





# Monthly SPED Webinar

Special Education Programs  
February 21st, 2023

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LEGISLATORS | SESSION | INTERIM | LAWS | ADMINISTRATIVE RULES | BUDGET | STUDENTS | REFERENCES | MYLC

## SCHEDULE

Senate Judiciary 2:07 7:45 AM CST - Room 413	▼	📄	📅
Senate Education 2:07 7:45 AM CST - Room 423	▼	📄	📅
House Taxation 2:07 7:45 AM CST - Room 464	▼	📄	📅
House Health and Human Services 2:07 7:45 AM CST - Room 412	▼	📄	📅
House Agriculture and Natural Resources 2:07 7:45 AM CST - Room 414	▼	📄	📅
Joint Committee on Appropriations 2:07 9:00 AM CST - Room 362	▼	📄	📅
Senate Commerce and Energy 2:07 10:00 AM CST - Room 412	▼	📄	📅
Senate Agriculture and Natural Resources 2:07 10:00 AM CST - Room 423	▼	📄	📅

## LATEST

No recent news.

2023 BILLS

CODIFIED LAWS

2023 CHAMBERS / COMMITTEES

2023 LEGISLATORS

2023 GENERAL

2023 CALENDAR

2021 Redistricting

# Legislative Updates

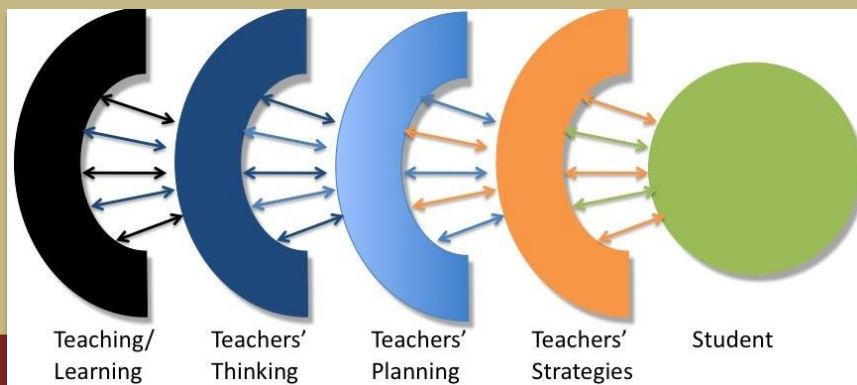
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## Congratulations Marie Ivers

- Outstanding Administrator of Special Education
- Honored during legislative session 2/1/23



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## Effective Practices

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# Non-Compliance Area Noted: Measurable goals and objectives

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Goals and Objectives/ Benchmark are missing components

- Both need all components
- Remember: Criteria includes how often and how well
- Related service goals/objectives must also include requirements

Resource: [IEP TA Guide: Page 23](#)

Conditions

Observable,  
Measurable Behavior

Criteria for Mastery

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## IEPQ – Tip of the Month: Observable, Measurable Behavior



**Annual Goals must include  
these Three Components:**

Conditions

Observable,  
Measurable Behavior

Criteria for Mastery

IEPQ Tip of the Month:  
How to ensure that IEP  
goals have **observable,**  
**measurable behavior.**



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## IEPQ – Tip of the Month:

### Observable, Measurable Behavior



- **Observable**: behavior is described in a way that the parent, student (if appropriate), and any staff member can read the statement and understand what skill the student should demonstrate.
- **Measurable**: behavior can be counted or quantified in a reliable manner.
- **Behavior**: the chosen behavior is the instructional focus for individually-designed instruction.

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## IEPQ – Tip of the Month:

### Observable, Measurable Behavior



Conditions help inform the **measurable, observable behavior**:

- Given a writing prompt (What is your favorite season and why?) and a computer writing program with spell and grammar check functions, **Kayla will write three or more complete sentences that contain a minimum of three words (subject, verb, noun or adjective) and address the prompt** in three consecutive trials.
- When provided with a set of 20 tangible objects familiar to him and one prompt ("show me 15 blocks"), **Sean will orally count out the given number of objects** with 100% accuracy in 4/5 consecutive weekly trials.
- In general education classrooms, when a teacher asks Diego if he needs assistance or redirects him back on task, **Diego will respond to the teacher with clear, appropriate words (Yes. No thank you. Where should I start?) and volume similar to the peers in his class**, in 80-100% of opportunities within an observed class period in three consecutive weekly observations.

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## IEPQ – Tip of the Month: Observable, Measurable Behavior



Is this behavior observable and measurable?	YES	NO
...Carlos will increase his reading skills...		✗
...Carlos will orally read 95 words per minute...	✗	
...John will improve his math reasoning skills...		✗
...John will identify and use the correct operation (multiplication or division) to solve the problem...	✗	
...Maddie will demonstrate appropriate classroom behavior...		✗
...Maddie will remain seated for 10 or more minutes...	✗	

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## IEP Quality Project (IEPQ)

<https://sd.iepq.org>



- Tools for writing Academic, Functional, and Transition IEP goals are available on the IEPQ website for all South Dakota special education professionals.
- To request an IEPQ account, please e-mail Stacy Holzbauer.



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# SPEDCONNECTION TOP HIGHLIGHTS

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

- **IEP CHALLENGE: Does this present level statement describe student's speech-language skills?** Assess the adequacy of this present level statement for an 11-year-old young girl with a speech-language impairment.
- **Whose meeting is it? Learn how to promote student involvement in IEP meetings**  
See why planning ahead and being transparent with students can help them contribute productively to their IEP meetings.
- **CASE FILE: Providing only 48-hours' notice denies parent ability to attend IEP meeting**  
An Indiana district violated the IDEA by failing to timely and properly notify the parent of a student with a disability of an IEP meeting and by conducting the meeting without all required participants, the Indiana Department of Education concluded.
- **Address unique levels of need for students with hearing impairments**  
Every student with hearing loss will have different levels of need. Through observation, evaluation, and data collecting, IEP teams can determine what services a student with a hearing impairment will need.

