

# Monthly SPED Webinar

Special Education Programs January 17th, 2023

1

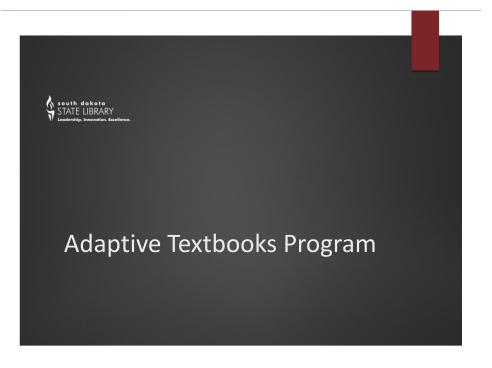


# **Unified Champion Schools**

Julie Briggs - jbriggs@sosd.org

# Braille and Large Print Books State Library

Kate Kosior South Dakota State Library - <u>https://library.sd.gov/</u>



### What Are Adaptive Textbooks?

- Textbooks in Braille
- Textbooks in Large Print

Mandated to be provided by federal statue through the Individuals with Disabilities Education Act (IDEA) for students who are visually impaired or blind.



5



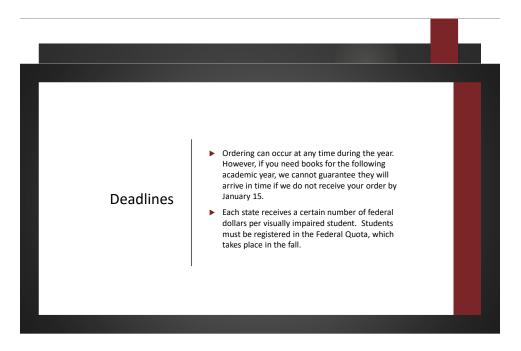
THE AMERICAN PRINTING HOUSE FOR THE BLIND IS THE FEDERAL SOURCE FOR PROVIDING SPECIALIZED MATERIALS FREE OF CHARGE TO STUDENTS.

This is accomplished through a network of institutions around the country who nominate Ex Officio Trustees to run the program in their states. Kate Kosior at the Braille and Talking Book Library is the EOT for South Dakota.

### How Do I Apply for Textbooks for My Students?

- Visit our website at library.sd.gov/btb/apply/index.aspx and fill out the forms for both children and schools.
   The children's application must be signed and approved by the child's parent or guardian in addition to the teacher/principal of the school. We will not be able to process any applications for students until the parent/guardian's signature is in place.
- 2. Download the forms at library.sd.gov/btb/children.aspx
  - Textbook ordering form
  - Payment form

Please fill these out completely before returning. Most commonly, people forget the ISBN or edition numbers. The copyright cannot be more than 5 years old.



### Textbooks Come From...

Whenever possible, we use textbooks in our inventory If we do not have a textbook, we look to other states to borrow a copy If we cannot procure a copy in these ways, we must order a new textbook. The school will incur the cost.

### 9



Books are sent to us by the publisher, and we add them to our inventory. Then the books are shipped directly to the requesting educator for the student.

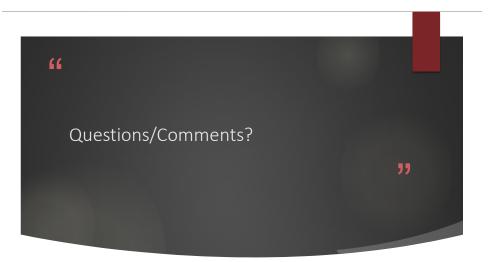
We can add educational materials, workbooks, and other materials besides textbooks depending upon a student's needs. Visit aph.org/shop to browse. Be sure to look for items marked Federal Quota for materials that can be obtained 'free' with those federal dollars.

Please call Lynda Lowin, Educational Materials Coordinator, for more information at 605-773-4914 or email Lynda.lowin@state.sd.us

### Other Resources

- Talking Books
- NFB-NEWSLINE
- Virtual Programming
- Summer and Winter Reading programs for students and children
- Braille eReaders
- BARD Audio Service
- BookShare
- General Overview of program: <u>https://ataem.org/obtaining-aem/federal-quota</u>
   \*\*\*Our dates vary from Ohio's

### 11



Feel free to contact Lynda Lowin or me at Kate.Kosior@state.sd.us or 605-773-5081 any time.

# SD Legislative Session Updates

### sdlegislature.gov

Meetings	Session Bills					
Documents						
= Notes	Add a new Bill List					
🧀 Administrative Rules						
🚊 Statutes	Name					
n Bills						
📜 Session Committees	ADD					
Te Interim Committees	Notify me my bill hearing schedule each legislative day					
T Archives	Notify me when a new version of one of my bills is available					
Notifications	My Bill Lists					
Dark Theme	2023_Education Number of Bills:11	+	$\geq$	٥	(©	Ĩ
	2023_General Number of Bills:8	+	$\geq$	۵	(©	Î
	2023_Special_Ed Number of Bills:4	+	$\sim$	٥	(©	Î

13

# Disability/Special Education Bills

HB 1014	update provisions related to the licensure of speech-language pathologists and speech-language pathology assis
SB 9	modify discharge notice procedures applicable to developmentally disabled persons.
SB 10	expand certification options for interpreters for the deaf.
SB 37	revise provisions pertaining to the South Dakota School for the Deaf.

# DOE Bills and Upcoming Presentations

revise property tax levies for school districts and to revise the state aid to general and special education formulas.

modify provisions regarding educator complaints.

### • Upcoming Presentations

- House Ed 1/18/23
- Senate Ed 1/19/23
- Joint Committee on Appropriations 1/25/23
- Stream at SD.net

SB 24

SB 39





2023 Parent-Nominated

# Special Education Staff of the Year

• Nominations accepted through February 10th.



• Nominations can be mailed to the Department of Education (address on form) or emailed to Brandi Gerry (<u>brandi.gerry@state.sd.us)</u>.

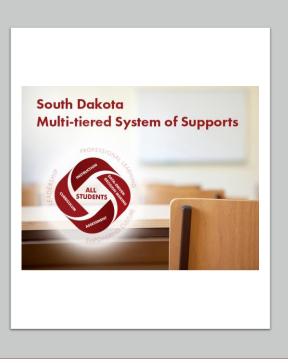
• Winner will receive free registration for the 2023 SD Special Education Conference in Deadwood AND be recognized at the award luncheon on March 14th.

• Contact Brandi Gerry for a copy of the nomination form.

# Apply for 2023 MTSS Cohort (RTI or PBIS)

• Applications due Feb 17, 2023

• District notification – mid-March



# Questions?

 RTI – Brandi Gerry (brandi.gerry@state.sd.us)

• **PBIS** – Rebecca Cain (rebecca.cain@state.sd.us)

### 19

# Family Literacy: Train the Trainer

- Partner with families to improve literacy outcomes.

- Participants will leave with all materials needed to facilitate family literacy trainings in their district.

### 4 Locations

### (Register on Go Sign Me Up)

- Watertown (Feb 10)
- <u>Sioux Falls</u> (Feb 17)
- Rapid City (March 28)
- Chamberlain (March 29)



# Winter Assessment Workshops

- Winter Assessment Workshops are available to help Assessment Coordinators prepare for the 2023 Summative Assessments:
  - January 18 in Pierre
  - January 19 in Rapid City
  - January 31 in Aberdeen
  - February 1 in Sioux Falls
  - February 2 in Sioux Falls
  - February 13 virtual



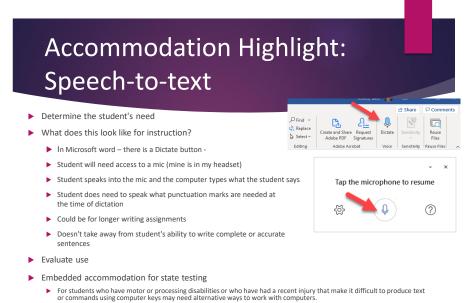
• Join us! Register at https://southdakota.gosignmeup.com/



- Utilizing Interim Assessments prior to the Summative Assessments:
  - Helps students become familiar with the testing system, types of questions, and digital tools
  - Can reduce test anxiety for the summative assessment
  - May increase student participation and proficiency on the summative assessment
- Contact <u>DOEassessment@state.sd.us</u> with any questions about interim assessments.

