

Part B State Annual Performance Report (APR) for FFY 2017 Indicator 14

APR Development

In 2008-09 South Dakota established a baseline for Indicator 14 student exiters for each of the three measures A, B, and C which was consistent with the language of the revised measures for Indicator 14, developed new measureable targets for measures A, B, & C, and through a statewide task force identified improvement activities through 2017-2018. The statewide task force included individuals from the Department of Vocational Rehabilitation, members of the Transition Services Liaison Project (TSLP), representatives from Parent Connection, faculty from higher education, current local and state educational agencies, as well as parents. Exiters were students who left school by graduating High School with a diploma, aged out, or dropped out. This current Annual Performance Report for 2016-2017 will report the data for each of the three measures, A, B, and C.

Definitions:

Higher Education (Tier 1) means exiting students who have ever enrolled in Postsecondary School either full or part time, completed at least one term and were enrolled in a University (4 year college) or in a Community College or in a Vocational Technical School (2 year).

Competitive Employment (Tier 2) means exiting students who work for pay, have worked a total of 3 months or more since leaving school, have worked at least 20 hours per week with others who are non-disabled, were paid at least minimum wage and did not appear in Tier 1. This includes exiters who are in the military.

Other Postsecondary Education or training (Tier 3) means exiting students who have ever enrolled in a Postsecondary School either full or part time, completed at least one term in a program that is less than 2 years. This tier includes exiters enrolled in Vocational Training Programs, Job Corps, etc. Students included in Tier 3 would not have appeared in Tiers 1 or 2.

Some Other Employment (Tier 4) means exiting students who have worked for pay for at least 90 days since exiting the K-12 system. This includes the following types of settings: Family members' business, working while incarcerated, sheltered or supported employment, and competitive employment in a training capacity. These exiters did not appear in Tiers 1, 2, or 3.

Disengaged (Tier 5) means students who did not meet the definitions to be included in Tiers 1, 2, 3, or 4.

**Monitoring Priority: Effective General Supervision Part B / Effective Transition
Indicator 14:**

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.
- (20 U.S.C. 1416(a)(3)(B))

Measurement:

- A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.
- B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.
- C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

FFY Measurable and Rigorous Target

Target for FFY 2017:

- A = 15.5%** enrolled in higher education
- B = 68.5%** enrolled in higher education or competitively employed
- C = 81.50%** enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment

Actual Data for FFY 2017:

A=27.35% enrolled in higher education

B=65.81% enrolled in higher education or competitively employed

C=78.63% enrolled in higher education or in some other postsecondary education or training program; or competitively employed in some other employment

The following sections describe the overall 2016-2017 outcomes, including outcomes disaggregated by subgroups of method of exit, gender, and disability, race/ethnicity.

2016-2017 Outcomes

There were a total of 234 respondents to the phone interviews. Each respondent was counted only once in the first category that they matched the definition.

- Tier #1 **64** respondents were enrolled in “Higher Education”
- Tier #2 **90** respondents were engaged in “Competitive Employment” and not counted in Tier 1
- Tier #3 **9** respondents were enrolled in “Some Other Postsecondary or Training” and not counted in Tiers 1 or 2
- Tier #4 **21** respondents were engaged in “some other employment” and not counted in Tiers 1, 2, or 3.
- Tier #5 **50** respondents were “not engaged”