Contact your public school district special education director for login access. If you have any questions about your subscription access, please contact [Wendy.Trujillo@state.sd.us](mailto:Wendy.Trujillo@state.sd.us).

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## Accountability

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## Meeting Invitation, Invited Members, Excusal

- State Model Meeting Notice indicates the district “will have the following people at the IEP meeting”.
- This indicates to the parents; the following staff will be at the meeting.
- If the mandatory district IEP team members are not going to be in attendance (full or partial). District should have written consent of an **excusal** and if necessary, provide written input.

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**MEETING NOTICE**  
ARSD 24-05-27-01.01 & 24-05-25-16

**STUDENT NAME:** \_\_\_\_\_ **SIMS:** \_\_\_\_\_  
**PARENT/GUARDIAN NAME:** \_\_\_\_\_ **DATE SENT:** \_\_\_\_\_  
**SCHOOL DISTRICT:** \_\_\_\_\_ **SCHOOL:** \_\_\_\_\_  
**DOB:** \_\_\_\_\_ **AGE:** \_\_\_\_\_ **GRADE:** \_\_\_\_\_

A meeting has been scheduled on (date and time) \_\_\_\_\_ at \_\_\_\_\_ am/pm, CST/MST.  
 The meeting will be held at (location) \_\_\_\_\_ in \_\_\_\_\_.

**PURPOSE FOR MEETING:**

☐ Discuss evaluation results  
☐ Determine eligibility for special education/related services  
☐ Develop an Individual Education Program (IEP)  
☐ Amendment to your child's IEP  
☐ Transition planning (consider postsecondary goals and transition services): For a child who is or will be 16 y or older during the duration of this IEP  
☐ Other (specify) \_\_\_\_\_

**As required by federal and state law, in addition to you, we will have the following people at the IEP meeting:**

☐ General Education Teacher ☐ Special Education Teacher or Provider ☐ School Representative  
☐ Individual who can interpret the evaluation results  
 Other (include titles of individuals): \_\_\_\_\_

If the purpose of the meeting is the consideration of post-secondary goals and transition services for your child, v inviting: **(student name)** \_\_\_\_\_ to attend the meeting.

**With parent consent, the following agency(ies) representative(s) have been invited to attend the meeting:** \_\_\_\_\_

Parents may invite other individuals who have knowledge or special expertise regarding their child, including rel personnel as appropriate. For the initial IEP of a child previously served in Part C, at the request of the parent, th district will invite the Part C service coordinator/representative.

If these arrangements are not convenient for you, please contact \_\_\_\_\_ at \_\_\_\_\_.

**Parental Rights Resources:**  
 You have protections under procedural safeguards. If you need a copy of these procedural safeguards or assista understanding your protections, please contact the person noted above or South Dakota Parent Connection at 1 4553.

## Meeting Invitation, Invited Members, Excusal (continued)

- What if they are not one of the mandatory people, such as in the “Other” category?**
- If the district has indicated on the meeting notice that an individual **will be** attending, the district should notify the parent(s) and document the parent agrees that individual does not need to be present at the IEP meeting.
  - PPWN
- If the “other” staff implement areas on the IEP, then written input should be provided.

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# Graduation with a Regular Diploma

- South Dakota Graduation Requirements:  
<https://doe.sd.gov/gradrequirements/>
- South Dakota only has one regular diploma
- In order to earn a regular high school diploma, all students must meet the requirements
- Students with disabilities can earn by taking same course requirements, with and without accommodations and supports
- Refer to Guidance Documents on South Dakota Graduation Page

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## Email Documents

## Electronic Written Consent

- **Email Special Education Documents and Process**
  - Special Ed Connections Article and OSEP Policy Letter: SEAs may allow teams to email IEP documents if follow a specific process (parent consent, secured, etc....)
  - [OSEP Policy Letter to Breton; March 21, 2014](#)
- **Electronic Signatures:**
  - A verbal or regular email agreeing in place of a required written consent is not appropriate.
  - Resources on how to obtain electronic signatures:
    - [OSEP Q and A on Electronic Signatures](#)
    - [Protecting Student Privacy: Identity Authentication Best Practices](#)

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## Assessment Season

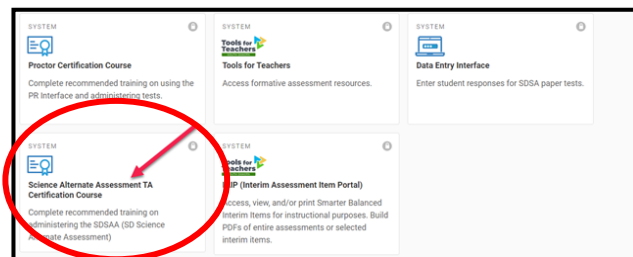
- District Assessment/Test Coordinators have been attending workshops and receiving weekly assessment e-mails.
- Testing Windows are as follows:

Name of Required Assessment	Tested Grade Level	2022-23 Test Window (all dates are tentative)
<b><u>SD ELA and Math Assessments</u></b> Subject: English language arts, Math	3-8, 11	March 1 — May 5, 2023
<b><u>SD ELA and Math Alternate Assessments</u></b> Subject: English language arts, Math	3-8, 11 Students with most severe cognitive disabilities	March 13 — April 28, 2023
<b><u>SD Science Assessment</u></b> Subject: Science	5, 8, 11	March 1 — May 5, 2023
<b><u>SD Science Alternate Assessment</u></b> Subject: Science	5, 8, 11 Students with most severe cognitive disabilities	March 1 — May 5, 2023

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## Alternate Assessment Preparation

