South Dakota Special Education Performance Information District Public Report Card for 2022-23

Parker 60-4

60004

Indic#	Indicator	Measurement	2022-23 Target	2022-23 State Rate	2022-23 District Rate	Did District Meet the Target ?
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma (using section 618 data)	68.45%	64.68%	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school (using section 618 data)	18.38%	27.78%	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:				
	Participation Rate	Participation rate for SWD:				
	ELA	Percent of grade 4 students	95.79%	99.34%	Χ	Х
		Percent of grade 8 students	95.00%	98.89%	Χ	Х
3A		Percent of grade 11 students	95.00%	96.82%	N/A	N/A
	Math	Percent of grade 4 students	97.50%	99.30%	Х	Х
		Percent of grade 8 students	95.00%	98.66%	Χ	Х
		Percent of grade 11 students	95.00%	97.03%	N/A	N/A
	Proficiency rate	Proficiency rate on the regular assessment for SWD:				
3B		Percent of grade 4 students	19.14%	19.37%	Х	Х
	ELA	Percent of grade 8 students	10.91%	11.26%	Х	Х
		Percent of grade 11 students	16.33%	15.93%	N/A	N/A
		Percent of grade 4 students	21.22%	22.14%	Х	Х
	Math	Percent of grade 8 students	7.09%	7.33%	Х	Х
		Percent of grade 11 students	3.86%	4.18%	N/A	N/A
	Proficiency Rate	Proficiency rate on the alternate assessment for SWD:				
		Percent of grade 4 students	38.63%	27.73%	N/A	N/A
3C	ELA	Percent of grade 8 students	33.71%	25.00%	Х	Х
		Percent of grade 11 students	56.70%	34.18%	N/A	N/A
		Percent of grade 4 students	54.63%	46.67%	N/A	N/A
	Math	Percent of grade 8 students	39.56%	34.48%	Х	Х
		Percent of grade 11 students	57.36%	36.71%	N/A	N/A

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6C

Separate Classroom

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17.60%

1.26%

18.39%

1.47%

Χ

Χ

Χ

Х

2022-23 Did District 2022-23 2022-23 Indic# Indicator Measurement District Meet the Target **State Rate** Rate Target? Gap in proficiency rate between SWD and all students: Gap Rate Grade 4 students 29.54% 28.11% Χ Χ ELA Grade 8 students 41.14% 38.12% Χ Χ 3D Grade 11 students 49.66% 49.00% N/A N/A Grade 4 students 25.74% 26.26% Χ Χ Math Grade 8 students 32.57% 30.54% Χ Х Grade 11 students 35.49% 33.09% N/A N/A Suspension / 4 Rates of suspension and expulsion: Expulsion Rate^ Did the district have a significant discrepancy in the rates of Suspension / γ 4A Expulsion Rate, suspensions/expulsions of children with disabilities for greater than 10 days 0.00% 0.00% No Overall in a school year? Did the district have a significant discrepancy by race/ethnicity in the rates Suspension / of suspensions/ expulsions of children with disabilities for greater than 10 **4B** Expulsion Rate, By 0.00% 50.00% No Υ days in a school year and is this significant discrepancy the result of policies, Ethnicity practices, and procedures? Percent of children with IEPs in grades K-12 served: 5 LRE for Students Υ 5A Regular Classroom Inside the regular class 80% or more of the day. 76.68% 76.45% 84.48% **5B** Separate Classroom Inside the regular class less than 40% of the day. 5.57% 5.58% 3.45% In separate schools, residential facilities, or homebound/hospital 5C 0.00% Υ Separate Facilities 1.67% 1.41% placements. LRE for Preschool 6 Percent of children with IEPs attending a preschool program: Students Regular early childhood program and receiving the majority of special 6A Regular Classroom 22.75% 19.26% Χ Χ education and related services in the regular early childhood program.

Separate special education class, separate school, or residential facility.

Receiving special education and related services in the home.

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2022-23 **Did District** 2022-23 2022-23 Indic# Indicator Measurement District Meet the Target **State Rate** Rate Target? 7 **Child Outcomes** Percent of preschool children with IEPs Summary 1: Of those children who entered the program below age expectations, the percent who 67.35% 62.92% N/A N/A Social-emotional substantially increased their rate of growth by the time exited. **7**A skills Summary 2: Percent of children who were functioning 72.07% 73.25% Χ Χ within age expectations by the time exited. Summary 1: Of those children who entered the program below age expectations, the percent who 57.12% Χ 55.56% Χ Acquisition and use substantially increased their rate of growth by the time exited. **7B** of Knowledge and Skills Summary 2: Percent of children who were functioning 52.15% 56.05% Χ Χ within age expectations by the time exited. Summary 1: Of those children who entered the 58.81% 51.03% N/A N/A program below age expectations, the percent who Use of appropriate **7C** substantially increased their rate of growth by the time exited. behaviors Summary 2: Percent of children who were functioning 66.36% 64.44% Χ Χ within age expectations by the time exited. Percent of parents with a child receiving special education services who Parent Involvement | report that schools facilitated parent involvement as a means of improving 8 81.50% 88.24% 86.36% Υ services and results for children with disabilities. Did the district have disproportionate representation of racial and ethnic Υ DispropR/E 0.00% 9 0.00% No groups in special education that is the result of inappropriate identification? Did the district have disproportionate representation of racial and ethnic DispropR/E, 10 groups in specific disability categories that is the result of inappropriate 0.00% 0.00% Υ No **Disability Category** identification?

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Indic#	Indicator	Measurement	2022-23 Target	2022-23 State Rate	2022-23 District Rate	Did District Meet the Target ?
11	25 School Day Timeline for Evaluations	Percent of children who were evaluated within 25 school days of receiving parental consent to evaluate.	100.00%	99.39%	Х	Х
12	Transition from Part C to Part B	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.	100.00%	99.59%	Х	Х
13	Transition Planning on IEP by age 16	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.	100.00%	62.94%	N/A	N/A
14	POST-SECONDARY	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.				
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	12.50%	17.06%	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	64.50%	69.71%	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	79.00%	81.47%	N/A	N/A

Any rate that is based on fewer than 10 students in the denominator is represented by 'X'.

The state rate for Indicators 4, 9, and 10 represent the percent of districts that had a significant discrepancy (Indicator 4)/disproportionate representation (Indicators 9 and 10).

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N/A means Not Applicable; the district was not required to participate in the data collection during the identified year OR no students fit the category.

[^]Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.