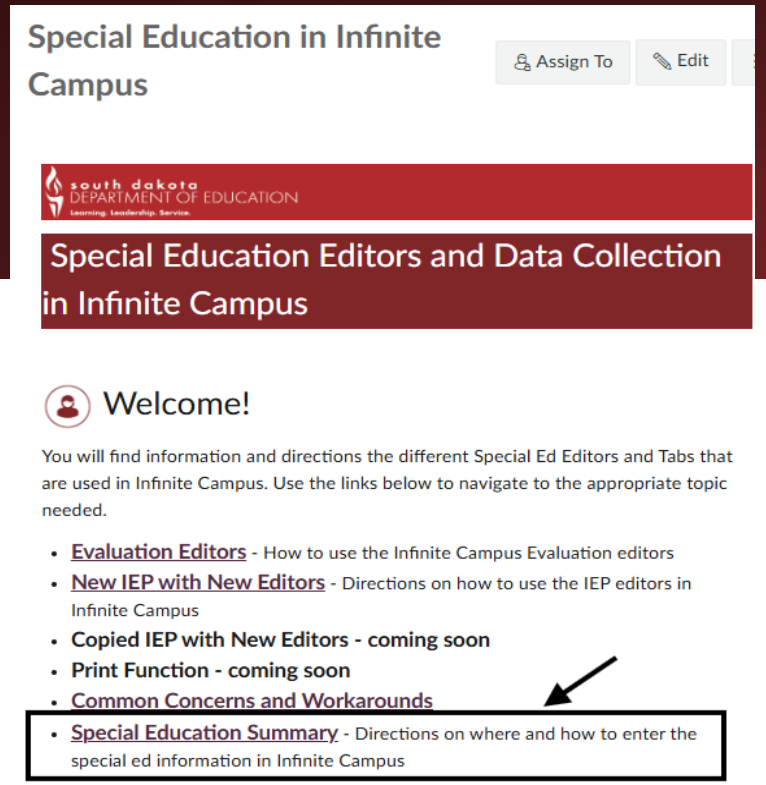
- May use Child Count Report to help pull last year's information
- Under Reporting
- Select the school year (24-25)
- Effective date should be last day of school
- Then generate extract
  - Will give you an excel spreadsheet with student on an IEP last year





Infinite Campus

- Training available in the Special Education Editors in Infinite Campus Course
  - Special Education Summary – within the training you will find a video and documents to help
    - Special Ed Reporting in IC
    - Special Education Module User Permissions
    - Child Count Extract
    - Special Education Summary Training Video


Special Education in Infinite Campus

Assign To Edit

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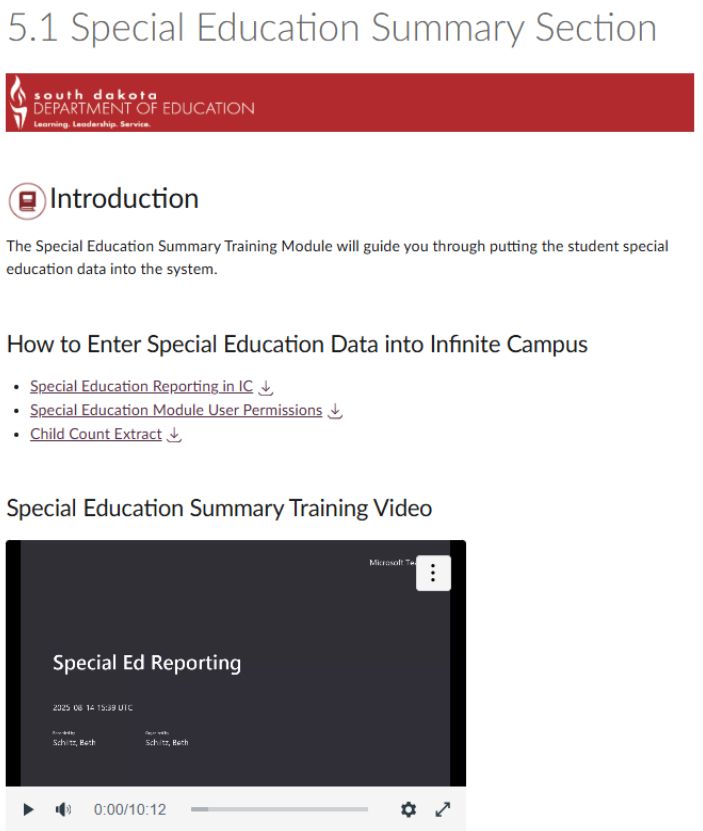
Special Education Editors and Data Collection in Infinite Campus

Welcome!

You will find information and directions the different Special Ed Editors and Tabs that are used in Infinite Campus. Use the links below to navigate to the appropriate topic needed.

- Evaluation Editors - How to use the Infinite Campus Evaluation editors
- New IEP with New Editors - Directions on how to use the IEP editors in Infinite Campus
- **Copied IEP with New Editors - coming soon**
- **Print Function - coming soon**
- Common Concerns and Workarounds
- Special Education Summary - Directions on where and how to enter the special ed information in Infinite Campus


5.1 Special Education Summary Section

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Introduction

The Special Education Summary Training Module will guide you through putting the student special education data into the system.

How to Enter Special Education Data into Infinite Campus

- Special Education Reporting in IC
- Special Education Module User Permissions
- Child Count Extract

Special Education Summary Training Video

Special Ed Reporting

0:00/10:12

Effective Practices

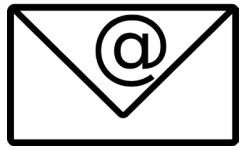
SPED Connection Highlights

SpedConnections is available to public school districts to help your staff with understanding and implementing special education law.

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

- Individualized education programs verse individualized service plans
- Prioritize specific, realistic PLAAFPs.
- CASE FILE: Absent Clarification, Mom Can't Sign Corrected Reevaluation Consent Form
- Gain window into IEP implementation strengths, weaknesses with walk-throughs

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.

Braille, Large Print, or Printed Summative Test Requests

- If a student need a print version of the state assessment according to their IEP (fixed forms)
  - Braille
    - UEB Contracted
    - UEB Contracted with Nemeth
    - UEB Uncontracted
    - UEB Uncontracted with Nemeth
  - Large Print
  - Print Version (very, very limited)
- Use Form in TIDE to request what is needed
- **Needed by September 1**