- For students taking the Alternate Assessment:
  - The MSAA (ELA & Math-alt) Test Administration Manual (TAM) can be found at:
    - <https://doe.sd.gov/Assessment/alternate.aspx>
    - Test Coordinators will receive MSAA system e-mails in the next couple days.
    - Test Administrator MSAA training modules will open February 27.
  - The SDSAA (Science-alt) Proctor Certification Course can be found at:
    - <https://sd.portal.cambiumast.com/educators.html>



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## Assessment Updates – Accommodations

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- For the general ed state assessment (ELA, Math, and Science)
  - Must be marked in TIDE prior to the assessment
  - Some must be marked at the state level
    - Non-embedded accommodations
    - ELA Reading Passages Aloud
    - Print on Demand
    - Embedded Speech-to-text and/or embedded Word Prediction
  - Forms available in the TIDE (Test Information Distribution Engine) to request these accommodations
    - This is not an approval, but rather just enabling within the testing platform
    - Work with District or School Assessment Coordinator
  - Must be needed for instruction
  - Student must know how to use

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## Assessment Updates – Practice Tests

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- For General ELA, Math, and Science assessments
- Link found in the Assessment Gateway
  - <https://sd.portal.cambiumast.com/educators.html>
  - Scroll down to the Practice & Training Tests section
- Takes you to the assessment platform and asks you to log in
- Takes you to the secure practice and training test section
- Students will have to login through the secure browser once you get the session ID
- Can use this site to help students practice item types and even accommodations once they have been enabled within the TIDE system

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## Data

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**Child Count Certification is open-** Must be completed by the district Superintendent

SE Child Count Production

Child Count Year  
2022

Select District  
[Redacted]

Action:  
[Final Certification](#)  
[Upload](#)  
[CC Submission](#)  
[Submission Summary](#)  
[PPPS Sign off list](#)  
[Summary by District](#)  
[Summary by School](#)  
[Student Search](#)

Support Tables  
[Administration](#)  
[Reports](#)  
[Close](#)

### December 2022 Child Count Certification

Primary Disability	Count of Students
Autism Spectrum Disorder	1
Cognitive Disability	1
Developmental Delay	1
Emotional Behavioral Disability	1
Multiple Disabilities	1
Other Health Impaired	12
Specific Learning Disability	15
Speech/Language Disorder	16
Vision Loss	1

I declare and affirm that the child count reported by our district, as of December 1, 2022 is

Certified by:

Title:

Date Signed:

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## Update BDI-2 and BDI-3

- BDI-3 Program Labels entered
- BDI-2 Program Notes entered
- SIMs # when applicable
- Student information aligned with Infinite Campus enrollment

Questions: [Debra.Willert@state.sd.us](mailto:Debra.Willert@state.sd.us)



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## BDI-3 Users

5 users (access keys) and  
1 account holder per district

Example:

1 subscription = 6 users

2 subscriptions = 11 users

Too many staff: Make  
inactive

Questions: [Debra.Willert@state.sd.us](mailto:Debra.Willert@state.sd.us)



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## Indicator 7 Preschool Outcomes Reports Available SD STARS


SD STARS account

Access per district: 1 individual responsible for managing

For Indicator 7 reports:

1. Click on Reports
2. Scroll down to SPED Reports

Home Communities - Content Library Accountability - Reports - Training Center

 **Special Education Reports**



SP.008.00-X – Child Outcomes Summary Form  
SP.009.00-X – Indicator 7 - Social Emotional Skills  
SP.010.00-X – Indicator 7 - Acquiring Knowledge and Skills  
SP.011.00-X – Indicator 7 - Use of Appropriate Behaviors  
SP.012.00-A – Children with No Assignments  
SP.013.00-A – Part B Indicator 7 Child List

SD STARS login

<https://doestars.sd.gov/Login.aspx>

Ed Directory

<https://doe.sd.gov/ofm/edudir.aspx>





Questions about the reports:

[Debra.Willert@state.sd.us](mailto:Debra.Willert@state.sd.us)

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## EdPlan Indicator 11 and 12 Error Personnel responsible for entering data

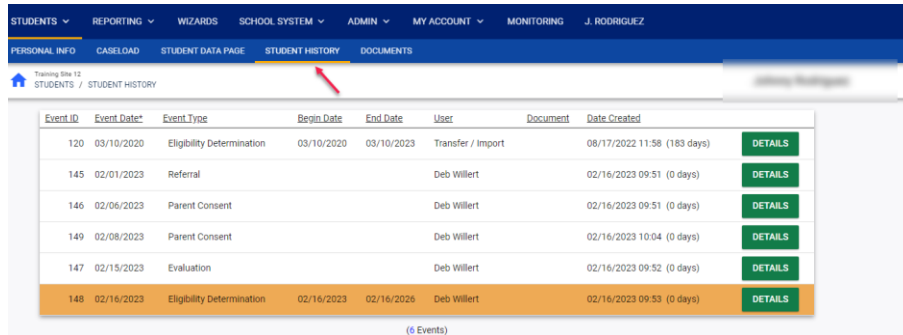
- Referral is not required but helpful for student data purposes
- Consent date not holding or calculating days
- Date is being captured
- See next slide

<b>Referral</b>		
Referral Date	02/01/2023	
<b>SAVE REFERRAL</b>		
<b>Consent</b>		
Parent Consent Date	mm/dd/yyyy	
<i>(Required)</i>		
Consent Outcome	Yes	Timeline from Referral to Consent
<b>SAVE CONSENT</b>		
<b>Evaluation</b>		
Date Last Evaluation was Completed	02/15/2023	
Evaluation Type		Timeline from Consent to Evaluation
<b>SAVE EVALUATION</b>		
<b>Eligibility</b>		
Eligibility Date	02/14/2023	
Eligibility Determination	Yes	Timeline
570 Developmental Delay		