# Alternate Assessment Participation

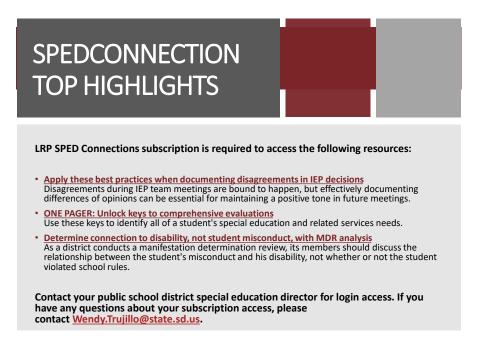
- The list of students participating in the Alternate Assessment was pulled from Infinite Campus in December.
- If an IEP team ADDS or REMOVES a student from alternate assessment participation between now and the testing window, please:
  - 1. E-mail the student's name and district to DOEassessment@state.sd.us
  - 2. Update box for "Participates in Alt. Assessment" in the Enrollments Tab in Infinite Campus.
- If you have any questions regarding eligibility for alternate assessment, visit <u>https://doe.sd.gov/assessment/alternate.aspx</u> or contact Stacy Holzbauer at <u>stacy.holzbauer@state.sd.us</u> or 605-295-3441.



- Not for student who type slowly
- Must be using for daily instruction
- Set at the state level

# Accommodations marked in TIDE at state level

- Requests to mark accommodations in TIDE (test information distribution engine) need to be send by Feb 1st (soft deadline)
  - Non-embedded accommodations
  - Reading passages for ELA
  - Speech-to-Text and/or Word Prediction (embedded)
  - Print on Demand
- Requests made through the TIDE system
  - In the Forms section
  - Check to see if you have the right permissions for the requests
  - Work with your district or school assessment coordinator



Accountability	

# Internal Review

- All Public Districts Required
- Internally each special education case manager must complete a file review.
- Completed by June 1 annually
- District Sped Director submit areas identified to state by June 1 annually
  - <u>https://forms.office.com/g/9fXysUUuP3</u>
- Information on Accountability Website
  - Under Section "Results Driven Accountability"
  - Contact <u>Melissa.Flor@state.sd.us</u> or 605-773-6119 for more information.





# Indicator 7 Preschool Outcomes

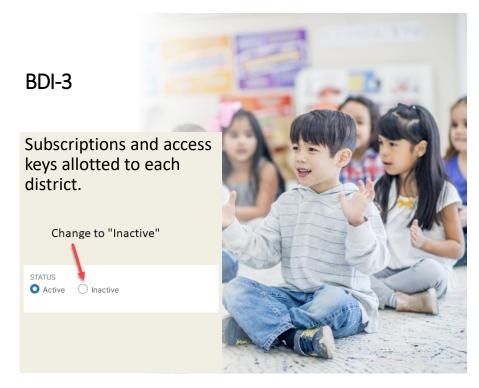
Is each student's:

- BDI-2 Program Note entered?
- BDI-3 Program Label entered?
- Evaluation complete?
- SIMs # entered correctly?
- Name and birthdate correct?

BDI-3:

• Has the electronic record form been committed?





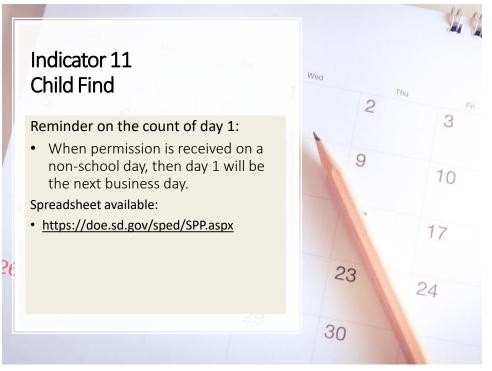
EdPlan Indicator 11 Indicator 12

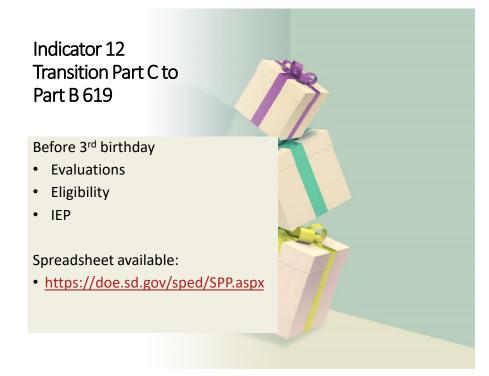
Emails

https://doe.sd.gov/sped/SP P.aspx

- Directions
- Spreadsheet
- Reporting Guide









# Transition – Catch the Wave Events

One day event designed for high school student who have a disability and are considering a post-secondary experience at a university or technical college

- Feb 23 MTI Mitchell (contact <u>Miah.Gillen@state.sd.us</u>)
- Mar 22 SDSMT Rapid City (contact <u>dhalverson@bhssc.org</u>)
- Mar 23 USD Vermillion (contact <u>Bev.Peterson@state.sd.us</u>)
- Mar 28 LATI Watertown (contact <u>Cate.Diede@state.sd.us</u>)
- Apr 4 NSU Aberdeen (contact <u>Cate.Diede@state.sd.us</u>)

# Transition Round Up

Webinar for High School Special Ed teachers to gather some information around a topic, ask questions, and connect with other high school special education teachers around the state

- January Topic: Benefits and Importance of Assistive Technology for High School Students
- Jan 25 3-4 pm CT (2-3 pm MT)
- Join Zoom Meeting - <u>https://us02web.zoom.us/j/89309154610?pwd=THM4dGROZW5YanhmVFI</u> <u>kaytLTDIEUT09</u>
- Link can also be found on www.tslp.org
- Round up will be recorded and posted on the TSLP website

37



February 21st, 2023

Monthly SPED webinars are no longer posted online Monthly handouts can be found at <u>https://doe.sd.gov/sped/directors.aspx</u> Special Education Programs State Performance Plan FFY2021

39

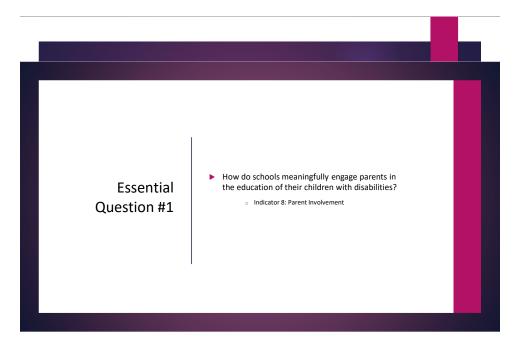
# What is the State Performance Plan (SPP)/Annual Performance Report (APR)?

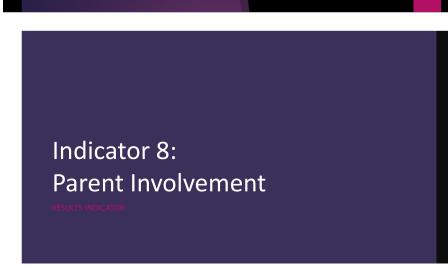
- The Individuals with Disabilities Act (IDEA) of 2004 requires all states to have in place a plan that describes how each state will improve results for students and comply with IDEA.
- ▶ This is a 6-year plan (FFY20-25) with 17 indicators
- Submitted annually to the federal Office of Special Education Programs (OSEP).
- OSEP uses the SPP to determine whether states are meeting requirements
- The State makes Local Education Agency (LEA) determinations using the data districts submit for the SPP/APR.

# **17** Indicators

- Compliance
  - Measures compliance with requirements of the IDEA.
  - OSEP sets targets that must be met or corrective action is required
- Results
  - Measures child and family outcomes
  - States set targets to show improvement over the baseline
  - If states are not meeting targets, they must provide reason and develop strategies for improvement

RESULTS INDICATORS	COMPLIANCE INDICATORS
Indicator 1: Graduation	Indicator 4B: Suspension/Expulsion by Race/Ethnicity
Indicator 2: Dropout	Indicator 9: Disproportionate Racial/Ethnic Representation
Indicator 3: Statewide Assessment	Indicator 10: Disproportionate Racial/Ethnic Representations in Specific Eligibility Categories
Indicator 4A: Suspension/Expulsion	Indicator 11: Child Find
Indicator 5: Educational Environments	Indicator 12: Early Childhood Transition
Indicator 6: Preschool Environments	Indicator 13: Secondary Transition
Indicator 7: Preschool Outcomes	Indicator 15: Resolution Sessions
Indicator 8: Parent Involvement	Indicator 16: Mediation
Indicator 14: Post-School Outcomes	
Indicator 17: SSIP-SIMR	







### 1) Parent Involvement:

- % of parents who report that their school facilitated parent involvement
- ► Target required

### 2) Response Rate:

- ▶ % of parents who respond to the survey
- ► No target required



### What is the data source and How is it calculated?

### Data Source:

▶ The Parent Survey consists of 12 survey items that address Communication, Partnership, IEP, and Information. Paper and on-line versions are available. DOE provides Parent Surveys and envelopes to districts in June/July. Districts provide surveys to parents, which must be completed by May 31.