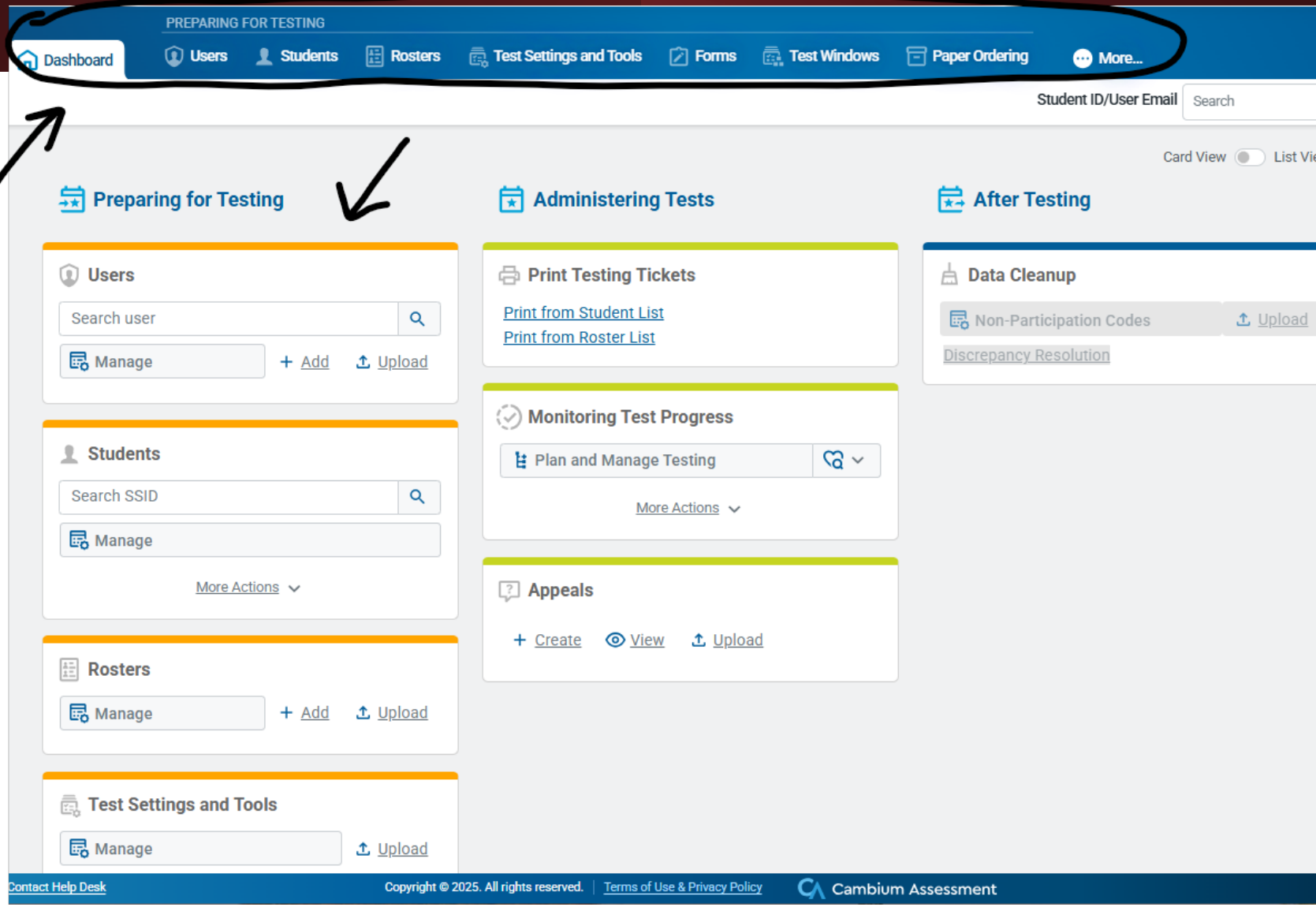
Accommodations Update

- New Accommodation for grades 3-8 for state assessment
  - Sensory Items – non-embedded accommodation
    - To support students who benefit from tactile, movement, or sensory input to help maintain focus and self-regulation during testing. These may include fidget toys, stress balls, putty, textured items, foot rockers, seat cushions, or other similar objects.
    - The use of sensory items must be student-specific and based on documented needs in the student's IEP or 504 Plan.
    - Sensory items should be non-disruptive and used in a way that does not interfere with the student's testing or that of others.

- Accommodation for state High School Assessment (Grade 11)
  - Assessment is the ACT assessment

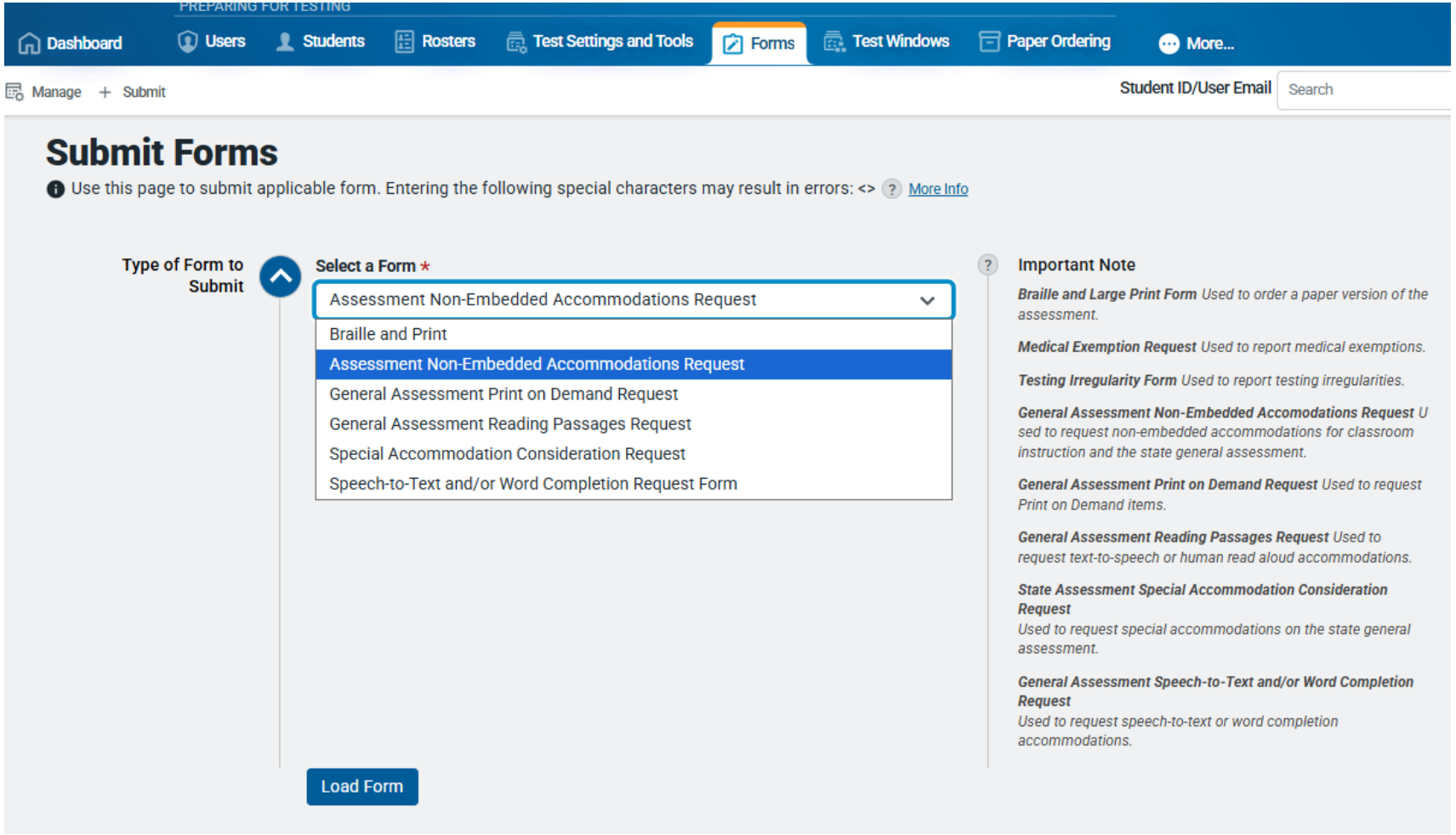
New Look to TIDE (Test Information Distribution Engine)

- Information is still all there
- Can use the Tabs at the top
- Can use the Cards in the columns
- Test Settings and Tools for setting the designated supports and some accommodations
  - Should put them in if using interim assessments
  - Will remain for the state assessment
- Forms – for requesting non-embedded accommodations and some embedded accommodations



Submitting a Form – New Look

- Notes on the right-hand side provide information about the forms
- Select the form needed
- Click on the Load Form Button
- Follow directions on the screen once the form has loaded



Accommodations for High School State Test (ACT)

- All Grade 11 students for ELA, Math & Science
  - Except those taking Alternate Assessment (MSAA –ELA & Math; Cambium – Science)
- Accommodations must be documented on IEP or 504 plan
- All Accommodations will be approved through ACT
- ACT Now: South Dakota
  - Information Dates – lists the Test Events (assessment windows)
  - Resources & Tips
    - Pre-Administration
      - Request Accommodation
        - There is an accommodation request window (coming soon)
        - Lots of resources available
          - Test Accessibility and Accommodations (TAA) User Guide (PDF)

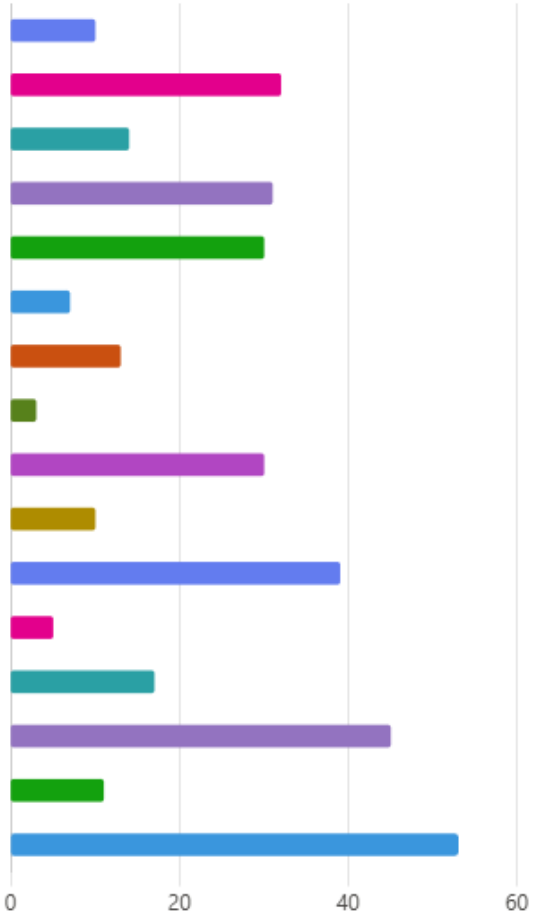
Accommodation Trainings

- Two accommodations trainings
  - Accommodations for Instruction (coming soon)
  - Accommodations for Assessments – No ECEHs available as meant to be used as a resource and will be updated as needed (I will link registration by Thursday)
    - How to use TIDE (Test Information Distribution Engine)
    - Accessibility Features
    - Misc – such as common questions and resources
    - HS Accommodations (ACT)