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## EdPlan Indicator 11 and 12 Error cont'

- Student History page
- Dates captured
- Error being resolved



Event ID	Event Date	Event Type	Begin Date	End Date	User	Document	Date Created
120	03/10/2020	Eligibility Determination	03/10/2020	03/10/2023	Transfer / Import		08/17/2022 11:58 (183 days)
145	02/01/2023	Referral			Deb Willert		02/16/2023 09:51 (0 days)
146	02/06/2023	Parent Consent			Deb Willert		02/16/2023 09:51 (0 days)
149	02/08/2023	Parent Consent			Deb Willert		02/16/2023 10:04 (0 days)
147	02/15/2023	Evaluation			Deb Willert		02/16/2023 09:52 (0 days)
148	02/16/2023	Eligibility Determination	02/16/2023	02/16/2026	Deb Willert		02/16/2023 09:53 (0 days)

(6 Events)

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## Significant Disproportionality Reports - Review

- Currently the 2021-2022 reports in SD STARS under the Community Page
  - Superintendents and Sped Directors can access

### • Threshold for Identification:

Risk Ratio or Alt Risk Ratio	3
Cell Size	10
N size	30
Years	3
Reasonable Progress	.01

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Example Report – Training Purposes Only, Data Not Consistent with Real Reports

2018-19 Significant Disproportionality

Identification - Specific Learning Disability

Data includes students grades K-12

Ethnic groups: a=Asian, b=Black, h=Hispanic, m=Multi-racial, n=Native American, p=Pacific Islander, w=White

District Target Group				District Other Group			State		2018-19 Risk Ratios			Previous Risk Ratios			
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P

## How to Read Reports

- Top of the page, it identifies which of the area(s) report refers.
- Identification, LRE, and Discipline

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Ethnic groups: a=Asian, b=Black, h=Hispanic, m=Multi-racial, n=Native American, p=Pacific Islander, w=White

District Target Group				District Other Group			State		2018-19 Risk Ratios			Previous Risk Ratios			
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
Ethnic Group	Number in Target Ethnic Group with Outcome	Number in Target Ethnic Group in Special Education	Target Group Risk (column B divided by column C)	Number in Other Ethnic Groups with Outcome	Number in Other Ethnic Groups in Special Education	Other Group Risk (column E divided by column F)	Statewide Target Group Risk	Statewide Other Group Risk (Used if column E < 10)	Risk Ratio (RR) (column D divided by column G)	Alternate Risk Ratio (ARR) (column D divided by column H)	Final Risk Ratio	2017-18 Final Risk Ratio	2016-17 Final Risk Ratio	Exceeded Threshold 3 Years in a Row - Regardless of Progress	Significant Disproportionality
a	0	4	0.00%	50	56	89.21%	5.97%	32.84%	0.00	0.00	---	---	---	No	No
b	1	3	33.33%	49	56	87.50%	53.66%	29.78%	0.38	1.12	---	---	---	No	No
h	1	7	14.29%	49	52	94.23%	27.37%	35.24%	0.15	0.41	---	---	---	No	No
m	5	3	166.67%	45	56	80.36%	40.33%	32.68%	2.07	5.10	---	---	---	No	No
n	37	30	123.33%	13	29	44.83%	65.29%	28.05%	2.75	4.40	4.40	4.06	3.75	Yes	Yes
p	0	1	0.00%	50	58	86.21%	48.50%	32.53%	0.00	0.00	---	---	---	No	No
w	6	14	42.86%	44	45	97.78%	25.27%	46.10%	0.44	0.93	---	---	---	No	No

## How to Read Reports

- Divide (B/C): Identify risk for the target group.
- Divide (E/F): Identify risk for other group of students.
- Divide the two (D/G) and it gives the risk for the district.
- If does not meet the cell (denominator) size, then use alt risk.
- To be identified, must have 3 years above 3 and where did not make .01 progress. (L, M, N)
- If yes in both (O and P), then must implement requirements

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2018-19 Significant Disproportionality

Discipline - Out-of-School Suspensions <= 10 Days

Data includes students grades K-12

Ethnic groups: a=Asian, b=Black, h=Hispanic, m=Multi-racial, n=Native American, p=Pacific Islander, w=White

District Target Group				District Other Group			State		2018-19 Risk Ratios			Previous Risk Ratios		O	P
A	B	C	D	E	F	G	H	I	J	K	L	M	N		
Ethnic Group	Number in Target Ethnic Group with Outcome	Number in Target Ethnic Group in Special Education	Target Group Risk (column B divided by column C)	Number in Other Ethnic Groups with Outcome	Number in Other Ethnic Groups in Special Education	Other Group Risk (column E divided by column F)	Statewide Target Group Risk	Statewide Other Group Risk (Used if column E < 10)	Risk Ratio (RR) (column D divided by column G)	Alternate Risk Ratio (ARR) (column D divided by column H)	Final Risk Ratio	2017-18 Final Risk Ratio	2016-17 Final Risk Ratio	Exceeded Threshold 3 Years in a Row - Regardless of Progress	Significant Disproportionality
a	1	12	8.33%	17	90	18.89%	4.54%	6.96%	0.44	1.20	---	---	---	No	
b	0	8	0.00%	18	94	19.15%	10.30%	5.84%	0.00	0.00	---	---	---	No	
h	1	7	14.29%	17	95	17.89%	4.05%	4.51%	0.80	3.17	---	---	---	No	
m	2	9	22.22%	16	93	17.20%	8.81%	6.67%	1.29	3.33	---	---	---	No	
n	4	13	30.77%	14	89	15.73%	12.25%	6.91%	1.96	4.45	---	---	---	No	
p	0	7	0.00%	18	95	18.95%	7.60%	7.55%	0.00	0.00	---	---	---	No	
w	10	46	21.74%	8	56	14.29%	6.77%	7.02%	1.52	3.10	3.10	3.03	---	No	

Why should the district review report?