Therefore,

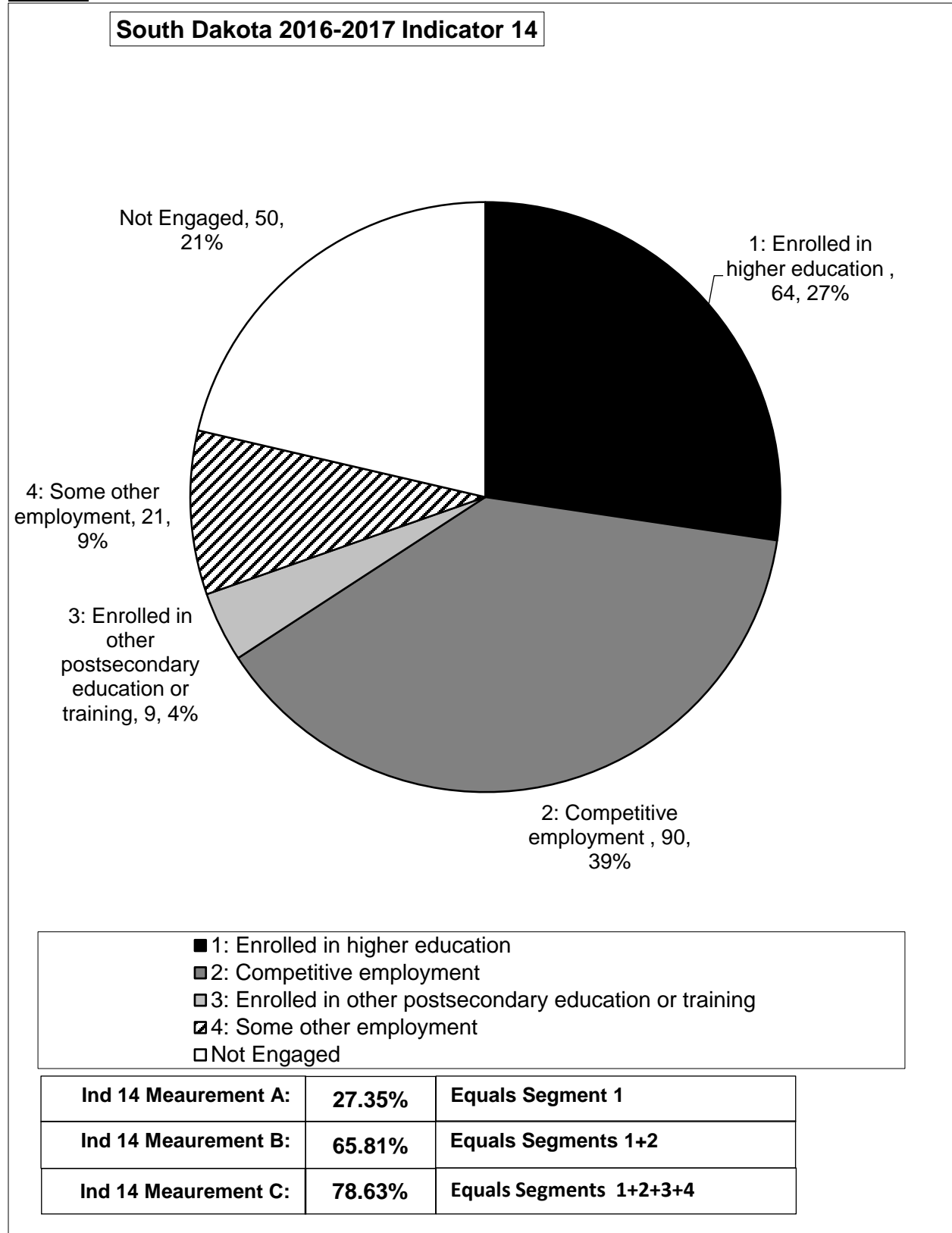
A = 64 (#1) divided by 234 (total respondents) = 27.35%

B = 64 (#1) + 90 (#2) divided by 234 (total respondents) = 65.81%

C = 64 (#1) + 90 (#2) + 9 (#3) + 21 (#4) divided by 234 (total respondents) = 78.63%

Figure 1 shows the outcome categories, the number of leavers in each outcome category and the percentage of leavers in each category. The table below the chart shows the percentages for each measure A, B, & C. South Dakota’s largest percentage of leavers was in “competitive employment” (56%). The second largest percentage of leavers was in “enrolled in higher education” (21%). The remaining categories in order of percentage was, “not engaged” (17%), “some other employment” (5%), and “some other postsecondary education or training” (1%).