### **Calculations:**

- Parent Involvement Score equals:
  - # parents who responded positively / # parents who responded X 100
- Response Rate equals:
  - # parents who responded / # parents who received survey X 100

### 45



all Parent	nt		

Overall Parent Involvement Score		2017-18	2018-19	2019-20	2020-21
State	84.74%	88.41%	87.77%	87.74%	86.20%
Target	78.00%	78.50%	79.00%	79.00%	81.00%

SD historically has a high response rate

2016-17	2017-18	2018-19	2019-20	2020-21
18,398	19,175	19,709	20,060	21,763
6,869	7,017	7,072	6,019	5,557
37.34%	36.59%	35.88%	30.00%	25.53%

# FFY21 Results

### Parent Involvement Score:

	Target Percentage for	# of Parents Who	# of Parents Who	Percent Across the	Did the State Meet
	2021-22	Received a Score	Met Indicator	State	the Target?
Overall Parent Involvement Score	81.00%	5,684	4,961	87.28%	Yes

### Response Rate:

Number of Parents Who Received the Parent Survey:	
Number of Parents Who Completed the Parent Survey:	5,684
Percentage of Parents Who Completed the Parent Survey:	25.48%

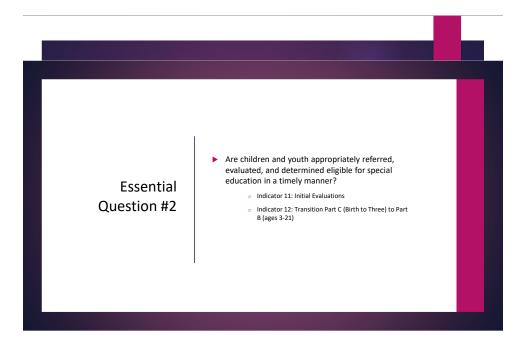
47

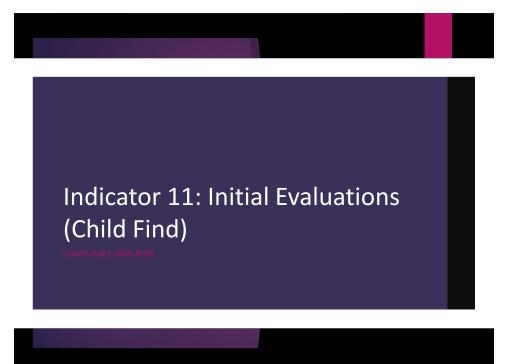


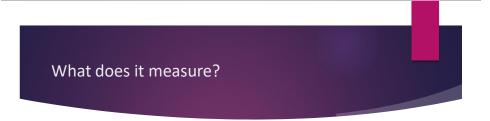
### Response Rate by Demographic Group:

- State must analyze race/ethnicity and one other demographic
- Due to SD's high response rate and district participation across geographical areas, the survey results ARE representative of all racial/ethnic groups and disability categories.

# Feedback and Questions?







**Compliance Indicator**: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

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

Measurement: South Dakota 25-school day timeline

- > a. # of children for whom parental consent to evaluate was received.
- b. # of children whose evaluations were completed within 25 school-days
- Account for children included in (a), but not included in (b). Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

# What is the data source and How is it calculated?

Data Source: State electronic database created by SEP (new system beginning FFY 2022)

- Includes data for the entire reporting year
- Actual days not average
- Entered in system directly or by uploading a spreadsheet
- Due August 1

### Calculation:

Percent = [(b) divided by (a)] times 100

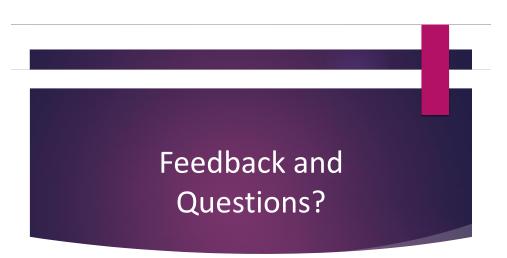


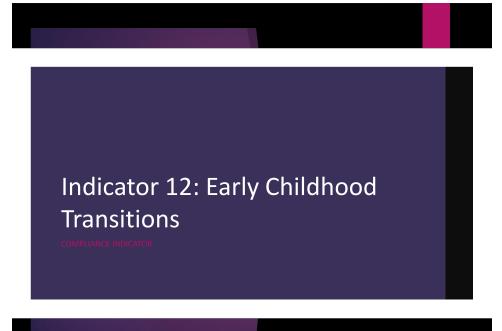
Historical Data								
Baseline Year Baseline Data								
2005		99.86						
2016	2017	2018	2019	2020				
100%	100%	100%	100%	100%				
99.69%	99.89%	99.94%	99.85%	99.67%				
	2005 2016 100%	2005 2016 2017 100% 100%	2005 2016 2017 2018 100% 100% 100%	2005         99.86           2016         2017         2018         2019           100%         100%         100%         100%				

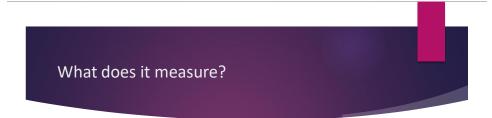
FFY21 Results	

FFY 2021 SFP/APR Data								
(a) Number of children for whom parental consent to evaluate was received	(b) Number of children whose evaluations were completed within 60 days (or State- established timeline)	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage		
5593	5588	99.67%	100%	99.91%	Did not meet target	No Slippage		
Number of children included in (a) but not included in (b)								

Percent = [(b) ÷ (a)] x 100







Compliance indicator: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

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

### Measurement:

- ▶ a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
- > b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
- > c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.
- e. # of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.
- f. # of children whose parents chose to continue early intervention services beyond the child's third birthday through a State's policy under 34 CFR §303.211 or a similar State option.
- Account for children included in (a), but not included in b, c, d, e, or f. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed, and the reasons for the delays.

# What is the data source and How is it calculated?

Data Source: State electronic database created by SEP (new system beginning FFY 2022)

- Includes data for the entire reporting year
- Entered in system directly or by uploading a spreadsheet
- Due September 1

### Calculation:

Percent = [(c) divided by (a - b - d - e - f)] times 100.

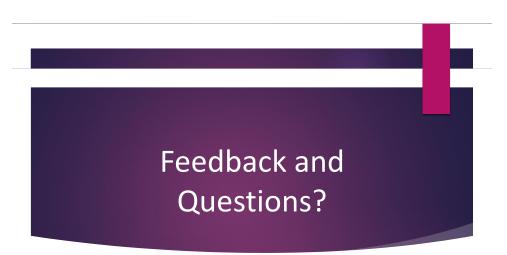


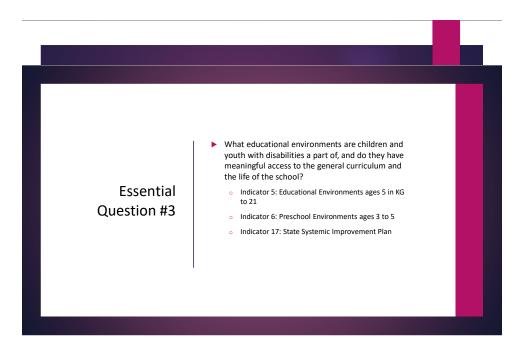
Historical Data							
	Baseline Year		Baseline Data				
2005			100				
FFY	2016	2017	2018	2019	2020		
Target	100%	100%	100%	100%	100%		
Data	99.77%	97.72%	96.65%	NVR	99.23%		

# FFY21 Results

FY 2021 SPP/APR Data									
a. Number of children who ha	ve been served in Part C an	d referred to Part B for Part B el	gbility determination.	665					
b. Number of those referred d birthday.	fetermined to be NOT eligib	le and whose eligibility was dete	mined prior to third		1	66			
c. Number of those found elig	ible who have an IEP develo	ped and implemented by their t	hird birthdays.		4	87			
d. Number for whom parent r exceptions under 34 CFR §300		caused delays in evaluation or in	itial services or to whom	0					
e. Number of children who were referred to Part C less than 90 days before their third birthdays.				1					
I Number of children whose parents chose to continue early intervention services beyond the child's third birthday through a State's policy under 34 CFR §303.211 or a similar State option.				0					
Measure	Numerator (c)	Denominator (a-b-d-e-f)	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage		
Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	487	498	99.23%	100%	97.79%	Did not meet target	Slippage		

Percent = [(c) divided by (a - b - d - e - f)] times 100







### What does it measure?

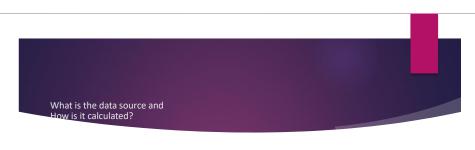
# IEP team's goal is to include students in general education curriculum to maximum extent possible.