- **Warning:** If a district has 2 years above 3 in (L and M), the district has a good chance of being identified in next year.
- **Watch List:** If a district has the current year (column L), over 3.0, the district could ...
  - Review previous data if an anomaly or is the trend going in same direction the current year.
  - Proactive in reviewing policy, practice, procedures in that area.

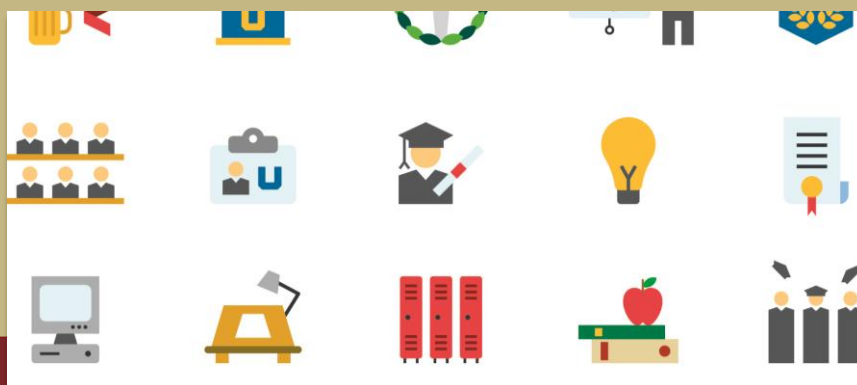
# Why to Read the Reports

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## Miscellaneous

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## RTI for SLD Identification Webinar

- March 21st (4:30 – 5:00pm Central)
- Register on [Go Sign Me Up](#)

### Purpose:

- Review Administrative Rules related to SLD Identification.
- Receive checklist to assist teams in developing required RTI for SLD Identification plan.

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Your Voice Matters! What's the state of preschool education for children ages 3-5 in South Dakota?

### Please Share

**Listening Sessions  
coming in  
March**

#### In person:

- Brookings
- Aberdeen
- Rapid City
- Sioux Falls
- Chamberlain

#### Online:

- Two sessions

Questions about the listening sessions or study:

Contact Carrie Germeroth: [carrie.germeroth@marzanoresearch.com](mailto:carrie.germeroth@marzanoresearch.com)

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# GOOD NEWS TO SHARE

Celebrations from the field!



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## Parent Nominated Staff of the Year

- Kali Block: Sioux Falls – John Harris Elem - Speech Language Pathologist
- Shelbi Bulat: Meade – Whitewood Elem. – Special Ed Teacher
- Stacy Bunde: Tri-Valley – Education Assistant
- Davin Burrus: Rapid City – East MS – Special Ed Teacher
- Andrea Byrd: Douglas – Francis Case Elem. – Special Ed Teacher
- Billie Coleman: Pierre – Buchanan Elem. - Special Ed Teacher
- Jane Eckstaine: Sioux Falls – Lincoln HS - Special Ed Teacher
- Jamie Erskin: Hot Springs – Hot Springs Elem. - Special Ed Teacher
- Jeff Herrboldt: Sioux Falls – Thomas Jefferson HS – RISE Teacher
- April Hobert: Hoven – Special Ed Director
- Danci Hoff: Lemmon – Lemmon Elem – Speech Language Pathologist
- Annalesha Kalis: Sioux Falls – Lifescape - Special Ed Teacher
- Heather Katus: Lemmon – Lemmon Elem. - Special Ed Teacher
- Jamie Kaup: Faulkton – Special Ed Paraprofessional
- Merritt Keehn: Lead-Deadwood – Lead Deadwood Elem. – SpEd Teacher
- Lauren Kopriva: Meade – Sturgis Elem. – Special Ed Preschool

Will be announced at the Sped Conference in March

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## Parent Nominated Staff of the Year

- Michelle Latt: Faulkton – Faulkton Elem.
- Julie McElhone: Clark – Clark HS – Paraprofessional
- Darla McKernan: Rapid City – Valleyview Elem. - Special Ed Teacher
- Chris Munce: Sioux Falls – John Kennedy Elem. - Special Ed Teacher
- Dustann Norris: Sioux Falls – Horace Mann Elem. - Special Ed Teacher
- Natalie Olson: Tri-Valley – Occupational Therapist
- Ellen Ordal: Sioux Falls – Lincoln HS - Special Ed Teacher
- Rachel Ruffinott: Harrisburg – Journey Elem. - Special Ed Teacher
- Mackenzie (Schultz) Vogt – Chester Area – Chester Elem. SpEd Teacher
- Bre Schwandt: Milbank – Milbank MS - Special Ed Teacher
- Brittany Temple: Lennox – Lennox Elem. – Early Childhood SpEd
- Kelsey Van Osdal: Tri-Valley – Tri-Valley Elem - Special Ed Teacher
- Las Vogel: Tri-Valley – Physical Therapist
- Myrna Westby: Spearfish – Mountain View Elem. - Special Ed Preschool
- Aileen Wipf: Sioux Falls – Pettigrew Elem. - Special Ed Teacher

Will be announced at the Sped Conference in March

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## Congratulations Kari Oyen

2023 National Association  
of School Psychologists  
Presidential Award

*Pictured left to right: NASP President, Dr. Celeste Malone  
and Dr. Kari Oyen*



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## LifeScope teacher wins national award



Congratulations  
Jackie Kocak

- 2023 Direct Care Worker of the Year
- Honored at national conference this month