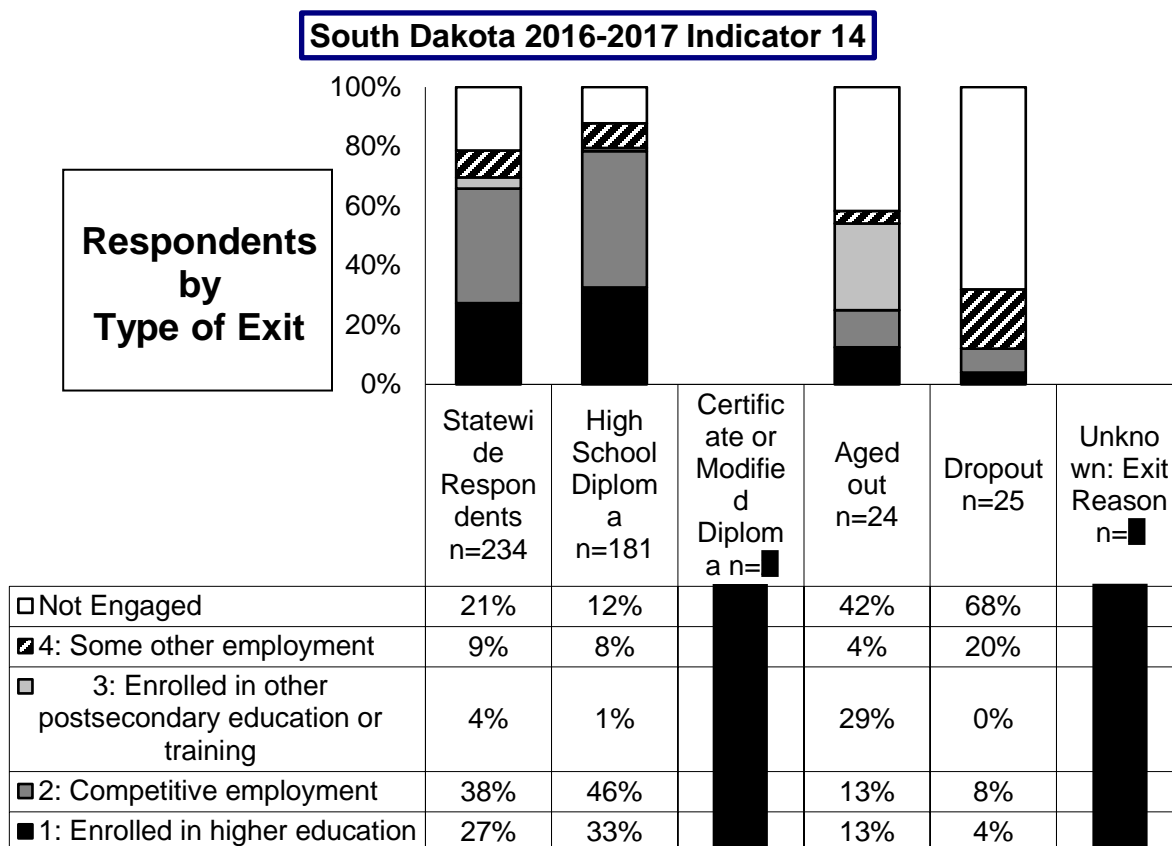
Figure 1. Pie Chart of South Dakota’s Post-School Outcomes for 2016-2017 School Year



Not Engaged

In South Dakota, of the students exiting the K-12 system in 2016-2017, 50 (21%) of exiters surveyed did not meet the definition of being engaged in either Competitive Employment or in Postsecondary Education. Of the 50 exiters identified as not engaged in Tier 5, 14 of them or approximately 28% had been competitively employed or had attended a postsecondary education program. Of the 50 exiters that had been categorized in Tier 5, 11 or approximately 22% had been competitively employed but had not been competitively employed for at least three months. Students that Aged Out were almost four times as likely to not be engaged in any of Tiers 1-4 than were students who graduated with a diploma from High School (12% for High School Diploma vs. 42% for Aged Out) (Figure 2).