Accountability

24-25 Internal Review Results

Record of Access	10
Referral	32
Initial Placement	14
Prior Written Notice Consent	31
Evaluation	30
Eligiblity for SLD	7
Meeting Notice	13
IEP Cover	3
Present Levels of Academic Achievement and Functional Performance (PLAAPF)	30
Special Factors	10
Transition	39
Related Services	5
Least Restrictive Environment	17
Parental Prior Written Notice	45
Amendment IEP	11
Other	53



Top Areas:

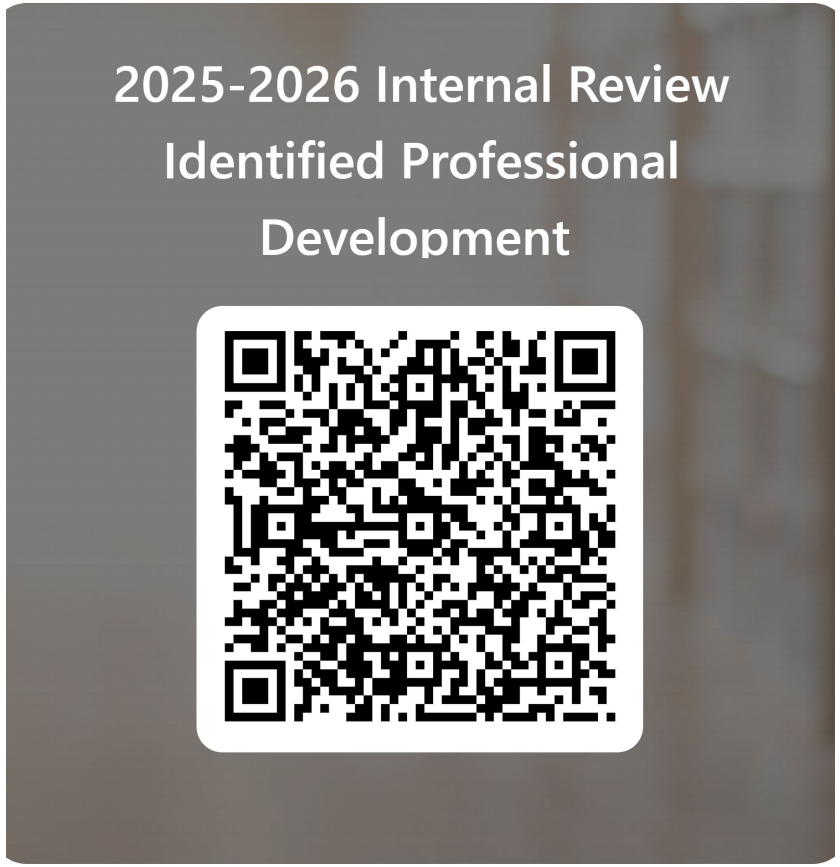
- PPWN Consent and PPWN
- Other
- Transition
- Referral
- PLAAFP

25-26 Internal Review Link

- Internal Review requirements:
  - Between July 1, 2025 to June 1, 2026
  - Each case manager for a district will select 1 file to complete an internal review.
  - Staff should provide feedback in the comments section to help district administrator identify areas of training needed.
  - Information and example documents found at Accountability Website under Results Driven Accountability (RDA)

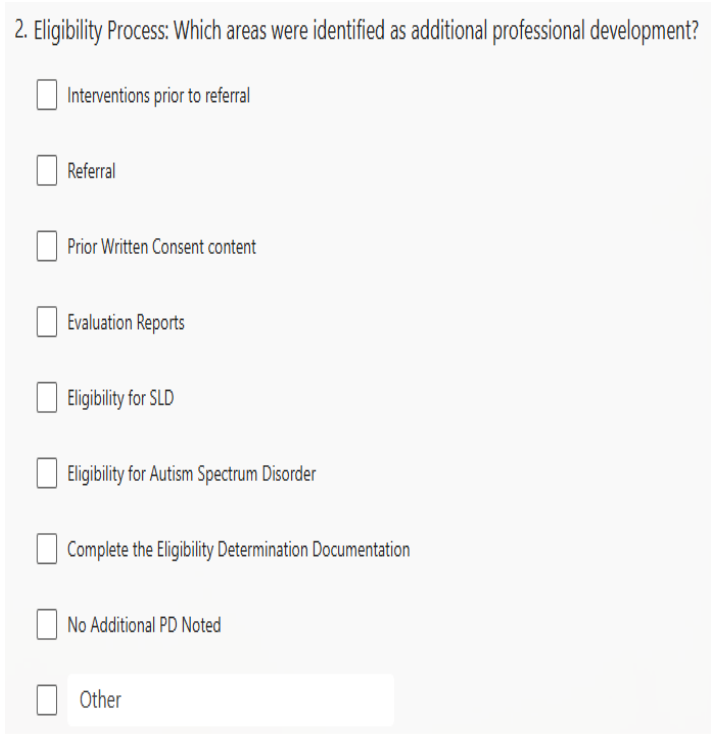
- **Information to submit by administrator**: The district Sped Director will submit district level areas identified as professional development needs.
- Submit: https://forms.office.com/g/PngrBfT4sh or QR Code

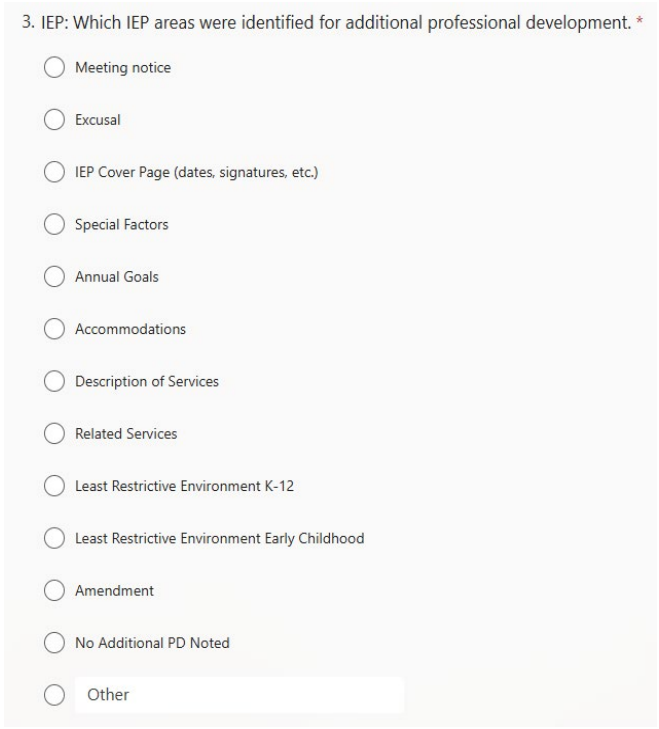
- Updated: The categories are now broken down.

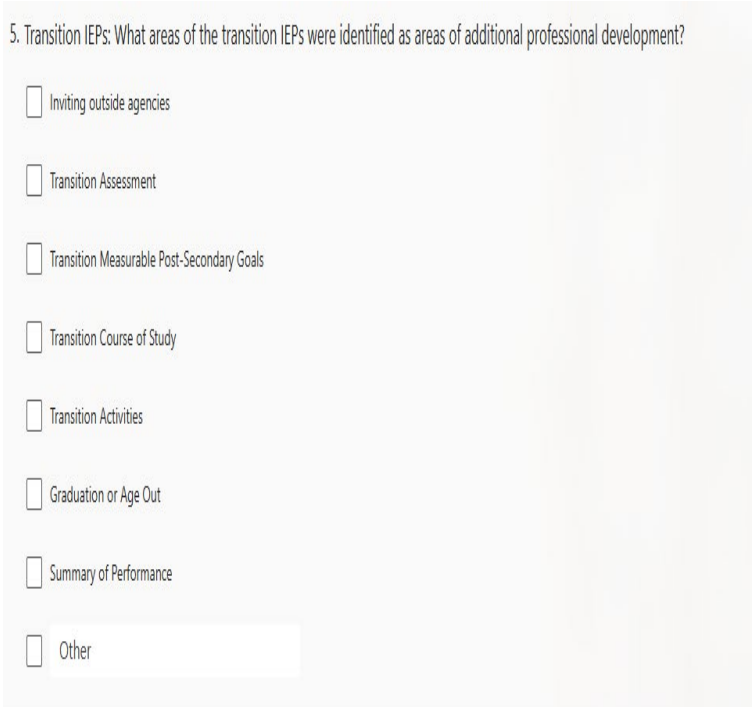


25-26 Internal Review PD Survey Updated

- Survey professional development areas have been further broken down.
- Specific areas will assist in development of targeted trainings and professional development.