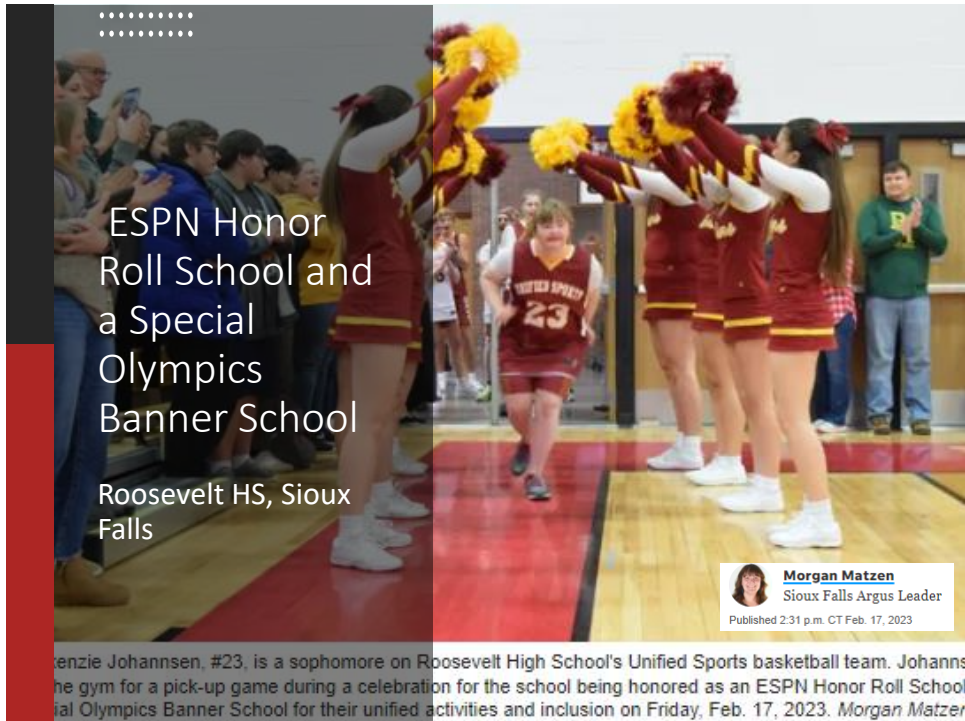
39

By Jaci Conrad Pearson  
Feb 15, 2023

Lead-Deadwood School District Superintendent Dr. Erik Person names Lead-Deadwood Middle School eighth-grade special educator Lisa Beagle 2023 Lead-Deadwood School District Teacher of the Year.  
Pioneer photo by Jaci Conrad Pearson

**Lisa Beagle**  
Teacher of the Year  
Lead Deadwood

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## Next Monthly SPED Webinar

No Webinar in March,  
We hope to see you at the SPED Conference!  
Next webinar is April 18th, 2023

Monthly SPED webinars are no longer posted online  
Monthly handouts can be found at  
<https://doe.sd.gov/sped/directors.aspx>

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## Special Education Programs State Performance Plan Results for FFY 2021

43

## Indicator 1: Graduation

RESULTS INDICATOR

44

## What does it measure?



- ▶ **Results indicator:** Percent of youth with Individualized Education Programs (IEPs) exiting special education due to graduating with a regular high school diploma.
- ▶ **Notes:**
  - ▶ Data for this indicator are "lag" data
  - ▶ 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.

45

## FFY21 Results

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

46

## Indicator 2: Drop Out

RESULTS INDICATOR

47

### What does it measure?

#### Results indicator:

- ▶ **Percent of youth with IEPs who exited special education due to dropping out.**
- ▶ Additional Information:
  - ▶ **Data for this indicator are "lag" data.** Describe the results of the State's examination of the data for the year before the reporting year (e.g., for the FFY 2021 SPP/APR, use data from 2020-2021), and compare the results to the target.
  - ▶ Include in the denominator the following exiting categories: **(a) graduated with a regular high school diploma**; (b) graduated with a state-defined alternate diploma; (c) received a certificate; **(d) reached maximum age**; or **(e) dropped out**.
  - ▶ Use the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistic's Common Core of Data.

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## FFY21 Results

The overall exit number remained approximately the same

State decreased from 19.35% to 31.49% which is a 12.14% increase in dropouts.

The number of students considered dropout increased 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

49

## Indicator 3: Assessment

RESULTS INDICATOR

50

## 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 alternate assessment
- ▶ **3D:** Gap in proficiency rates between children with and without IEPs in the regular assessment

51

## FFY21 Results

- ▶ **3A:** Participation Rate for children with IEPs

- ▶ ESEA requirements is for target to be 95% or higher

- ▶ FFY2021 targets were met

Reading Assessment

Group Name	Number of Children with IEPs Participating	Number of Children with IEPs	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status
GRADE 4	1929	1942	95.52	95.52	99.3	MET TARGET
GRADE 8	1415	1443	92.13	95.00	98.1	MET TARGET
GRADE HS	912	958	93.28	95.00	95.2	MET TARGET

Math Assessment

Group Name	Number of Children with IEPs Participating	Number of Children with IEPs	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status
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

52

## FFY21 Results

- ▶ 3B: Proficiency Rate for children with IEPs in the regular assessment

Reading Assessment

Group Name	Number of Children with IEPs Scoring At or Above Proficient in the Regular Assessment	Number of Children with IEPs Participating in the Regular Assessment	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status
GRADE 4	398	1833	18.51	18.51	21.71	MET TARGET
GRADE 8	141	1330	10.53	10.53	10.60	MET TARGET
GRADE HS	142	821	15.95	15.95	17.30	MET TARGET

- ▶ FFY2021 data showed slippage in Grade 8 Math proficiency

Math Assessment

Group Name	Number of Children with IEPs Scoring At or Above Proficient in the Regular Assessment	Number of Children with IEPs Participating in the Regular Assessment	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
GRADE 4	395	1836	20.58	20.58	21.51	MET TARGET	
GRADE 8	86	1329	6.71	6.71	6.47	TARGET NOT MET	XXX
GRADE HS	34	818	3.48	3.48	4.16	MET TARGET	