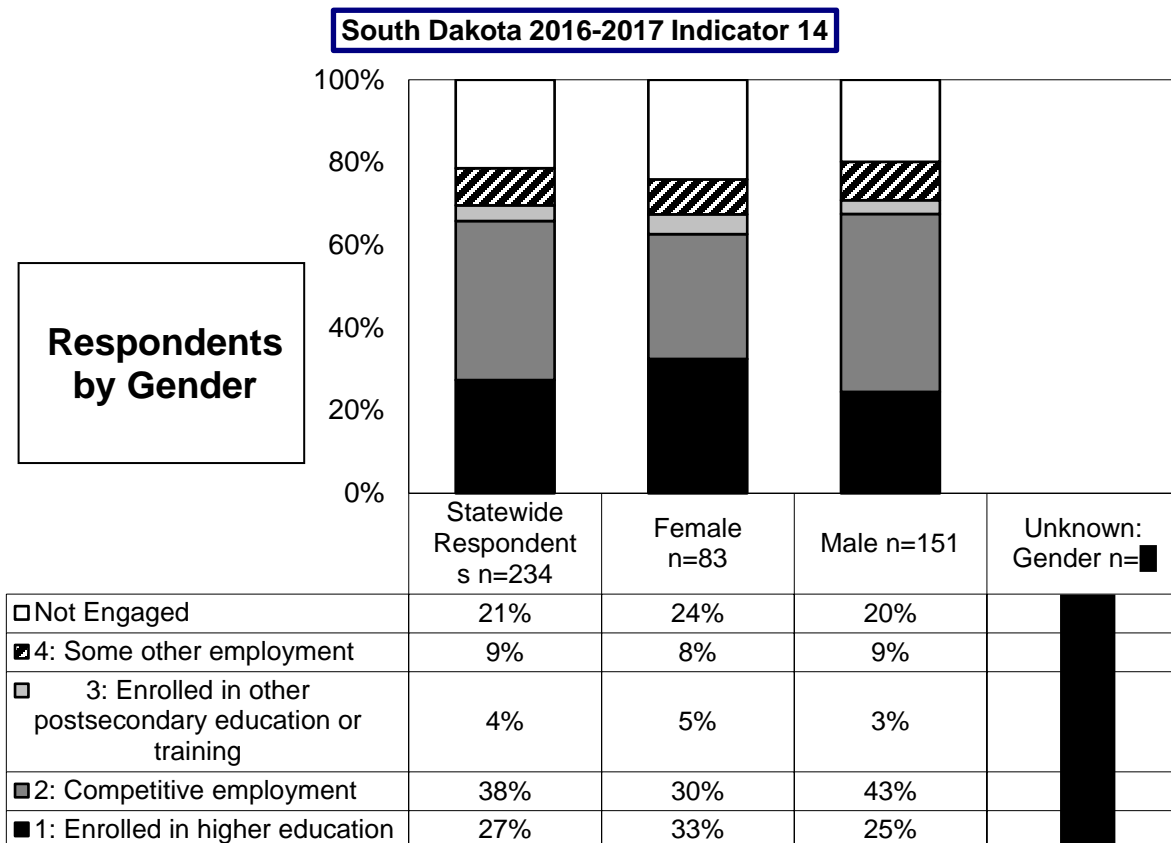
Figure 2: Respondents by Type of Exit 2016-2017



Statewide 39% of exiters (largest group of exiters) were classified as being competitively employed. This represents a 17% decrease from 2015-2016 when approximately 56% of exiters were classified as Competitively Employed. The next largest group of exiters were those enrolled in higher education. This year, 27% of exiters were enrolled in higher education. This is an increase from the 21% enrolled in higher education in 2015-2016. The next largest percentage of exiters by exit type includes those “not engaged.” 21% of exiters were reported

“not engaged” this year, which is an increase from the 17% who were “not engaged” during 2015-2016.

Figure 3: Respondents by Gender 2016-2017



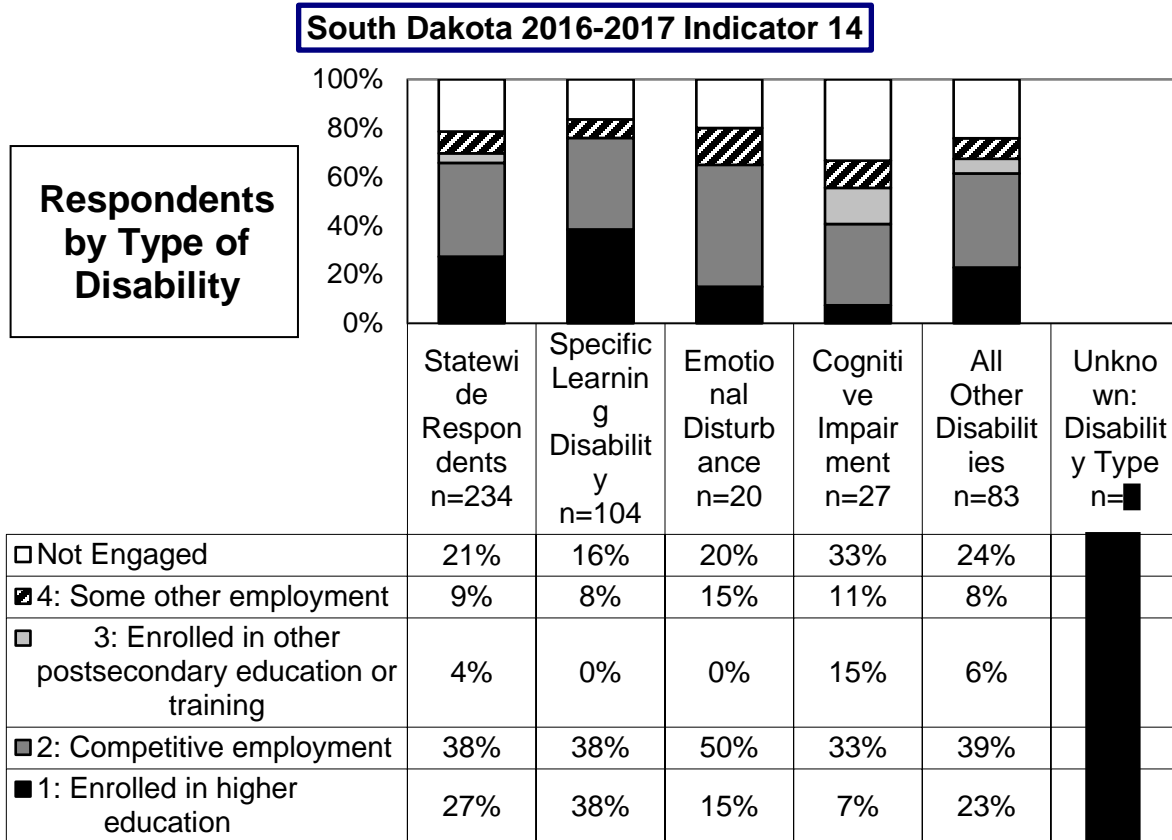
This year, South Dakota has an overall overrepresentation of females. In Tier 1, 33% of females were enrolled in higher education while 25% of males were enrolled. The overall statewide average of exiters enrolled in Higher Education was 27%. This represents a slight increase from last year (2015-2016) when 21% of exiters were identified as being enrolled in higher education. To date, this is the highest percentage of South Dakota students in Tier 1. There was a 5% increase in female enrollment in higher education and an 8% increase in male enrollment in higher education this year. During 2015-2016, female enrollment in higher education was 28%. This year, it was 33%.