Percent of children with IEPs aged 5 (in school) through 21 served:

- A: Inside the regular class 80% or more of the day (general education with modification);
- B: Inside the regular class less than 40% of the day (self-contained); and
- C: <u>In separate schools, residential facilities, or homebound/hospital</u> placements.

Wording underlined is South Dakota terms

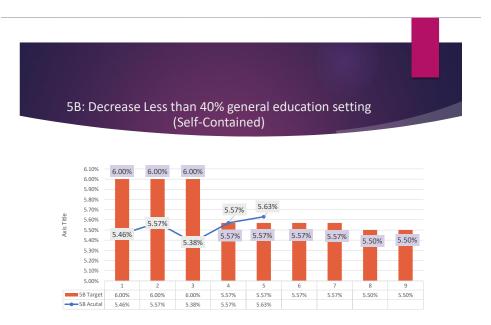




- IEP Team determines how to provide services and supports needed to remain in the classroom to maximum extent.
- Must correctly document location and time of special education services
- Calculate the time included with peers
- Enter the final calculation into Infinite Campus
- Data is finalized during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

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





### 5C: Goal Decrease Separate Facility, Residential and Home/Hospital





Ed Environment	# of children with IEPS met category 5-21	Total # of children with IEPS 5- 21	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage	Comments
General Ed (80 to 100)	15,446	20,454	75.96%	75.96%	75.52%	Did not meet target	No Slippage	Decreased by .48%
Self-Contain (less than 40%)	1,151	20,454	5.57%	5.57%	5.63%	Did not meet target	No Slippage	Increased by .06%
Separate facility, residential, home/hospital	281	20,454	1.67%	1.67%	1.31%	Met Target	No Slippage	Decreased by .03%

# Feedback and Questions?



#### What does it measure?

**Results indicator:** Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.
- C. Receiving special education and related services in the home.
- (20 U.S.C. 1416(a)(3)(A))

#### 73

## What is the data source and How is it calculated?

#### Data Source:

Infinite Campus Least Restrictive Environment - Same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in EDFacts file specification FS089.

#### **Calculation:**

- A. Percent = [(# of children ages 3, 4, and 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children ages 3, 4, and 5 with IEPs)] times 100.
- B. Percent = [(# of children ages 3, 4, and 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children ages 3, 4, and 5 with IEPs)] times 100.
- C. Percent = [(# of children ages 3, 4, and 5 with IEPs receiving special education and related services in the home) divided by the (total # of children ages 3, 4, and 5 with IEPs)] times 100.

#### **Historical Data**

Historical Data – 6A, 6B						
Part	FFY	2016	2017	2018	2019	2020
A	Target >=	21.45%	21.55%	21.65%	21.65%	21.76%
A	Data	24.02%	24.24%	23.33%	23.79%	21.76%
в	Target <==	16.26%	16.16%	16.16%	16.16%	18.15%
в	Data	13.72%	14.45%	14.85%	13.62%	18.15%

#### Services in the home, letter C, new in 2020.

Baselines for Inclusive Targets option (A. B. C)						
Part	Baseline Year	Baseline Data				
A	2020	21.76%				
В	2020	18.15%				
c	2020	1.27%				

#### 75



Y 2021 SPP/APR Data - Aged 3 through 5								
Preschool Environments	Number of children with IEPs aged 3 through 5 served	Total number of children with IEPs aged 3 through S	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage	
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	395	1,851	21.76%	22	21.34%	Did not meet target	No Slippage	
B. Separate special education class, separate school or residential facility	356	1,851	18.15%	17.93	19.23%	Did not meet target	Slippage	
C. Home	16	1,851	1.27%	1.27	0.86%	Met target	No Slippage	

Percent = [(# of children ages 3, 4, and 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program] divided by the (total # of children ages 3, 4, and 5 with IEPs)] times 100. Determent [# of children ages 4, and 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children ages 3, 4, and 5 with IEPs)] times 100. C Percent = [[# of children ages 3, 4, and 5 with IEPs receiving special education and related services in the home) divided by the (total # of children ages 3, 4, and 5 with IEPs)] times 100.

# Feedback and Questions?



#### What does it measure?

► Multi-year plan to improve outcomes for students with disabilities. States choose their own focus, target group, and goal.

▶ Based on stakeholder input and feedback (2021), South Dakota identified reading proficiency among students with specific learning disabilities, other health impairments, and speech and language disabilities in grades 3-5 as the focus for the SSIP.

SSIP activities are a combination of supports provided directly to districts (SD MTSS RTI and SD SPDG) and trainings offered to all districts in the state.

	urable Results (SiMR): Stuo will increase 3 <sup>rd</sup> grade read		ing Disability, Other Healti percentage points for eac		
Standards of Action	If	Then	Near Result(s)	Far Result(s)	
TSS/Data-Driven recision Making	General and special education teachers understand and apply evaluation data (e.g., benchmark, state test, progress monitoring) to inform instructional decision making The state supports LEAs with PD for	Instructional practices will improve.	Students with disabilities will receive high quality foundational reading		What
eracy/Instruction	general and special education teachers in the implementation of evidence- based foundational reading instruction	teachers will implement evidence-based foundational reading instruction for all students.	instruction in the core classroom. Students with disabilities will receive	Students with disabilities will	does it measure?
Coaching	Schools have building level coaches who can provide TA surrounding evidence-based practices (TBN) in: • Foundational reading instruction • Classroom/behavior management • Assessment and student data Lesson planning/delivery • Student engagement	General and special education teachers will effectively implement EBPs in: • Toundation rading instruction • Cassa comboliavior • management • Resemment of machine data • Lesson planning/dolivery • Student engagement	consistent support, accommodations, and instruction across settings. Families will become strong partners in the IEP process and will	experience higher reading proficiency rates.	measuree
Family Engagement	Schools share and explain information on a child's progress related to foundational reading and discuss how families can be involved in the development of thore skills	Families will be engaged with the school and be more equipped to support learning at home.	support learning at home.		

### What is the data source and How is it calculated?

- Data is collected from districts participating in SPDG and MTSS initiatives
  - A: SWD in all categories in grades 3-5
  - ▶ B: SWD in grades 3-5 in the categories of SLD, OHI, and S/L
- Two primary data sources:
  - Statewide ELA assessment
  - District benchmark assessments (varies by district)
- Comprehensive evaluation plan: data collection and analysis across all areas in Theory of Action (<u>https://doe.sd.gov/sped/documents/22-23-EvalPlan.pdf</u>)



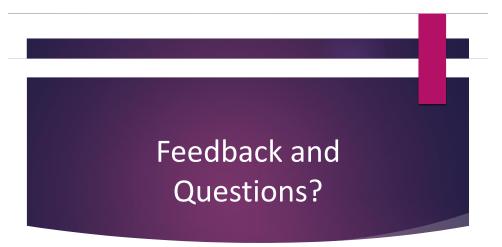
Historical Data	Historical Data									
Part	Baseline Year	Baseline Data								
A	FFY2021	18.31%								
В	FFY2021	18.12%								

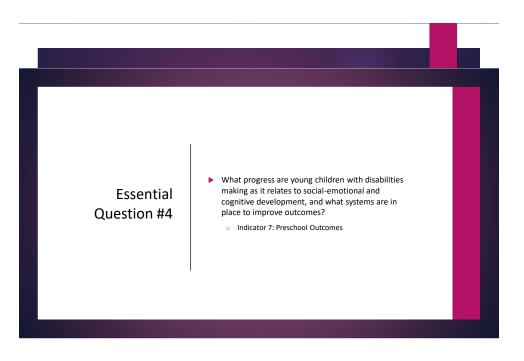
Targets					
FFY	2021	2022	2023	2024	2025
Target A >=	18.31%	18.94%	19.56%	20.81%	23.31%
Target B >=	18.12%	18.75%	19.37%	20.62%	23.12%

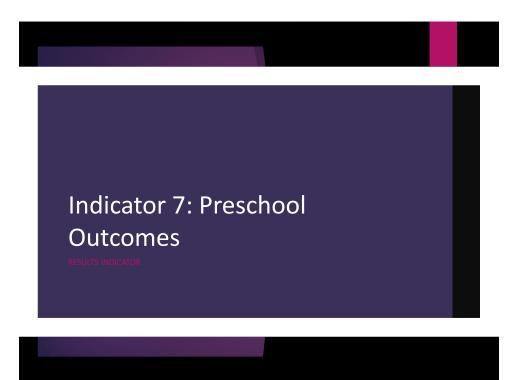
#### FFY21 Results

#### FFY 2021 SPP/APR Data

	# of SWD in grades 3-5 who scored proficient on the state reading test	# of SWD in grades 3-5 who took the state reading test					
Part	(for Part B = only those students with specific learning disability, speech language impairment, or other health impairment)	(for Part B = only those students with specific learning disability, speech language impairment, or other health impairment)	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
Α	138	703	18.31%	18.31%	19.63%	Met	
В	111	545	18.12%	18.12%	20.37%	Met	







#### What does it measure?

**Results indicator:** Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.
- (20 U.S.C. 1416 (a)(3)(A))

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

87

### What is the data source and How is it calculated?

#### Data source:

- Battelle Developmental Inventory
- Student data entered by June 30

#### Calculation:

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 1: Percent = [(# of preschool children reported in progress category (c) plus # of preschool children reported in category (d)) divided by (# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d)] times 100.