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## FFY21 Results

- ▶ 3C: Proficiency Rate for children with IEPs in the alternate assessment

Reading Assessment

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	28	96	38.00	38.00	29.17	TARGET NOT MET	XXX
GRADE 8	27	85	33.33	33.33	31.76	TARGET NOT MET	XXX
GRADE HS	36	91	56.32	56.32	39.56	TARGET NOT MET	XXX

- ▶ FFY2021 Data showed slippage in multiple groups

Math Assessment

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	56	96	54.00	54.00	58.33	MET TARGET	
GRADE 8	33	85	39.18	39.18	38.82	TARGET NOT MET	
GRADE HS	37	91	56.98	56.98	40.66	TARGET NOT MET	XXX

54

## FFY21 Results

- ▶ 3D: Gap in Proficiency Rates between children with and without IEPs in the regular assessment
- ▶ Goal is for the percent to decrease (reduce the gap)
- ▶ FFY2021 targets were met

Reading Assessment

Group Name	Proficiency rate for children with IEPs scoring at or above proficient in the Regular Assessment	Proficiency rate for all students scoring at or above proficient in the Regular Assessment	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status
GRADE 4	21.71	49.39	29.79	29.79	27.68	MET TARGET
GRADE 8	10.60	49.29	41.45	41.45	38.69	MET TARGET
GRADE HS	17.30	63.27	49.97	49.97	45.97	MET TARGET

Math Assessment

Group Name	Proficiency rate for children with IEPs scoring at or above proficient in the Regular Assessment	Proficiency rate for all students scoring at or above proficient in the Regular Assessment	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status
GRADE 4	21.51	47.68	26.51	26.51	26.16	MET TARGET
GRADE 8	6.47	37.43	32.88	32.88	30.96	MET TARGET
GRADE HS	4.16	37.59	35.80	35.80	33.44	MET TARGET

55

## Indicator 4: Suspension and Expulsion

RESULTS AND COMPLIANCE INDICATOR

56

## What does it measure?

**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

57

## FFY21 Results(LAG Year)

- ▶ **4A: Suspensions and Expulsion**
- ▶ Stakeholder group set a target of 0%
- ▶ FFY21 targets were met

Number of LEAs that have a significant discrepancy	Number of LEAs that met the State's minimum n/cell size	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
0	1	0.00%	0.00%	0.00%	Met target	No Slippage

58

## 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

59

## Indicator 5: Educational Environments ages 5 in KG to 21

RESULTS INDICATOR

60

## 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: In separate schools, residential facilities, or homebound/hospital placements.

Wording underlined is South Dakota terms



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## FFY21 Results

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%

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## Indicator 6: Preschool Environments ages 3-5

RESULTS INDICATOR

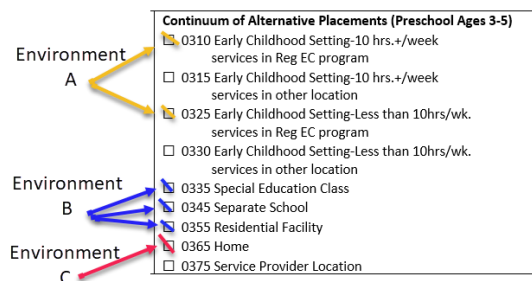
63

### 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))



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## FFY21 SPP/APR Data – Aged 3 through 5 Results

Preschool Environments	Number of children with IEPs aged 3 - 5	Total number of children with IEPs age 3-5	FFY 2020 Data	FFY 2020 Target	FFY 2021 Data	Status	Slippage
A. Regular early childhood program and receiving the majority of special education services in the regular early childhood program	395	1,851	21.76%	22%	21.34% (needs to increase)	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% (needs to decrease)	Did not meet target	Slippage
C. Home	16	1,851	1.27%	1.27%	0.86%	Met target	No Slippage

65

## Indicator 7: Preschool Outcomes

RESULTS INDICATOR

66

## 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.

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## FFY21 Results

Targets – Positive social-emotional skills including relationships

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. Calculation: $(c+d)/(a+b+c+d)$	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. Calculation: $(d+e)/(a+b+c+d+e)$	718	1,005	72.37%	71.79%	71.44%	Did not meet target	No Slippage

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## FFY21 Results

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

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 their rate of growth by the time they turned 6 years of age or exited the program. Calculation: $(c+d)/(a+b+c+d)$	423	741	56.10%	56.71%	57.09%	Met target	No Slippage
B2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program. Calculation: $(d+e)/(a+b+c+d+e)$	475	1,005	50.17%	51.89%	47.26%	Did not meet target	Slippage

69

## FFY21 Results

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

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. Calculation: $(c+d)/(a+b+c+d)$	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. Calculation: $(d+e)/(a+b+c+d+e)$	662	1,005	63.58%	66.13%	65.87%	Did not meet target	No Slippage

70

## Indicator 8: Parent Involvement

RESULTS INDICATOR

71

### What does it measure?

- 1) **Parent Involvement Score:**
  - ▶ % 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*



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## FFY21 Results

### ► Parent Involvement Score:

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

### ► Response Rate:

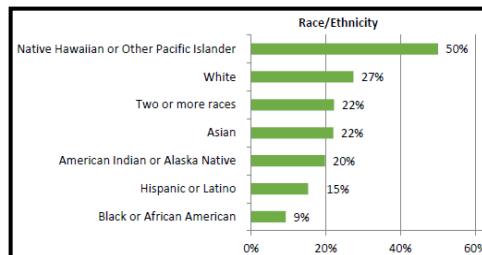
Number of Parents Who Received the Parent Survey:	22,305
Number of Parents Who Completed the Parent Survey:	5,684
Percentage of Parents Who Completed the Parent Survey:	25.48%

73

## FFY21 Results

### Response Rate by Demographic Group:

- State must analyze race/ethnicity to identify and address underrepresentation or nonresponse bias.
- If your district has a high percentage of American Indian, Hispanic/Latino, or African American students, please ensure that those groups are surveyed.