Focus for 2025-2026

Specifically Designed Instruction (SDI)

- "Special education," instruction specially designed to meet the **unique needs** of a student with disabilities at no cost to parents or guardians, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals, institutions, and other settings;
- "Specially designed instruction," adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction;

On-Demand and Virtual Training

Access to IEP

Ensure Implementation

24:05:27:01.04. Access to IEP. Each school district shall ensure that the child's IEP is accessible to each regular education teacher, special education teacher, related services provider, and other service provider who is responsible for its implementation. Each teacher and provider described above is informed of:

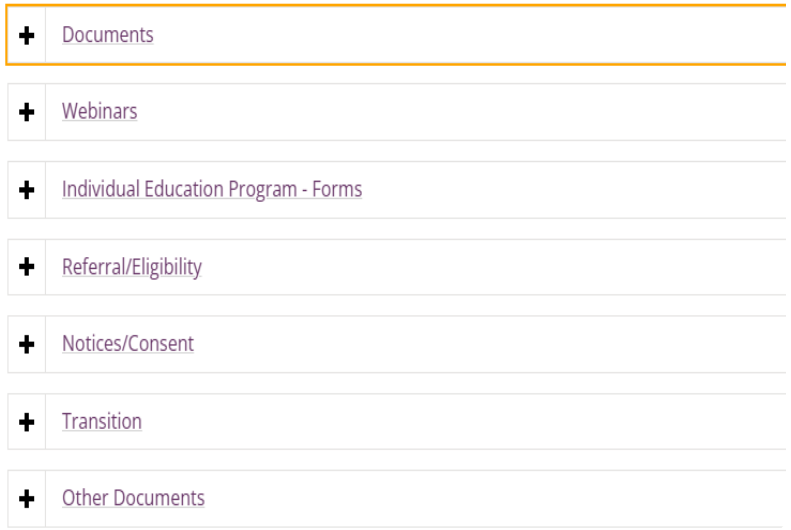
(1) His or her specific responsibilities related to implementing the child's IEP; and
(2) The specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.

- Reminders:
  - Staff need access to a copy and a review of roles and responsibilities implement IEP.
  - Resource: **What general education teachers need to know about special ed**

Documents Available

Special Education Programs:

Individual Education Program



Special Education Guidance Documents

- Documenting Annual Goals and Service Time
- 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
- PPWN Consent Guidance and Examples
- Surrogate Parent Manual
- Hearing Loss and Deafness Considerations for Assessment Planning and IEP Development
- Paraprofessional Guidelines
- IEP Technical Assistance Guide (update 2025)

Response to Intervention: SLD Identification : Helpful even if using significant discrepancy

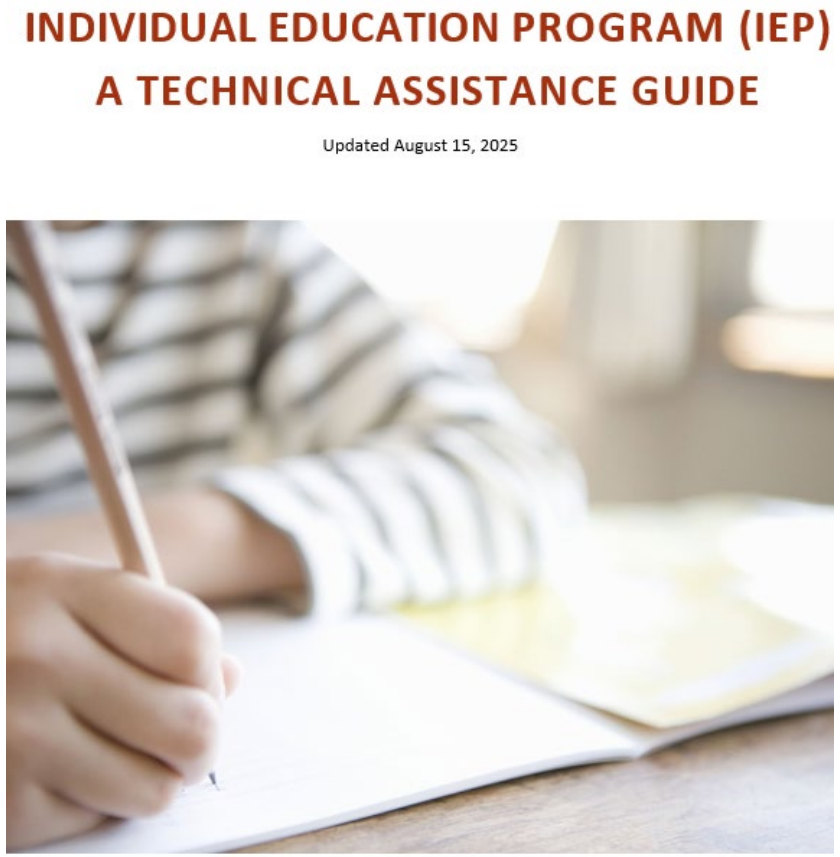
IEP Technical Assistance Guide Updated

Updated August 2025

- **New Sections:**
  - Checklist Prior to Meeting
  - Monitoring Progress
  - After Meeting Reminders
  - Areas to insert district procedures

- **Updated Content:**
  - Annual review and effective services start date chart
  - Description of Services
  - Related Services
  - Least Restrictive Environment

- **Reminder:** Appendices have been removed from the Guide and move to guidance documents



Preparation for 2026-2027 Accountability Review

- Districts up for review in 2026-2027:
  - https://doe.sd.gov/sped/documents/2430-DistSchedule.pdf
- Attend Trainings
- Review IEP Technical Assistance Guide
- Request Transition Services Liaison to help pre-review transition files for Indicator 13 (www.tslp.org)
- Review Indicator 13 checklist requirements as develop IEPs
- Files are organized

Agar-Blunt-Onida	Bennett County	Bowdle
Canistota	Clark	Elk Mountain
Elkton	Ethan	Eureka
Garretson	Henry	Hill City
Hot Springs	Lead-Deadwood	Lennox
McIntosh	Meade	Parkston
Redfield	Rosholt	Scotland
Stanley County	Tea Area	Wolsey Wessington
Choices VOA Dakotas	LifeScape	McCrossan Boys Ranch

Back to School Behavior Checklist

- ✓ All general education teachers are familiar with their students' behavior plans/behavior impedes learning strategies/accommodations and modifications
- ✓ Supports are in place to ensure student success on day one
- ✓ Transportation staff are trained on behavior strategies
- ✓ Procedure are in place for tracking office discipline referrals
- ✓ Procedures are in place for tracking in-school and out-of-school suspension
- ✓ Every student has at least one adult they feel connected to

Manifestation Determination Resources

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

Discipline in Detail

Seclusion, Time Away, or Time Out-What are Your Written Procedures?

- Define terms clearly-Seclusion = involuntary confinement, student placed there and not allowed to leave
- Timeout= behavior management technique involving monitored separation, not locked, used for calming down-teacher initiated- student has the freedom to leave (not blocked by staff)
- Time away- student initiated-student has the freedom to leave

Include Time Aways in Behavior Plans or Behavior Impedes Learning

- A true, student initiated, and student terminated Time Away should be documented.
- Example:
  - Billy becomes overwhelmed when he's given too many directions at one time. In situations where he will be receiving multi-step instruction, Billy can choose to take a time away in his designated corner or at his desk to take time to process what is being asked of him. It's beneficial for Billy to have multi-step instructions in writing so he can read through them while in the time away. Other situation where Billy may need to utilize his time away procedure:
    1. Situations where the classroom becomes too loud and over stimulating for him
    2. When an unexpected transition arises
    3. When there is a substitute teacher
    4. Other situations not included in this list may arise and Billy may choose to initiate his time away procedures. Once Billy returns to his seat, staff should discuss this situation with him to find out what prompted him to initiate his time away procedure

This procedure will need to be taught, prompted, and positively reinforced when used correctly by the student

Thoughts From Students

1. "I needed people to explain WHY things were being done"
2. "Don't take things personally"
3. "Material things have meaning. It may seem like a silly thing to you, but it may be the only thing we have that reminds us of our family"
4. "Pain and chaos are normal and comfortable for me. I looked for it or created it"
5. "Please don't say you're disappointed in me"
6. "You might be a great teacher, but you're still just one more person I have to tell my story to"
7. "I just needed to hear it was going to be ok"

Data

Indicator 7 – Preschool Outcomes

- Check your child rosters now for these children who will need exit evaluations
  - Children receiving Special Education services turning age 6 this year and have or will receive at least 6 months of sped services prior to their 6th birthday
    - Complete the evaluation within 90 days prior to student turning 6
- Remember
  - All children age 3-5 who enter Special Education services and will receive at least 6 months of services must receive a BDI-3 entry evaluation
  - Children who move out of state, or out of public-school special education services, will also need an exit evaluation

Check the State Performance Plan website for additional guidance:

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

Contact Kelly Gilbert with questions

- Kelly.Gilbert@state.sd.us

Indicator 8: Parent Involvement

- Data for Indicator 8 is collected during the school year via the annual SD Parent Involvement Survey.

- **2024-25 District Reports**
  - Go to SDSTARS, Communities, Special Ed, Special Ed Reporting PDF, scroll down to "Indicator 8"
  - Results from your 2024-25 district surveys show how parents feel about your local SPED program.
  - Please review results with your district SPED staff so they know their efforts produced data.