The statewide average of exiters engaged in Competitive Employment was 39%. This increase in females enrolled in higher education correlates with the decrease of females competitively employed. Thirty percent (30%) of Female exiters were Competitively Employed this year, as compared to 48% who were competitively employed in 2015-2016. Forty three (43%) of Male exiters were Competitively Employed, a decrease from the 59% who were competitively employed in 2015-2016.

Both Male and Female exiters were engaged in Tiers 3 & 4 (Enrolled in other Postsecondary Education or Training and Some Other Employment) approximately at the same frequency e.g.,

Males 3% and 9% and Females 5% and 8% respectively. Females were not engaged 24% of the time. Males were not engaged 20% of the time.

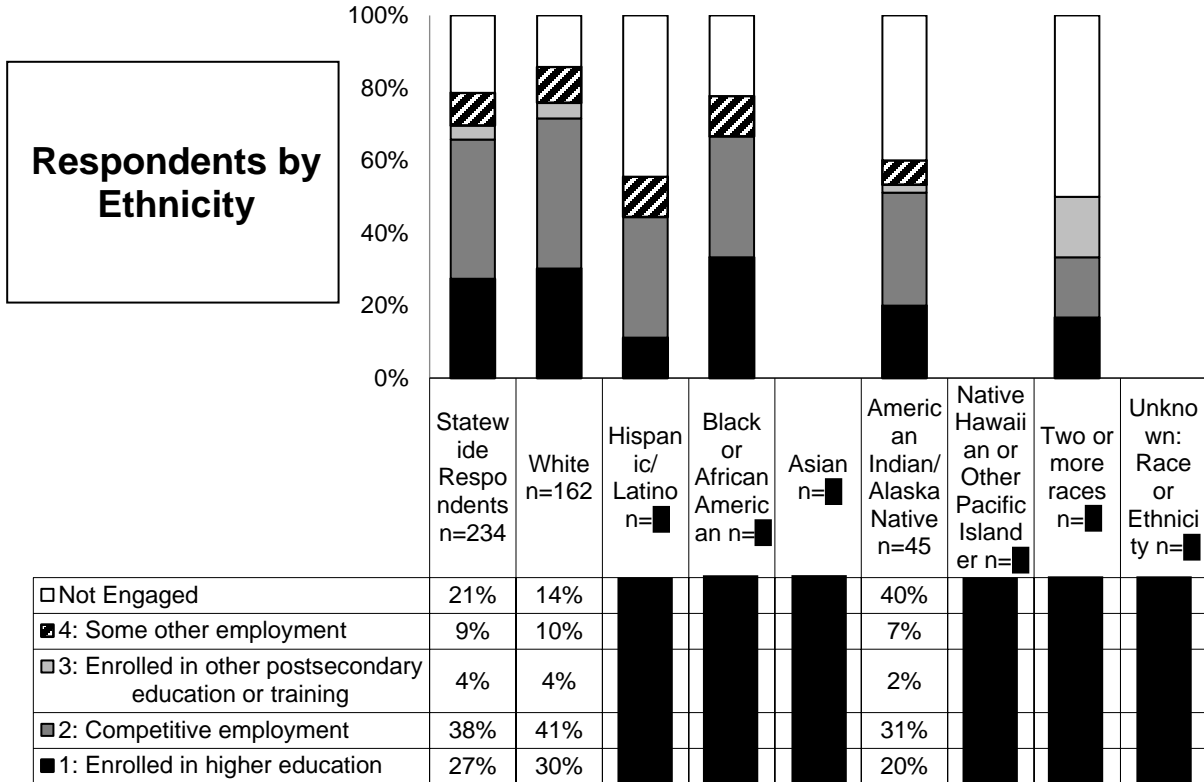
Figure 4: Respondents by Disability 2016-2017