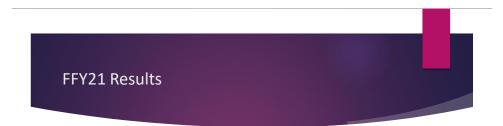
Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

**Measurement for Summary Statement 2**: Percent = [(# of preschool children reported in progress category (d) plus # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e))] times 100.

#### Historical Data

al Data							
Part	Baseline	FFY	2016	2017	2018	2019	2020
A1	2018	Target >=	79.15%	79.25%	79.35%	79.35%	67.11%
A1	67.11	Data	71.65%	70.00%	67.11%	67.74%	70.02%
A2	2018	Target >=	84.15%	84.25%	84.35%	84.35%	71.79%
A2	71.79	Data	81.95%	80.64%	71.79%	73.43%	72.37%
B1	2018	Target >=	67.50%	68.50%	69.50%	69.50%	56.71%
B1	56.71	Data	67.97%	62.41%	56.71%	57.74%	56.10%
B2	2018	Target >=	55.96%	56.96%	57.96%	57.96%	51.89%
B2	51.89	Data	59.39%	56.87%	51.89%	47.74%	50.17%
C1	2018	Target >=	70.10%	71.10%	71.60%	71.60%	58.35%
C1	58.35	Data	68.97%	61.49%	58.35%	60.06%	60.78%
C2	2018	Target >=	72.10%	72.60%	73.60%	73.60%	66.13%
C2	66.13	Data	72.80%	71.14%	66.13%	66.72%	63.58%

#### 89



#### Targets – Positive social-emotional skills including relationships -Preliminary

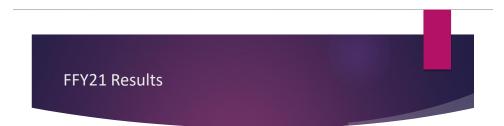
Outcome A	Numerator	Denominator	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
A1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. <i>Calculation:</i> ( <i>crdb</i> ( <i>a+b=crd</i> )	322	487	70.02%	67.11	66.12%	Did Not Meet Target	Slippage
A2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. <i>Calculation:</i> ( <i>d</i> + <i>e</i> )( <i>a</i> + <i>b</i> + <i>c</i> + <i>d</i> + <i>e</i> )	718	1.005	72.37%	71.79	71,44%	Did Not Meet Target	No Slippage

# FFY21 Results

#### Targets – Acquisition and use of knowledge and skills - Preliminary

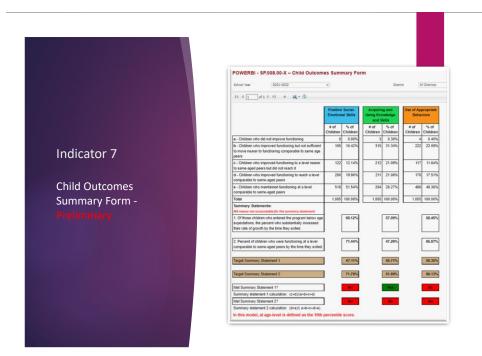
Outcome B	Numerator	Denominator	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
B1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased	423	741	56.10%	56.71	57.09%	Met target	No Slippage
their rate of growth by the time they turned 6 years of age or exited the program. Calculation: (c+d)/(a+b+c+d)	165		20.10%		310070	uner ron Nex	no subbage
B2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age	475	1,005	50.17%	51.89	47.26%	Did not meet target	Slippage
crevited the program. Calculation: (d+e)/(a+b+c+d+e)							

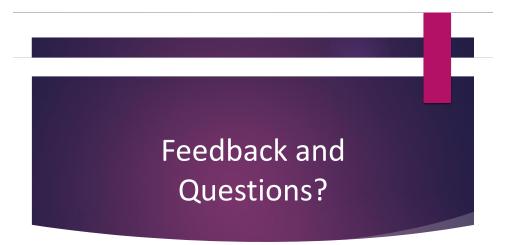
#### 91

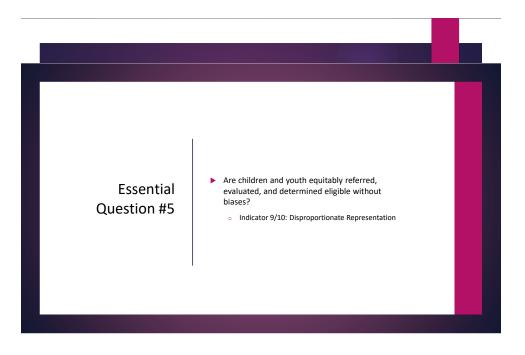


#### Targets – Use of appropriate behaviors to meet their needs - Preliminary

Outcome C	Numerator	Denominator	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
C1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	293	519	60.78%	58.35	56.45%	Did not meet target	Slippage
C2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program.	662	1.005	63.58%	66.13	65.87%	Did not meet target	No Slippage









#### What does it measure?

Indicator 9 Measurement: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

• Includes all students on an IEP by race/ethnic group.

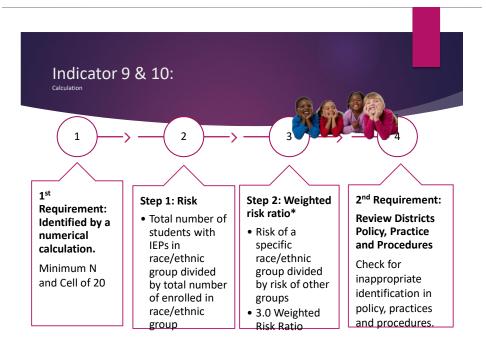
Indicator 10 Measurement: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.  Includes disability categories: Specific Learning Disability, Cognitive Disability, Emotional Disability, Autism Spectrum Disorder, Other Health Impaired, and Speech

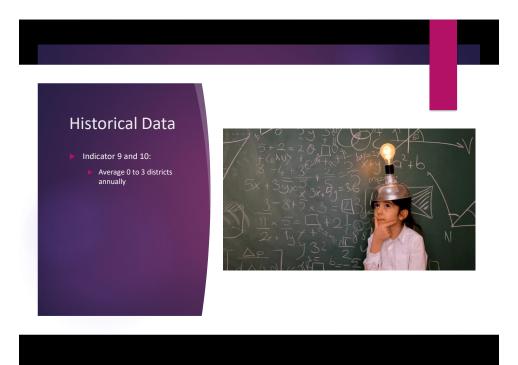
97

### What is the data source and How is it calculated?

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

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





#### FFY21 Results – Indicator 9

Indicator 9 Measurement: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of

- 119 districts did not meet 20 n size and 20 cell size
- > 30 districts met the calculation in one or more race/ethnic categories
- O districts met the numerical threshold of 3.0 weighted risk
- 0% of South Dakota Districts Identified for Indicator 9

Number districts with disproportiona te	Number who had inappropriate practices	Number of districts met n and cell size	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
0	0	30	0	0	0	Met Target	No Slippage

101



0%

0%

Met Target

No Slippage

0

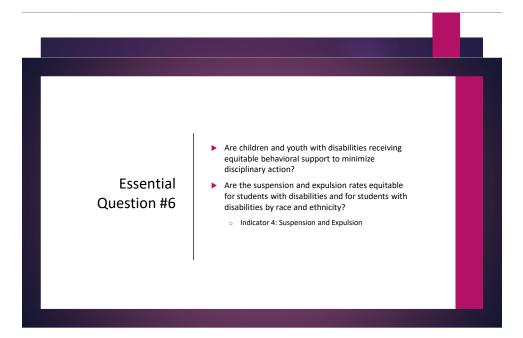
practices

0

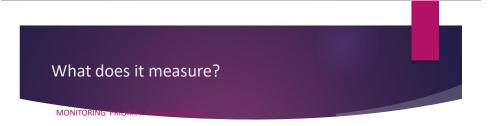
18

0%

# Feedback and Questions?







**4A:** Percent of local educational agencies (LEA) that have a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, a results indicator.