- **2025-26 SD Parent Surveys**
  - The survey is available ON-LINE in Spanish and English.
  - For districts using paper versions, Surveys and envelopes were sent to coops/districts during July.
  - 2025-26 District Letter further explains the Parent Survey process.
  - Contact Stacy.Holzbauer@state.sd.us to request paper versions of Spanish or Karen.

Indicator 11 - Reminder

- Evaluations must be completed within ***25 school days*** of receipt of the PPWN Consent for Evaluation
  - School day 1 is the day the PPWN Consent is received, or the next school day if received on a non-school day
  - School day 25 is the last day evaluations can occur

- Evaluations include skill based assessments
  - Train all staff responsible for completing evaluations on this requirement

February

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Indicator 11 – Extensions to the Timeline

- Student is chronically absent during the evaluation window
- Parent fails to or refuses to bring the child to the evaluation
- Student enrolls in the district during the evaluation period, after consent is received, before a determination of eligibility

ARSD - 24:05:25:03.02 Exception to initial evaluation timeline

If needed, extension of 25-school day evaluation timeline due to unique circumstance (24:05:25:03, 24:05:25:06)

For District Use

District and parent agreed to extend the evaluation timeline to this date_____ due to (reason)_____.

The new 30 day calendar date for eligibility meeting will be by _____

This agreement was documented through phone, email, meeting, or other means on this date: _____.

(Parent Initials) _____

Indicator 11 – Extension Documentation

Agreed upon date evaluations will be completed by

- Parent and district agrees on the new date

When permission to extend time was received by district

- Must be prior to the 25th school day

Reason the request was made

Parent initials

Indicator 11 – Parent Evaluations Not Returned

- Review PPWN Consent to determine if the evaluation results are required to determine eligibility
  - If yes, the results are required to determine eligibility
    - Make every effort to have returned prior to the 25th school day
    - If efforts are made and you are unable to receive, discuss alternative ways to get information
  - If no, the results are not required to determine eligibility
    - The IEP team may meet to determine eligibility. Document on the PPWN the questionnaire, rating scale, or other evaluation tool was not returned, why the team moved forward without it, and what will happen if the tool is returned at a later date.

Check the State Performance Plan website for additional guidance:

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

Contact Kelly Gilbert with questions

- Kelly.Gilbert@state.sd.us

Indicator 12 – Early Childhood Transition

- Reminder: Districts receive an email notification prior to a child's 3rd birthday of a potentially eligible child in their district.
- All Part C (Birth to Three) referrals must have their eligibility determined and IEPs developed and implemented **prior** to their 3rd birthday.
- Services begin on or after the child's 3rd birthday.
  - Part B services are for children age 3-21.

- Preschool Special Education Program Website:
  - https://doe.sd.gov/sped/Early-Intervention.aspx
- Check the State Performance Plan website:
  - https://doe.sd.gov/sped/SPP.aspx
- Contact Kelly Gilbert with questions
  - Kelly.Gilbert@state.sd.us

Indicator 14: Appendix A
HS Transition

- 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 for lost or forgotten passwords
- https://apps.sd.gov/DP42LaunchPad/Logon.aspx

Indicator 14: Appendix A
HS Transition

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

Miscellaneous

SDCASE

Laura Welch

SDCASE MEMBERSHIP

Join SDCASE through SASD and/or Individual Membership

Many great benefits and networking to support YOU!

If you have any questions reach out to your SDCASE Executive Board

President: Monica Waltman

President Elect: Dean Kueter

Secretary: Patti Ward-Maguire

Treasurer: Denise Kennedy

Past President: Laura Welch

SDCASE Website for more information:

https://sites.google.com/k12.sd.us/specedcase-of-sd/home

SDCASE

SDCASE MENTOR/MENTEE

If you are a SDCASE member in year one or two and are seeking a mentor, please reach out to the membership committee so we can set you up with a mentor.

Ralyna Abelseth: Ralyna.Abelseth@k12.sd.us

Carol Beldin: Carol.Beldin@k12.sd.us

Courtney Decker: Courtney.Decker@k12.sd.us

Denise Kennedy: Denise.Kennedy@k12.sd.us

Anneke.Nelson: Anneke.Nelson@k12.sd.us

Laura Welch: Laura.Welch@k12.sd.us

SDCASE

SDCASE MEETINGS

General Membership Meeting
Location- In-person/Zoom
8:30 AM March 2nd

Informal Meetings will move to quarterly
Location- In-person- SF IPC Building and/or Zoom
*Monica Waltman will send out meetings dates to all members

Areas:	Director:	Director:
West River	Joe Hauge	
Pierre	Troy Wiebe	
Mobridge	Mary Fried	
Aberdeen	Becky Erickson	
Huron	Ralyna Abelseth	
Chamberlain	Calico Hunjah	
Watertown	Jen Bollinger	Anneke Nelson
Sioux Falls	Jody Taylor	Kate Haar

Region Round-Up Meetings:
Location- In-Person
Please reach out to one of the reps that is closest to you to learn more about dates and times of meetings.

SDCASE LUNCH and LAW
Location: Zoom Meetings
Time: 12:00-1:00 PM CT
Meetings with **Christian Shafer**
https://ratwiklaw.com/christian-shafer/

September	16th
October	21st
November	18th
January	20th
February	17th
March	No Lunch and Law
April	21st

SDCASE President Monica Waltman and/or SDCASE Executive Board Member will send out Zoom links.

DOE Professional Development

Register for trainings at https://sded.sd.gov/; search "SPED" or "Behavior"

- **Behavior**
  - Writing IEPs for Successful Student Behavior-Two-day training
    - Rapid City: September 30 and November 12
    - Sioux Falls: October 23 and November 5
  - Check and Connect-Two-day training
    - Rapid City: October 1 & 2
    - Sioux Falls: October 21 & 22
- **Special Education Process: On Demand**
  - The Special Education Process: Referral Through IEP Development
  - Speech Language Therapist: Key Considerations in Special Education Process
  - Occupational and Physical Therapist: Key Considerations in Special Education Process
- **SAVE THE DATE! Sped Conference, March 3 and 4 in Sioux Falls**
  - Call for papers coming soon!
  - Registration through the Center for Disabilities

DOE Professional Development, continued…

- **Parent Involvement**
  - Indicator 8: Parent Survey Webinar
    - August 28 – 2024-25 results; changes for 2025-26
- **Autism Spectrum Disorder (ASD)**
  - ASD Behavior Basics 2025-2026 - virtual via USD
  - ASD Interventions 2025-2026 - virtual via USD
  - ASD Characteristics & Diagnostic Overview 2025-2026 - virtual via USD
- **Alternate Assessment**
  - Teaching Students with Significant Cognitive Disabilities – webinars
    - September 4 – WHY to provide standards-based instruction
    - September18 – HOW to provide standards-based instruction
  - SD 1% Community of Practice – virtual, half hour sessions
    - October 2, 9, 16, 23 – federal laws, DOE guidance, district staff sharing/networking

DOE Professional Development, continued…

- **Transition**
  - Transition Roundup: Project Skills – Aug. 20, 3:00 CST, via Zoom https://us02web.zoom.us/j/86066565945?pwd=f2faULAuQy2ickvW7BQfvXFPil8HEm.1
  - Transition IEP Workshops
    - Aberdeen: August 21, 12:30 – 4:30 CST
    - Rapid City: September 9, 12:30 –4:30 MT
    - Virtual: September 24, 9:00AM – 1:00 CST, via Zoom
- **Early Childhood**
  - New documents on the Preschool 619 Page: https://doe.sd.gov/sped/Early-Intervention.aspx
- **Coming Soon:**
  - Prior Notice in Practice: What Every Educator Needs to Know
  - Description of Services
  - The Data-Driven IEP: Using skills-based assessments to facilitate educational success
  - New Early Childhood IEP Course
  - Self paced Indicator 11 and 12 courses

Next SPED Webinar:

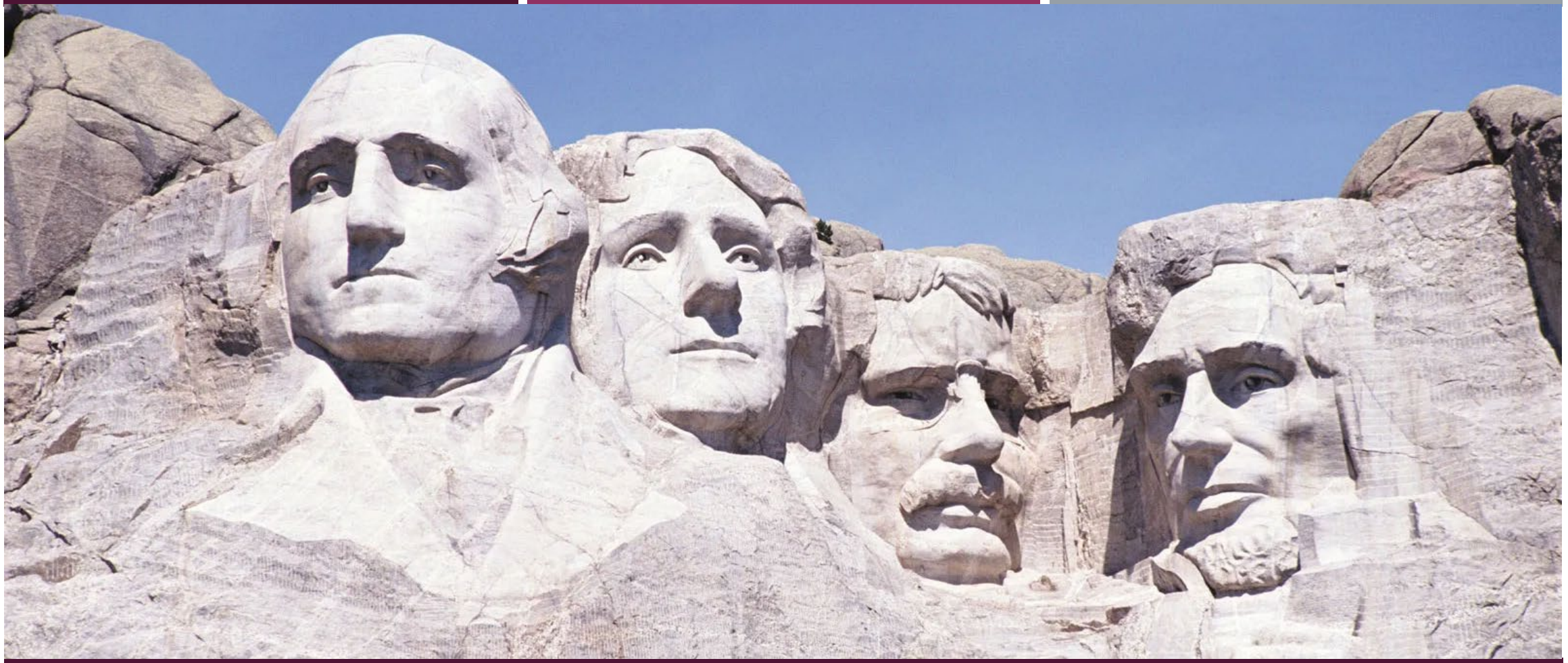
September 16

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 Regional Representative.



SOUTH DAKOTA'S IDEA PART B DETERMINATION

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

SOUTH DAKOTA'S DETERMINATION

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Based on the APR submitted in February 2025

Data set is from FFY23 (23-24 school year)

Except lag indicators which are FFY20 (22-23 school year)

South Dakota received :

- 17 out of 20 points for Compliance for a score of 85%
  - (increase from 72.22%)
- 11 out of 20 points for Results for a score of 55%
  - (decrease from 75.00%)

Scores are averaged to yield the final percent and determination of:
70%- Needs Assistance Year 2

- (Last year – **73.61%** - Needs Assistance)

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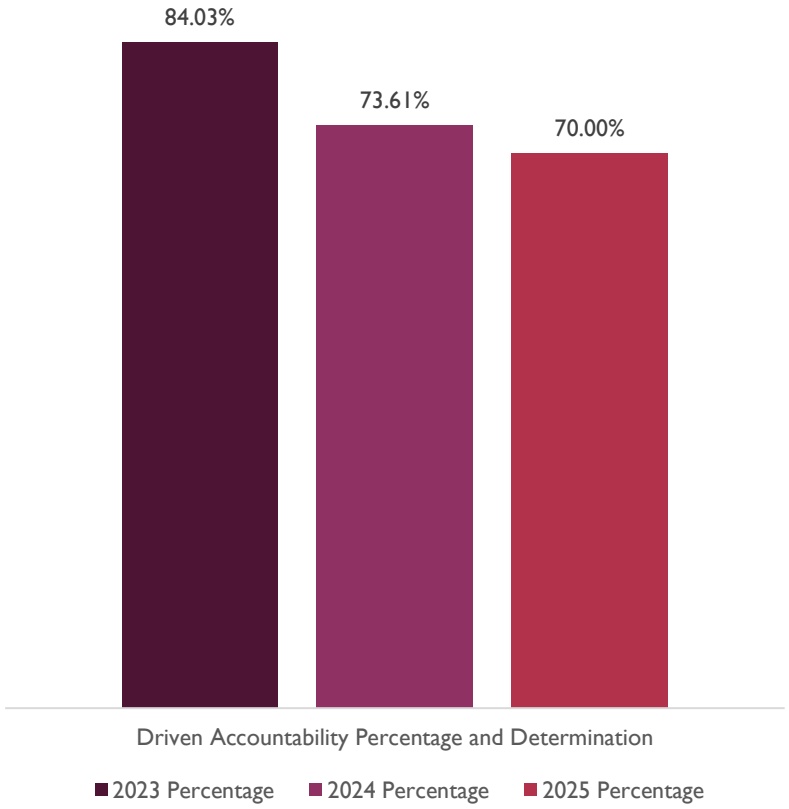
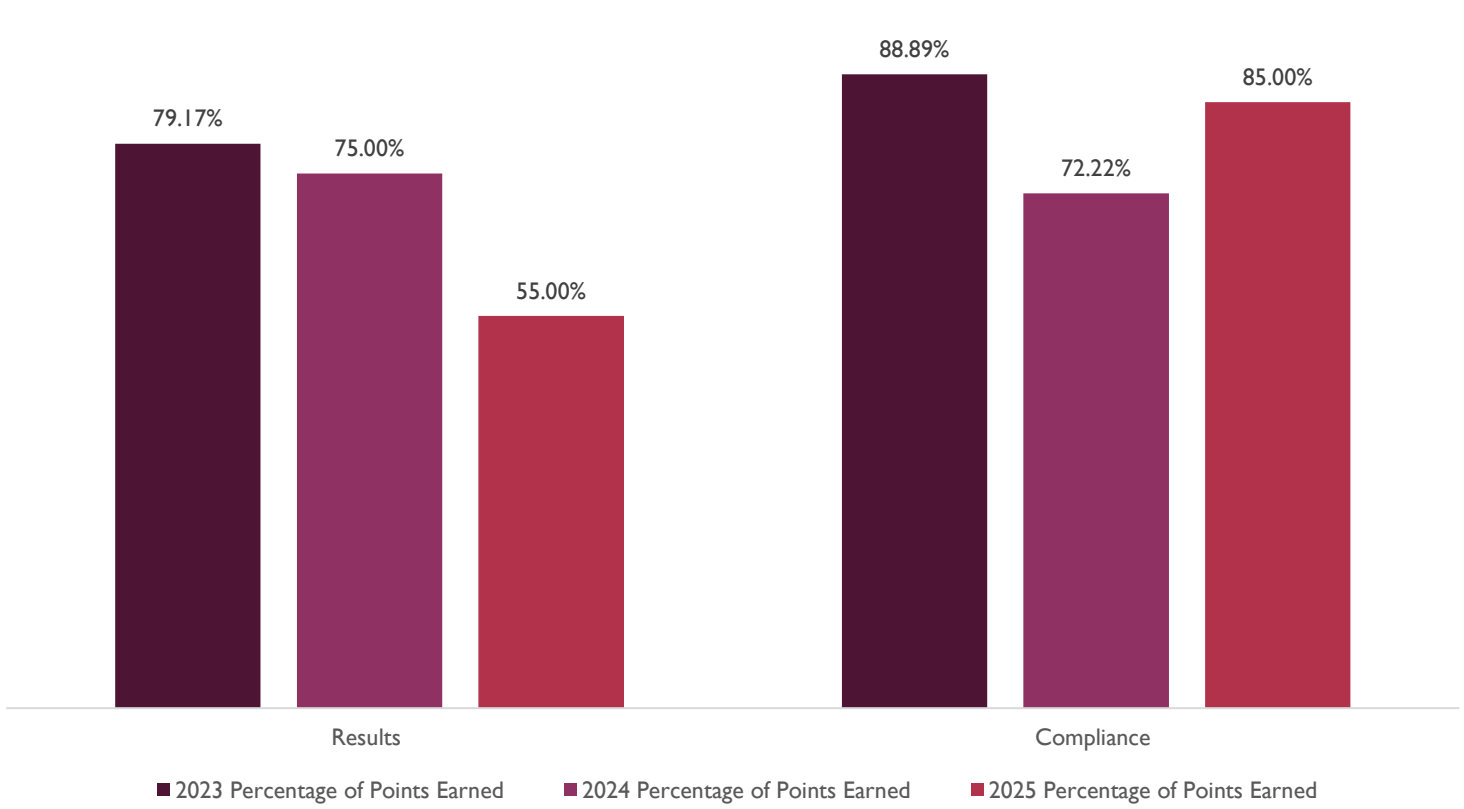
DETERMINATION RATING