The largest percentage of individuals enrolled in higher education and completing at least one term in school was in the Specific Learning Disability category with 38% of the exiters being enrolled. Seven percent (7%) of exiters from the 2016-2017 school year with a Cognitive Impairment were enrolled in higher education. Those in All Other Disabilities were engaged in higher education 23% of the time and 15% of students with an Emotional Disturbance were enrolled in higher education. The most noted change between this year's data specific to disability type as compared to the data from 2015-2016 is the increase in the percentage of students identified as having a specific learning disability being enrolled in higher education. Last year, 25% of those students were enrolled in higher education as compared to 38% this year. Thirty-eight percent (38%) of exiters with a Specific Learning Disability were identified as being Competitively Employed. Fifty percent (50%) of exiters with an Emotional Disturbance were considered Competitively Employed. Thirty-nine (39%) of exiters included in the All Other Disabilities and 33% of exiters included in the Cognitive Disability were considered Competitively Employed.

Figure 5: Respondents by Ethnicity 2016-2017

South Dakota 2016-2017 Indicator 14



The frequency of exiters that were Native Hawaiian or Asian was too small to report. The n of these respondents by specific ethnicity was below 10. South Dakota’s minimum cell size is 10 so any category with fewer exiters than the minimum are not reported. Only the American Indian and White exiters were reported. Twenty percent (20%) of American Indian, and thirty percent (30%) of White students were reported engaged in Tier 1. The largest percentage of exiters reporting most likely to be engaged in competitive employment (Tier 2) in South Dakota was the group identified as white (38%). This group reported working at least 3 months and for at least 20 hours per week. American Indian reported they were engaged in Tier 2 31% of the time. White ethnicity reported Tier 2 engagement rates of 38% with American Indian reporting 31%.

Four percent (4%) of Caucasians and 2% of American Indian were engaged in some other postsecondary education or training. In Tier 4, some other employment, 10% of White and 7% of American Indians were engaged.

In the past American Indians and Hispanic/Latinos exiters have been approximately three to three and one-half times more likely to be Not Engaged than were exiters that were Caucasian. This year 14% of White were in the not engaged category with 40% of Native Americans reporting being not engaged.

Data Collection Methods

In South Dakota the Office of Special Education Programs established a secured website in 2006 in the Department of Education designed to collect information describing exiting students one year after leaving the K-12 system. This website contains all of the demographic information supplied by school districts for their respective exiters as well as the survey information collected by Black Hills State University one year after students have left the K-12 system. The website is designed in two sections. Section one is called Appendix A and contains selected information provided by individual school personnel and Section two is called Appendix B which contains student information pertaining to engagement in postsecondary education as well as competitive employment. Information in Appendix A provided by the school districts includes the following : Resident School, Student ID, exit status, gender, race, disability, anticipated post school outcome, linkage with adult services, ELL, participation in Project Skills, Youth Leadership Forum, Catch the Wave, and Self Advocacy, as well as ESA. Appendix B (phone/mail survey) contains the following: Person interviewed, have they ever attended any school, training, or education, type of school attended, currently enrolled in school full time or part time, did they complete a term, reason they were never enrolled in school, contact with an adult service agency, ever worked for pay, ever in the military, number of hours worked per week, number of months worked in past year, wage received, reason they have not worked, living situation e.g., family, apartment, and do they have insurance. Information for Appendix A is entered by the school district once the students have exited the K-12 system. Survey information conducted and collected by Black Hills State University begins April 1 of the following year students have exited and is collected through September 30. Each student that has exited receives a mail survey indicating they will be receiving a phone call in the near future to collect data on their postsecondary education and employment status. Exiters that do not want to receive the phone call have the option of completing the mail survey that is enclosed in the letter they receive and returning it. A combination of phone surveys from phone solicitors as well as information provided by several school districts across the state is utilized to collect exit data on all exiters. Historically, using a combination of mail surveys, school district personnel, as well as phone solicitation has resulted in a response rate of 60%+ of all exiting students. This year was an exception to that trend.