74

## Indicator 9 & 10: Disproportional Representation

COMPLIANCE INDICATOR

75

### 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

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## 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 inappropriate identification.

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

Number districts with disproportionate	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	37	0	0	0	Met Target	No Slippage

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## FFY21 Results – Indicator 10

**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.

- ▶ 131 districts did not meet 20 n size and 20 cell size
- ▶ 18 districts met the calculation in one or more race/ethnic categories
- ▶ 0 districts met the numerical threshold of 3.0 weighted risk
- ▶ 0% of South Dakota Districts Identified for Indicator 10

Number districts with disproportionate	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	18	0%	0%	0%	Met Target	No Slippage

78

## Indicator 11: Initial Evaluations (Child Find)

COMPLIANCE INDICATOR

79

### What does it measure?



**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.

80



FFY21 Results

(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
5,593	5,588	99.67%	100%	99.91%	Did not meet target	No Slippage

5 students

Percent = [(b) ÷ (a)] x 100

81

Indicator 12: Early Childhood Transitions

COMPLIANCE INDICATOR

82

## What does it measure?

**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.



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## FFY21 Results

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

11 students

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

84

## Indicator 13: Secondary Transitions

COMPLIANCE INDICATOR

85

### What does it measure?

- ▶ Indicator 13: 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..
- ▶ Components looked at
  - Evidence measurable post-secondary goals based on age-appropriate transition assessment
  - Measurable post secondary goals
  - Goals annually updated
  - Course of study
  - 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)

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## 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

87

## Indicator 14: Post-School Outcomes

RESULTS INDICATOR

88

## What does it measure?

- Post-school outcomes: 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.

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## 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%
B	Target >=	68.00%	68.50%	68.50%	68.50%	61.96%
	Data	76.00%	65.81%	70.61%	66.35%	61.96%
C	Target >=	81.00%	81.50%	82.00%	82.00%	77.30%
	Data	82.67%	78.63%	82.11%	80.82%	77.30%

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## 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%	13.06%	Met target	No Slippage
B.	191	263	61.96%	63%	74.91%	Met target	No Slippage
C.	212	263	77.30%	78%	82.13%	Met target	No Slippage

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## Response Rate Data

- ▶ FFY 17 – 56%
- ▶ FFY 18 – 43%
- ▶ FFY 19 – 43%
- ▶ FFY 20 – 24%
- ▶ **FFY 21 – 37%**

92

## Indicator 15: Resolution Sessions

COMPLIANCE INDICATOR

93

### What does it measure and results?

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

FFY 2021 SPP/APR Data

3.1(a) Number resolutions sessions resolved through settlement agreements	3.1 Number of resolutions sessions	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data
1	3	100.00%		33.33%

- ▶ South Dakota continues to have less than 10 resolution sessions per year, therefore no baseline and target information is required.

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## Indicator 16: Mediations

COMPLIANCE INDICATOR

95

### What does it measure?

- ▶ Percent of mediations held that resulted in mediation agreements
  - ▶ There was 1 mediation session that didn't result in an agreement and went to due process

FFY 2021 SPP/APR Data

2.1.a.i Mediation agreements related to due process complaints	2.1.b.i Mediation agreements not related to due process complaints	2.1 Number of mediations held	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data
3	6	10	33.33%		90.00%

- ▶ South Dakota continues to have less than 10 mediation sessions per year, therefore no baseline and target information is required.

96



## Indicator 17: State Systemic Improvement Plan

RESULTS INDICATOR

97

### What does it measure?

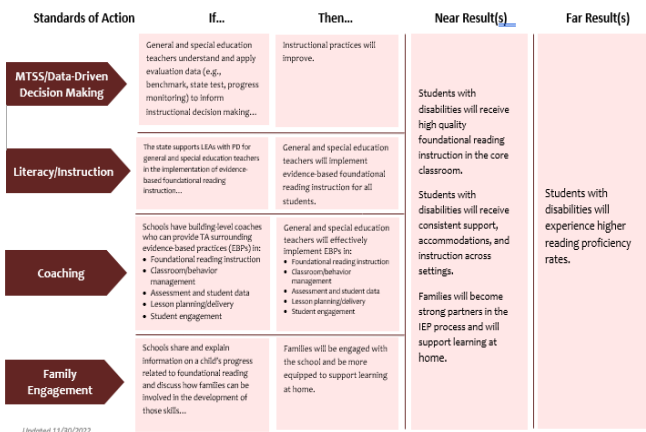
- ▶ Multi-year plan to improve outcomes for students with disabilities. States choose their own focus, target group, and goal.
- ▶ Based on stakeholder input and feedback (2021), South Dakota identified reading proficiency among students with specific learning disabilities, other health impairments, 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.

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## SSIP Theory of Action

State-identified Measurable Results (SIMR): Students with a Specific Learning Disability, Other Health Impairment, or Speech Language Impairment will increase 3<sup>rd</sup> grade reading proficiency rates by 5 percentage points for each group from spring 2021 to spring 2026 as measured by the statewide assessment.



Updated 11/30/2022

What does it measure?

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## FFY21 Results

FFY 2021 SPP/APR Data

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

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## Reporting to the Public

- ▶ LEA not for public reports released in March for district review. Watch for the News Release!
- ▶ LEA public reports and SPP/APR released publicly June 1st
- ▶ Additional information on the SPP/APR indicators can be found at <https://doe.sd.gov/sped/SPP.aspx>