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

OTHER FACTORS

- Timely and accurate state-reported data
- Timely State Complaint Decisions
- Timely Due Process Hearing Decisions
- Long – Standing Noncompliance

COMPLIANCE MATRIX

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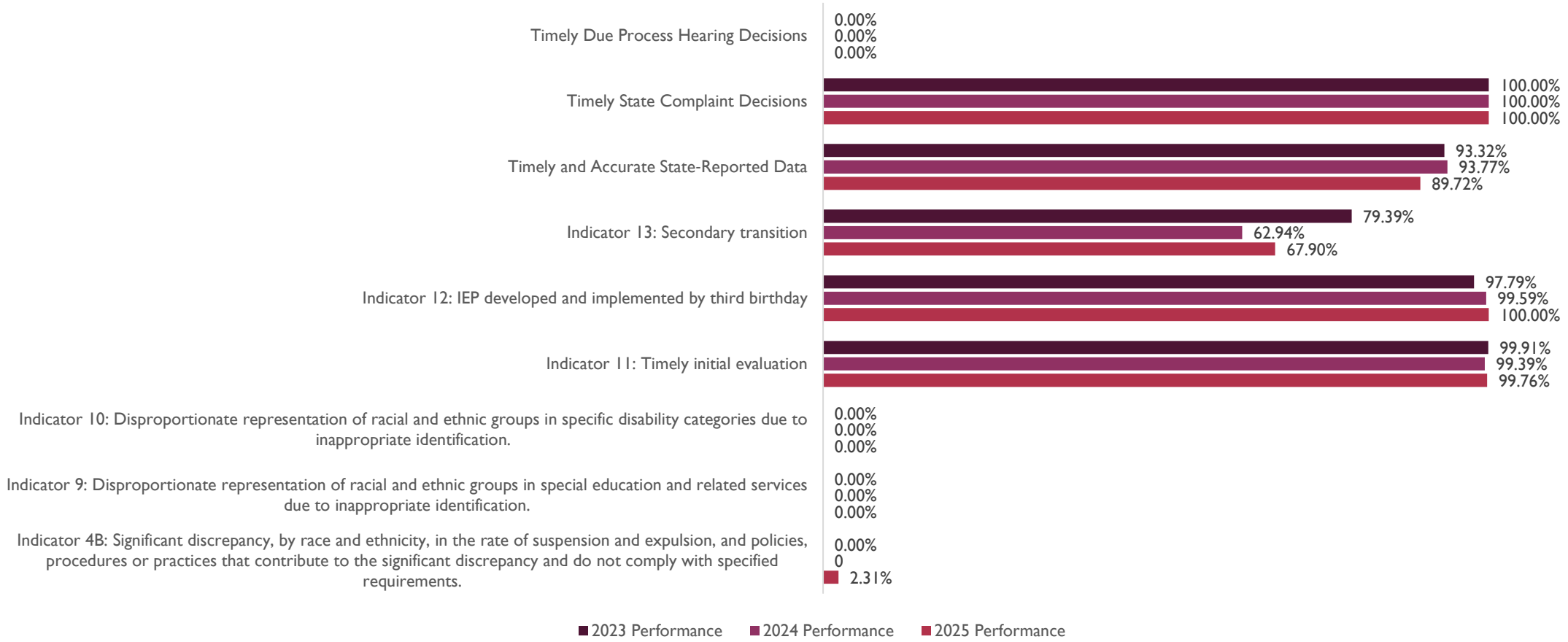
Part B Compliance Indicator	Performance (%)	Score
Indicator 4B: Significant discrepancy, by race and ethnicity, in the rate of suspension and expulsion, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with specified requirements.	2.31%	2
Indicator 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	99.76%	2
Indicator 12: IEP developed and implemented by third birthday	100%	2
Indicator 13: Secondary transition	67.90%	0
Timely and Accurate State-Reported Data **(*missed 3A, 3B, 3C, 3D for timely and valid and reliable)**	89.72%	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	

Compliance Indicators



RESULTS MATRIX

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- The Results Matrix reflects the following data:
  - Percentage of children with disabilities participating in statewide assessment (including regular and alternate assessment) at 4th and 8th in Reading and Math
    - SD Data was not submitted by deadline resulting in an NA and 0 points awarded
  - NAEP assessment in reading and math at 4th and 8th 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)*;
  - The percentage of SWD exiting school by graduating with a **regular** high school diploma.
  - The percentage of SWD exiting school by dropping out.

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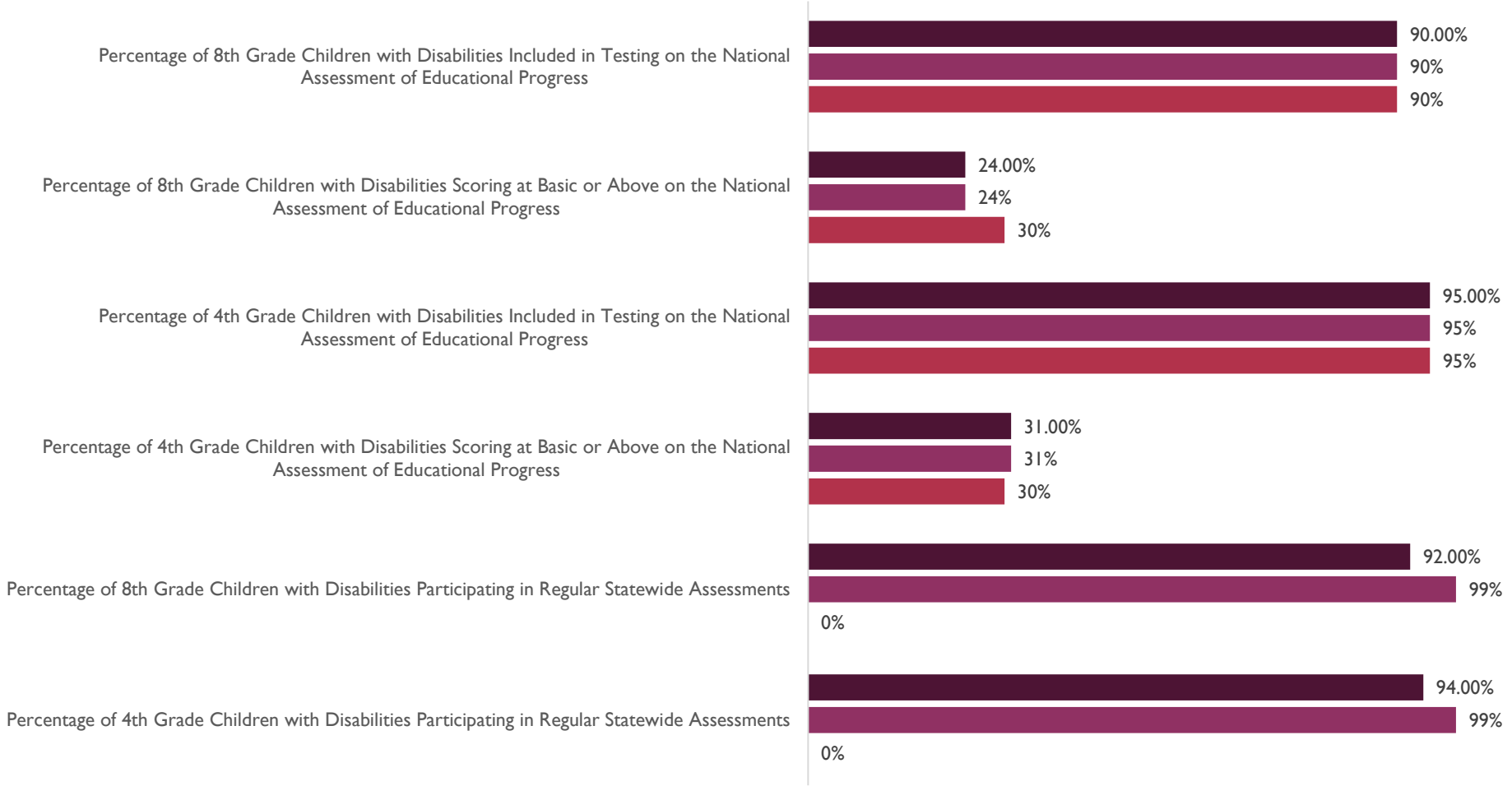
Reading Assessment Elements