Response Rate and Representativeness

A total of 742 students receiving special educations services exited the K-12 system in 2016-2017 in South Dakota. Interviews were conducted or mail surveys returned from 234 of the exiters or their family members for a response rate total of approximately 32% percent with the response rate for the prior year at 56%. This response rate is significantly lower than it has been in the past. This is due to a variety of factors. First, contact phone numbers are less and less accurate each year, even with the enhanced phone list. Second, several callers' productivity

levels decreased this year. The reasons for that are unknown but a lack of valid contact phone numbers may have contributed to this. Last, a couple of key contact school district personnel did not produce the high response rates that they have in the past.

South Dakota used the NTACT Response Rate Calculator (Table 1) to calculate response representativeness in the following areas: 1) Disability, 2) Ethnicity, 3) Gender and 4) Exit Status to determine if the respondent group of students was similar to the total population of exiters for 2016-2017 school year. According to the NTACT Response Rate Calculator, differences between the Respondent Group and the Target Leaver Group of $\pm 3\%$ are important. Negative differences indicate an under-representation of the group and a positive difference indicates over-representation. In the Response Calculator, red is used to indicate a difference exceeding a $\pm 3\%$ interval. As can be seen in the table below the categories of respondents in the areas of ED, ID, Female, Minority, and ELL were similar to All Target Leavers in each area and within the $\pm 3\%$ difference as suggested by the NTACT Response Rate Calculator. The categories of LD, All Other Disabilities and Dropout underrepresented in South Dakota. According to national data trends, an underrepresentation in a Specific Learning Disability (LD) is consistent. This year, 2016-2017, Rural (or geographic location) was a new consideration for determining representation of respondents. Each state can decide how they want to determine geographic location. South Dakota is going to explore several options for considering geographic location representativeness for next year’s cycle of gathering data. If it is determined that South Dakota does not have a mechanism in place for this, the NCES codes may be considered.

NTACT Response Calculator		Representativeness									
	Overall	LD	ED	ID	AO	Female	Minority	Rural	ELL	Dropout	
Target Leaver Totals	742	379	55	84	224	253	217	0	25	125	
Response Totals	234	104	20	27	83	83	72	0	9	25	
Target Leaver Representation		51.08%	7.41%	11.32%	30.19%	34.10%	29.25%	0.00%	3.37%	16.85%	
Respondent Representation		44.44%	8.55%	11.54%	35.47%	35.47%	30.77%	0.00%	3.85%	10.68%	
Difference		-6.63%	1.13%	0.22%	5.28%	1.37%	1.52%	0.00%	0.48%	-6.16%	

Note: positive difference indicates over-representation, negative difference indicates under-representation. A difference of greater than $\pm 3\%$ is highlighted in red. We encourage users to also read the Westat/NPSD paper Post-School Outcomes: Response Rates and Non-response Bias, found on the NPSD website at <http://www.pscenter.org/collecting.html>.

The process South Dakota has found to be effective in keeping the Respondent Representation similar to the Target Leaver representation has been to involve selected individual school district personnel in the data collection process in addition to utilizing phone solicitation, and direct mail surveys. Due to the fact that the respondent rate dropped significantly this year, four action steps will be taken prior to gathering data for 2017-2018 exiters (FFY2018). They include:

1. Have a virtual caller training session using Google Hangouts – the callers hired will be required to attend and an invitation to Special Education Directors and teachers who call for various districts will be offered.
2. Replace two low performing callers with two new callers.

3. Redesign the visual appearance of the mail survey that is sent to exiters with some changes to the question by modifying some of the language to make the questions more student friendly.
4. Recruit special education directors and/or teachers to call for districts with limited respondent success.

Table 2.

Difference between Target Leavers and Respondent Representativeness 2005-2008
Results from current year exiters 2016-2017.