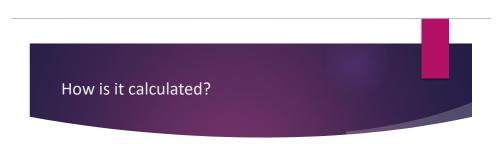
**4B**: B. Percent of LEAs that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, a compliance indicator

#### What is the data source?

#### **Data Sources:**

- > The data sources for Indicator 4 is data submitted by districts in the data application:
  - State discipline data, including State's analysis of State's Discipline data collected under IDEA Section 618, where applicable. Discrepancy can be computed by either comparing the rates of suspensions and expulsions for children with IEPs to rates for nondisabled children within the LEA or <u>by comparing the rates of suspensions and expulsions for children with IEPs among LEAs within the State.</u>
- Minimum N and cell size is 10
- Significant discrepancy 5%

#### 107



**4A:** Suspension and Expulsions- Percent of local educational agencies (LEA) that have a significant discrepancy:

Percent = [(# of LEAs that meet the State-established n and/or cell size (if applicable) that have a significant discrepancy, as defined by the State, in the rates of suspensions and expulsions for more than 10 days during the school year of children with IEPs) divided by the (# of LEAs in the State that meet the State-established n and/or cell size (if applicable))) times 100.

**4B:** Suspension/Expulsion- Percent of local educational agencies (LEA) that have a significant discrepancy:

Percent = [(# of LEAs that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rates of suspensions and expulsions of more than 10 days during the school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of LEAs in the State that meets the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)) times 100

#### **Historical Data**

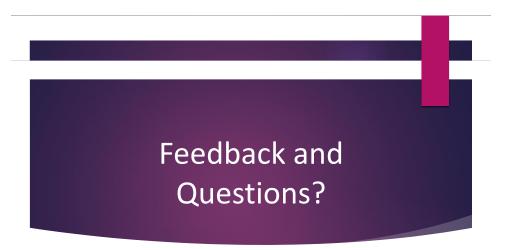
- State-level historical data has been between 0 and 33 %, due to the small number of districts meeting n sizes
- ▶ Target remains equal to 0%
- Data is lag year, meaning data for FFY2021 is used FFY2020
- Data is analyzed based on the total provided by the districts or LEAs, due to state policies studentlevel information is not collected.

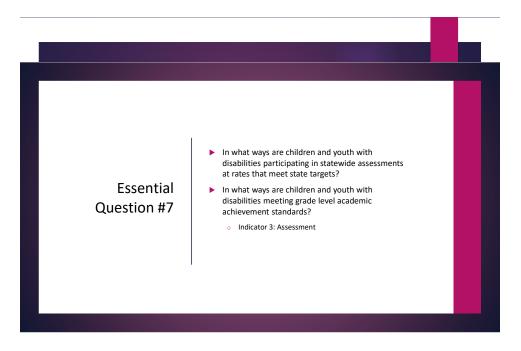


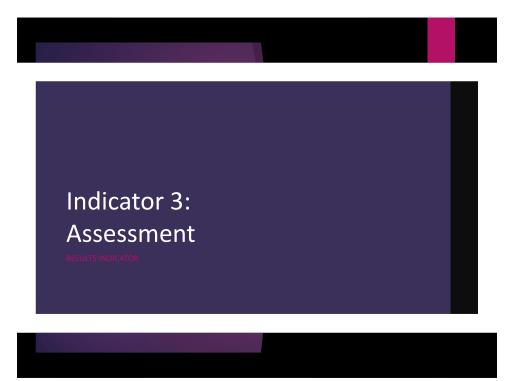
#### FFY21 Results(LAG Year)

- 4B: Suspensions and Expulsion (race/ethnicity)
- Stakeholder group set a target of 0%
- FFY21 targets were met

Number of LEAs that have a significant discrepancy, by race or ethnicity	Number of those LEAs that have policies, procedure or practices that contribute to the significant discrepancy and do not comply with requirements	Number of LEAs that met the State's minimum n/cell size	FFY 2020 Data	FFY 2020 Target	FFY 2021 Data	Status	Slippage
0	0	1	0.00%	0%	0.00%	Met target	No Slippage



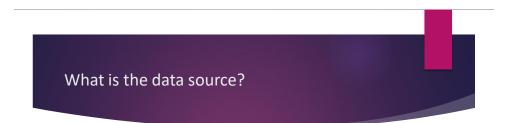




#### What does it measure?

- ▶ 3A: Participation Rate for children with IEPs
- ▶ 3B: Proficiency Rate for children with IEPs in the regular assessment
- ▶ 3C: Proficiency Rate for children with IEPs in the <u>alternate</u> assessment
- **3D:** Gap in proficiency rates between children with and without IEPs in the regular assessment

#### 115



#### Data Sources:

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

#### Preliminary Data:

- ▶ The Indicator 3 data on the following slides is from the 12/16/22 Consolidated State Performance Report (CSPR).
- OSEP will upload this data into the SPP to finalize the reported data. Therefore, the data shared today is considered preliminary data.

#### How is it calculated?

3A: Participation Rate percent for children with IEPs equals:

- # students with IEPs participating in an assessment / # total students with IEPs X 100
- **3B:** Proficiency Rate percent for children with IEPs in the <u>regular</u> assessment equals:
  - # students with IEPs scoring at or above proficient / # total students with IEPs who received a valid score X 100
- **3C: Proficiency Rate percent** for children with IEPs in the <u>alternate</u> assessment equals:
  - # students with IEPs scoring at or above proficient / # total students with IEPs who received a valid score X 100
- **3D:** Gap in proficiency rates between children with and without IEPs in the regular assessment equals:
  - proficiency rate for all students minus proficiency rate for children with IEPs



- State assessments were not administered in FFY2019 due to the federal waiver during COVID school closures.
- FFY2018 data (and prior) is obsolete because all baselines and targets were updated for the new FFY2020-2025 SPP package.
- ▶ The following slides show that FFY2020 data was used as baselines and targets for FY2021.

#### **FFY21** Results

	Reading Asse	ssment		
	Group Name	Number of Children with IEPs Participating	Number of Children with IEPs	FFY 2020 Data
3A: Participation Rate for	GRADE 4	1929	1942	95.52
children with IEPs	GRADE 8	1415	1443	92.13
	GRADE HS	912	958	93.28

Reading As

During FFY2020 SPP submission, OSEP required SD to revise targets to 95% or higher per ESEA requirements

Math Assessm	vont							
Group With IEPs Children Number of Kindren View Procession Provided Procession Provided Provi								
GRADE 4	1932	1943	95.20	95.20	99.4	MET TARGET		
GRADE 8	1414	1443	91.50	95.00	98	MET TARGET		
GRADE HS	909	956	92.97	95.00	95.1	MET TARGET		

FFY 2021 Target

95.52 99.3

95.00 98.1

95.00 95.2

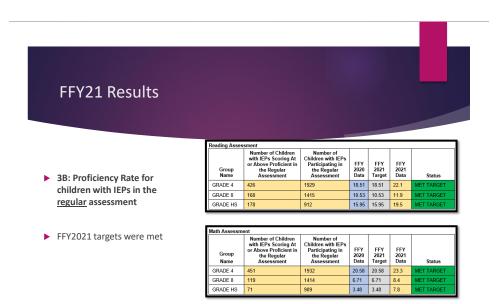
FFY 2021 Data

Status

▶ FFY2021 targets were met

#### 119

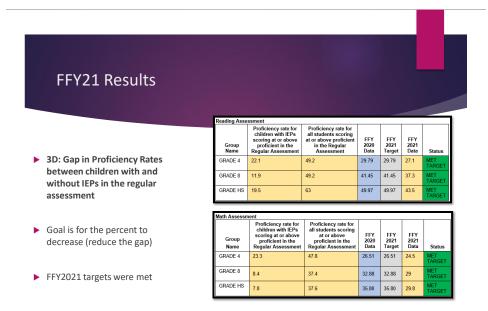
►



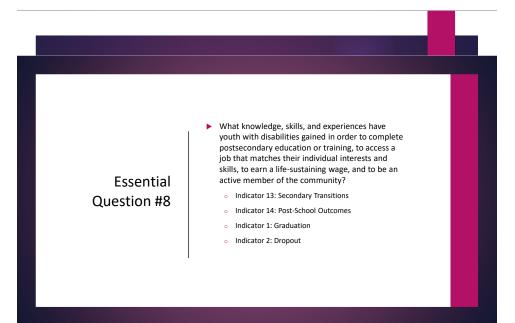
#### FFY21 Results

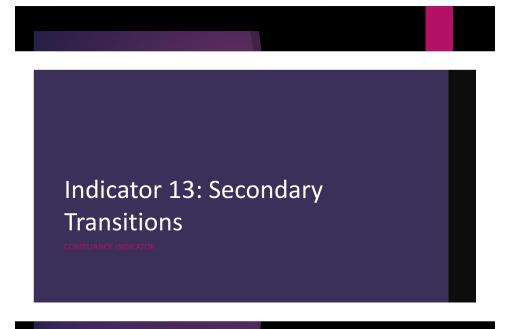
- 3C: Proficiency Rate for children with IEPs in the <u>alternate</u> assessment
- FY2021 data shows slippage in multiple groups