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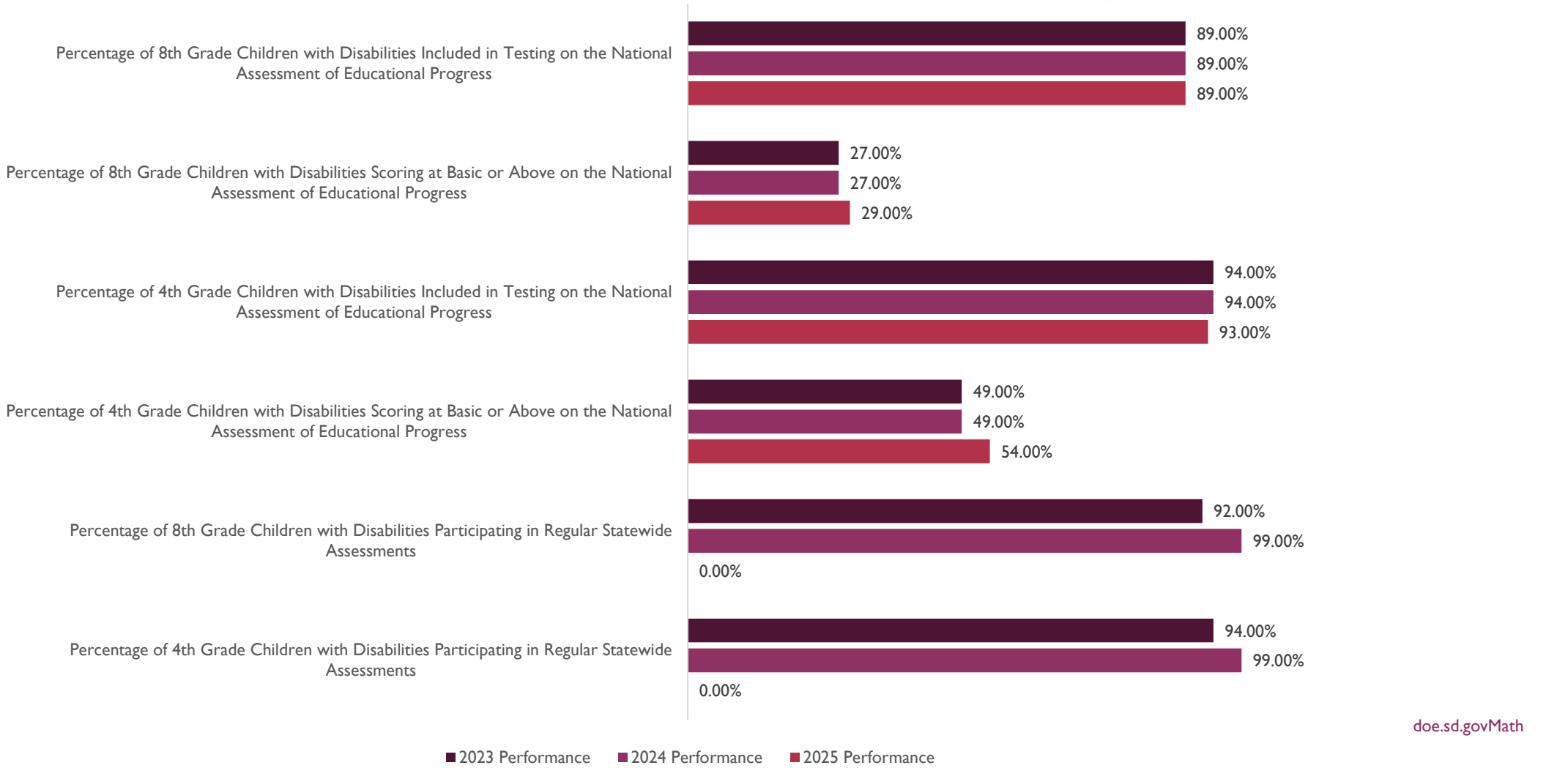
Math Assessment Elements



doe.sd.gov/Math

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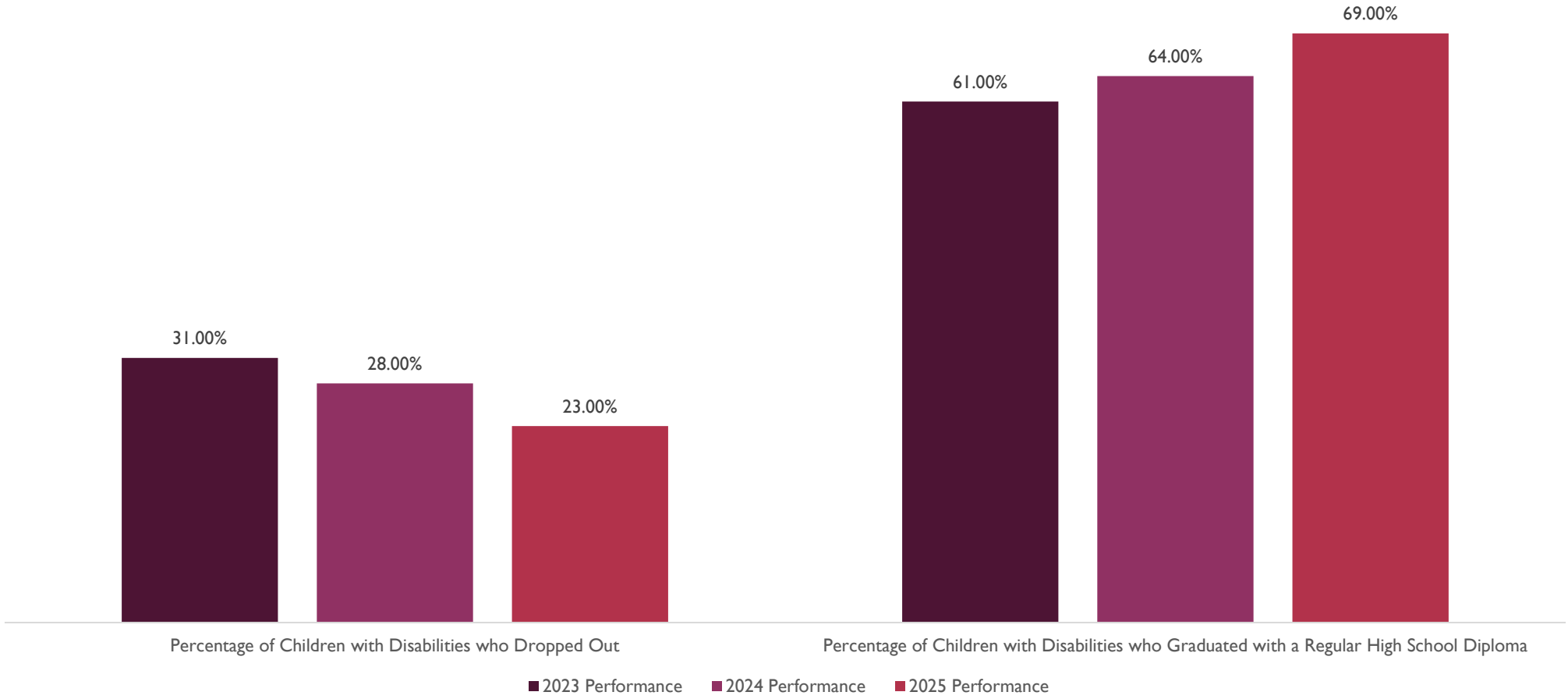
DROP OUT AND GRADUATION



RESULTS MATRIX SCORING

- Scoring based on rank order against other states for:
  - NAEP proficiency
  - Graduation
  - Drop out

- Set percent for participation on NAEP (either 0 or 1)

Results Elements	RDA Score= 0	RDA Score= 1	RDA Score= 2
Participation Rate of 4th and 8th Grade CWD on Statewide Assessments (reading and math, separately)	<95	>=95	N/A
Percentage of 4th grade CWD scoring Basic or above on reading NAEP	<21	21-25	>=26
Percentage of 8th grade CWD scoring Basic or above on reading NAEP	<25	25-30	>=31
Percentage of 4th grade CWD scoring Basic or above on math NAEP	<39	39-45	>=46
Percentage of 8th grade CWD scoring Basic or above on math NAEP	<17	17-22	>=23
Percentage of CWD Exiting School by Graduating with a Regular High School Diploma	<71	71-79	>=80
Percentage of CWD Exiting School by Dropping Out	>20	20-12	<=11

AREAS OF IMPROVEMENT

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- Ind. 4 revised methodology was accepted
- Ind. 11 & 12 – timely evaluations
- Strong in majority of compliance indicators

AREAS TO IMPROVE

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- 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.
    - Graduation improved from 64.68% to 68.95% and SD met our target
    - Dropouts decreased from 27.78% to 23.16% but didn't meet SD target

NEEDS ASSISTANCE NEXT STEPS

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- 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.

NEEDS ASSISTANCE NEXT STEPS

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- The Secretary is requiring South Dakota to work with appropriate Technical Assistance entities.
- The Secretary directs South Dakota to determine the results elements and/or compliance indicators, and improvement strategies, on which it will focus its use of available technical assistance, in order to improve its performance. We strongly encourage South Dakota to access technical assistance related to those results elements and compliance indicators for which it received a score of zero.
- South Dakota must report with its FFY 2024 SPP/APR submission, due February 2, 2026, on:
  - the technical assistance sources from which South Dakota received assistance; and
  - the actions South Dakota took as a result of that technical assistance.

DISTRICT DATA REPORTS

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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 posted in SD STARS in the Special Ed Community section.