		LD	ED	ID	AO	Female	Minority	ELL	Dropout
A	2006-07	-0.86%	-0.14%	-0.64%	1.63%	-2.02%	-2.13%	-.031%	-0.66%
B	2007-08	-0.17%	-1.35%	0.67%	0.86%	0.97%	-8.59%	0.41%	-6.44%
C	2008-09	0.13%	-0.35%	-1.23%	1.46%	-0.12%	-0.06%	-0.68%	-2.09%
D	2014-15	-1.68%	-0.02%	-1.47%	-0.20%	-2.79%	-0.20%	-0.60%	-2.12%
	2015-16	3.51%	-0.79%	-1.26%	-1.47%	-0.26%	-3.54%	0.14%	-4.11%
	2016-17	-6.63%	1.13%	0.22%	5.28%	1.37%	1.52%	0.48%	-6.16%

*current difference

A-Gathering of baseline information in each category

B-Application of an intervention and measurement of the effects of the intervention

C-Removal of intervention and return to baseline

D-Applying the intervention to determine if there is a return the desired outcome

Intervention: Contacting selected Sped Directors with hard-to-find exiters and having the schools conduct the surveys vs. only using mailings and phone interviews

Comparison of Outcomes for 2008-2009 (baseline year) thru 2016-2017 (current year)

The table below (Table 3) shows the engagement rates for the past nine years during which South Dakota has been reporting outcomes for Indicator 14. In the baseline year of 2008-2009 the Total Engagement Rate was 78.6%. The following three years (2009-2010 to 2011-2012) resulted in about a 1%-5% slippage in engagement rates. The next four years resulted in the highest engagement rate since Indicator 14 data has been collected and nearly 4-7% greater engagement rates statewide than found in the baseline year of 2008-2009. Unfortunately, this

year's data (2016-2017) is lower than trends from the previous four years with a Total Engagement Rate of 78.8%.

Table 3. Improvements and slippage per Tier for nine years 2008-09 thru 2016-2017

YEAR	Tier 1 Higher Ed	Tier 2 Comp Emp	Tier 3 S.O. Educ.	Tier 4 S.O Empl.	Tier 5 Disengaged	Total Engagement Rate
2008-2009	14.6	45.3	7.3	11.4	21.4	78.6%
2009-2010	8.7	48.8	5.3	10.2	27.0	73.0%
2010-2011	10.3	53.1	5.9	7.4	23.3	76.7%
2011-2012	13.3	53.8	5.1	6.7	22.2	78.9%
2012-2013	11.6	60.0	5.6	8.1	14.7	85.3%
2013-2014	20.2*	54.0	1.4	6.2	17.7	81.8%
2014-2015	15.8	60.8	1.7	3.8	17.9	82.1%
2015-2016	20.5	56.0	1.0	5.0	17.0	82.5%
2016-2017	27.4	38.5	3.9	9.0	21.4	78.8%

Began including VTI plus University (all VTI programs are 2 year with diploma)*

Historically, there has been an increase in exiters engaged in Tier 2 (competitive employment). This year's data (2016-2017) reflects a significant increase in Tier 2. Based on the responses gathered, this could be reflective of the consistent increase in exiters enrolled in higher education (Tier 1). The percentage of exiters in Tier 1 who attended a postsecondary school and completed a term is the highest this year that it has been since South Dakota started collecting Indicator 14 data. 27.4% of exiters this year were in Tier 1, an increase of 12.8% compared with the baseline data from 2008-2009. The percentage of exiters in Tier 3 has steadily declined over the past several years but shows a slight increase in 2016-2017 data as compared with 2015-2016 data. This year, 3.9% of exiters enrolled in some other postsecondary training (e.g. Job Corps, training programs, etc...), a decrease of 3.4% since baseline data was collected in 2008-2009. Percentages for Tier 4 have also decreased since 2008-2009. This year's percentage of 9% is 2.4% lower than the percentage of exiters reported in Tier 4 during the baseline 2008-2009 year.

Exiters from the 2012-13 had the highest engagement rate since the baseline year of 2008-09 at 85.3% followed closely by 2014-2015 and 2015-2016 with 82%+ engagement rates. While the

engagement rate for 2016-2017 is lower, it's likely the action steps listed above will result in response from more exiters in future years of gathering data.

Summary

- In 2016-2017 South Dakota had the largest percentage (27%) of students enroll in post-secondary school since data has been collected for Indicator 14 in baseline year (2008-09).
- The average percentage of exiters disengaged over the first 4 years of data collection was 23.5%. In 2015-2016, that percentage was lower at 21%.
- The median total engagement rate in 2011-12 nationwide was 73.5%. South Dakota's total engagement rate this year was 78.8% and has been as high as 85.3% (in 2012-2013).