Reading Asse Group Name	ssment Number of Children with IEPs Scoring At or Above Proficient in the Alternate Assessment	Number of Children with IEPs Participating in the Alternate Assessment	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
GRADE 4	28	82	38.00	38.00	34.15	DID NOT MEET TARGET	x
GRADE 8	27	77	33.33	33.33	35.06	MET TARGET	
GRADE HS	33	76	56.32	56.32	43.42	DID NOT MEET TARGET	x
Math Assessn	nent						
Group Name	Number of Children with IEPs Scoring At or Above Proficient in the Alternate Assessment	Number of Children with IEPs Participating in the Alternate Assessment	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
GRADE 4	51	82	54.00	54.00	62.2	MET TARGET	
GRADE 8	30	77	39.18	39.18	38.96	DID NOT MEET TARGET	
GRADE HS	33	76	56.98	56.98	43.42	DID NOT MEET	Х



# Feedback and Questions?



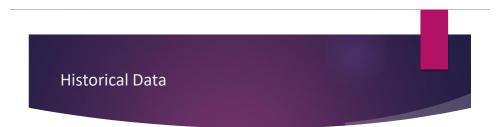




- Transition services and/or activities
- Annual IEP goals linked/related to transition services needs
- Student invited to IEP meeting
- If appropriate, participating agency invited to IEP meeting (consent from parent or consenting student needed prior to invited

### What is the data source and How is it calculated?

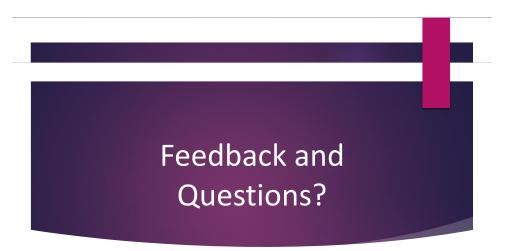
- Data collected during onsite accountability review of IEPs of transition age students (age 16 and above)
  - Not all districts every year
  - Five-year cycle
  - At least two files for each teacher
  - Must include all disability groups
- ▶ Calculation: Number of files with no compliance findings/number of files reviewed

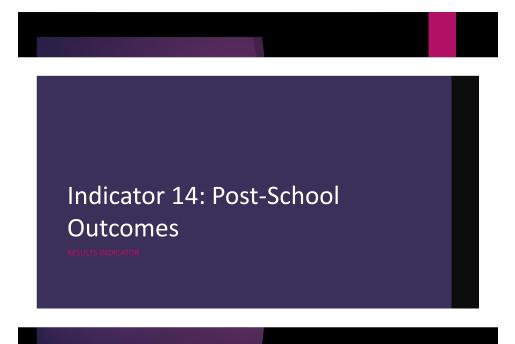


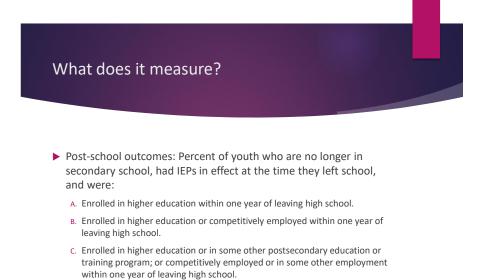
FFY	2016	2017	2018	2019	2020
Data	90.29%	93.71%	83.97%	87.18%	66.41%

#### FFY21 Results

Number of youth aged 16 and above with IEPs that met compliance	Number of youth with IEPs aged 16 and above	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
181	228	66.41%	100%	79.39%	Did not meet target	No Slippage

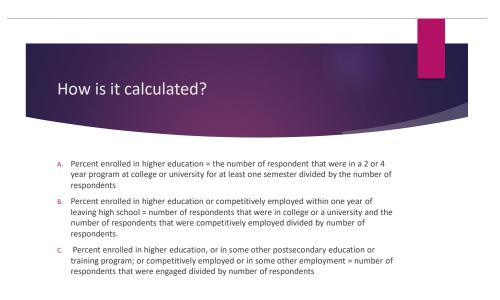






#### What is the data source

- Independent Contractor used to collect data
- Data collected through a survey
  - Sent out to each student one year after leaving high school
  - Link in survey to an online version of survey
  - Calls made in the summer for those that didn't respond
- Census collection: meaning all students receive a survey



#### Historical Data

Baseline		2016	2017	2018	2019	2020
A	Target >=	15.50%	15.50%	15.50%	15.50%	11.04%
	Data	20.53%	27.35%	16.93%	22.96%	11.04%
В	Target >=	68.00%	68.50%	68.50%	68.50%	61.96%
	Data	76.00%	65.81%	70.61%	66.35%	61.96%
С	Target >=	81.00%	81.50%	82.00%	82.00%	77.30%
	Data	82.67%	78.63%	82.11%	80.82%	77.30%

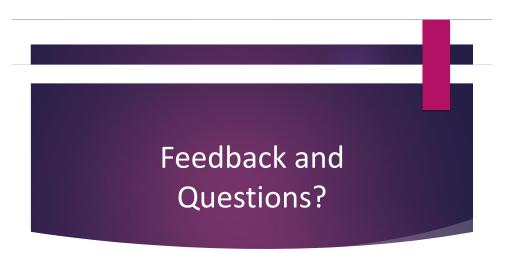
#### 135

FFY21 Results

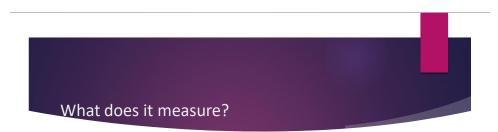
Measure	Number of respondent youth	Number of respondent youth	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
A.	38	263	11.04%	11.5%	14.45%	Met target	No Slippage
В.	191	263	61.96%	63%	72.62%	Met target	No Slippage
C.	212	263	77.30%	78%	80.61%	Met target	No Slippage

#### **Response Rate Data**

- ▶ FFY 17 56%
- ▶ FFY 18 43%
- ▶ FFY 19 43%
- ▶ FFY 20 24%
- FFY 21 34%









- Results indicator: Percent of youth with Individualized Education Programs (IEPs) exiting special education due to graduating with a regular high school diploma.
- Notes:
  - This is not a 4-year cohort as required by the ESEA state report card
  - The data is calculating graduates on an annual basis and can include students who meet the graduation requirements for a diploma even when exiting at age 21 years old.

### What is the data source and How is it calculated?

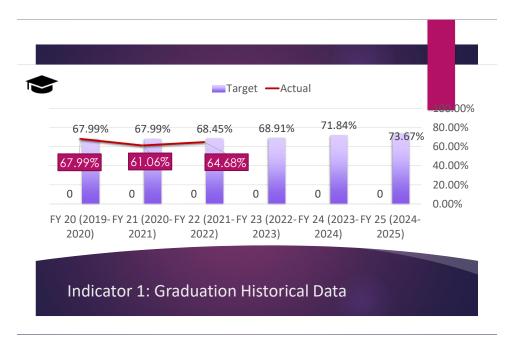
States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma in the numerator and the number of all youth with IEPs who exited high school (ages 14-21) in the denominator.



<u>Number of Graduates (annually)</u> (Number of graduates + dropouts + age outs

As districts enter exit data into Infinite Campus, state utilizes the exit codes for graduation with regular diploma, dropout, and age out for the federal special education exiting report. This indicator utilizes that federal reporting numbers to calculate this indicator.





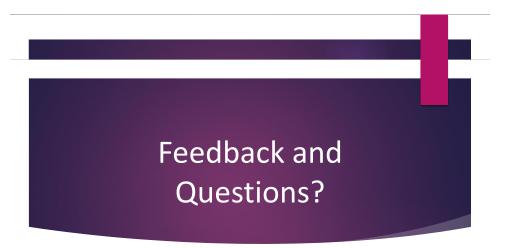


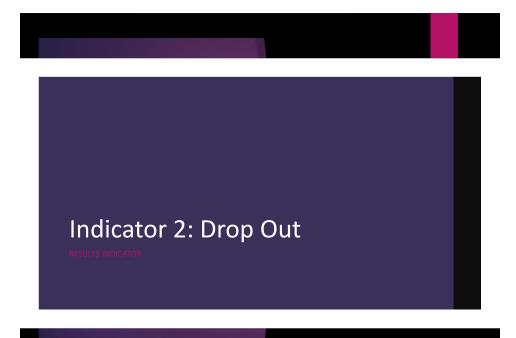


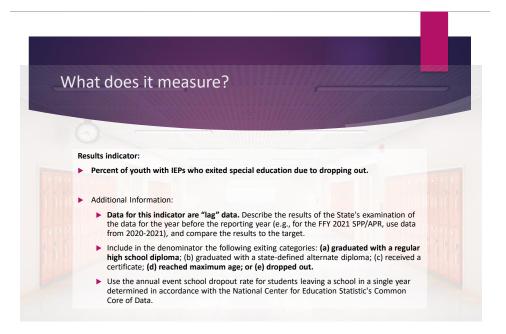
Overall exiters remain	
approximately same	
Decrease of graduates by 102	
students	
Graduation rate dropped from	
75.40% to 61.06%	
Decrease of 14.34%	

Description	Data
Number of Youth Graduate with Regular Diploma	508
Number of Youth who Dropout	262
Number of Youth who Age Out	62

Number youth with diploma	Number youth who exited	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
508	832	75.40%	67.99%	61.06%	Did Not Meet Target	Slippage







#### What is the data source and <u>How is it calculated</u>?

- As districts enter exit data into Infinite Campus, state utilizes the exit codes for graduation with regular diploma, dropout, and age out for the federal special education exiting report. This indicator utilizes that federal reporting numbers to calculate this indicator.
- States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to dropping out in the numerator and the number of all youth with IEPs who exited special education (ages 14-21) in the denominator.

<u>Number of Dropouts (annually)</u> (Number of graduates + dropouts + age outs)



#### 147

Indicator 2: Dropout Historical Data

	9.35%	31.49%	27.7	8%		
	9.35%	19.35%	18.38%	17.40%	14.60%	10.70%
	FY 20	FY 21	FY 22	FY 23	FY 24	FY 25
	(2019-	(2020-	(2021-	(2022-	(2023-	(2024-
	2020)	2021)	2022)	2023)	2024)	2025)
school year	0	0	0	0	0	0
Target	19.35%	19.35%	18.38%	17.40%	14.60%	10.70%
-Actual	19.35%	31.49%	27.78%			

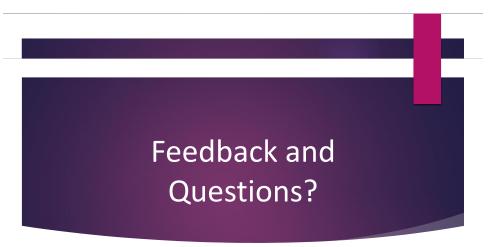


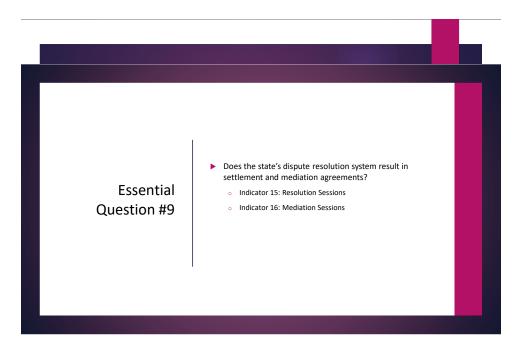
#### **FFY21** Results

Thoor	arall	State d	ecreased		
exiter number		from 1	9.35% to		
remain		31.49%	which is		
approximately		a 12	2.14%		
the sa	mo	incre	increase in		
T	The nu	mber dro	pouts.		
	stud	lents			
	consi	dered			
	dro	pout			
L	increase	d by 115			

Description	Data
Number of Youth Graduate with Regular Diploma	508
Number of Youth who Dropout	262
Number of Youth who Age Out	62

Number youth with diploma	Number youth who exited	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
262	832	18.17%	19.35%	31.49%	Did Not Meet Target	Slippage



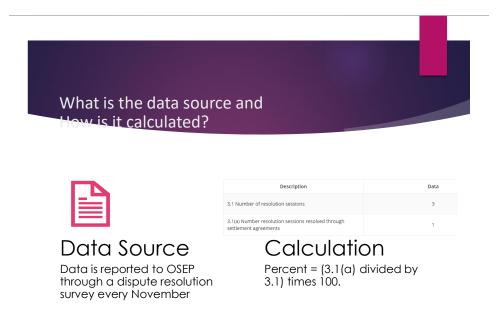




# What does it measure?

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

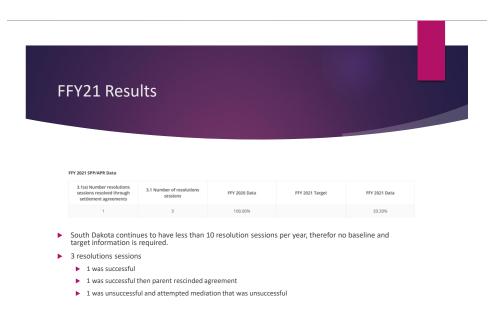
Description	Data
3.1 Number of resolution sessions	3
3.1(a) Number resolution sessions resolved through settlement agreements	1



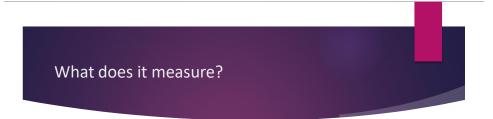
# Historical Data

Historical Data

Baseline Year			Baseline Data			
2005						
FFY	2016	2017	2018	2019	2020	
Target >=						
Data	100.00%	100.00%	0.00%	0.00%	100.00%	







> Percent of mediations held that resulted in mediation agreements

Description	Data
2.1 Mediations held	10
2.1.a.i Mediations agreements related to due process complaints	3
2.1.b.I Mediations agreements not related to due process complaints	6

What is the data source and How is it calculated?



#### Data Source

Data is reported to OSEP through a dispute resolution survey every November

Description	Data
2.1 Mediations held	10
2.1.a.i Mediations agreements related to due process complaints	3
2.1.b.i Mediations agreements not related to due process	6

#### Calculation

Percent = (2.1(a)(i) + 2.1(b)(i))divided by 2.1) times 100.

	Historical Data			
Historical Data				

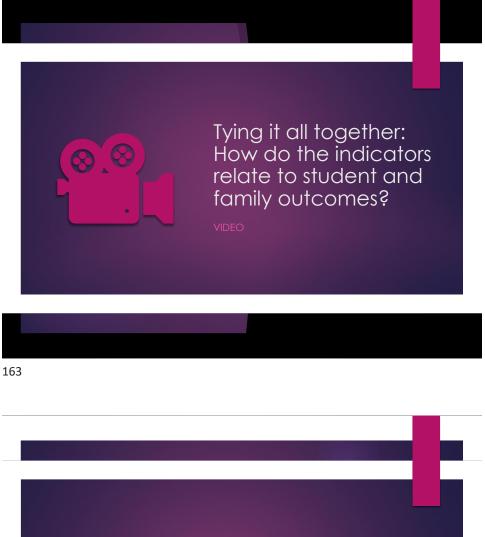
Baseline Year			Baseline Data			
	2005					
FFY	2016	2017	2018	2019	2020	
Target >=						
Data	100.00%	62.50%	100.00%	100.00%	33.33%	

FFY21	Results					
FFY 2021 SPP/APR Data						
2.1.a.i Mediation agreements related to due process complaint		2.1 Number of mediations held	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	
3	6	10	33.33%		90.00%	

> 1 of the mediations withdrew request as they settled on their own



- ▶ In 2021-22, there were 10 mediation sessions and now must set baseline and targets
- Recommended baseline year is FFY21 at 90%.
- Suggested Targets
  - FFY21 90%
  - ▶ FFY22 90%
  - FFY23 90%
  - ▶ FFY24 90%
  - ▶ FFY25 91%



Feedback and Questions?

