



# SPED Director Monthly Call

Special Education Programs  
August 16, 2022

# Back to School

*Are You Ready?*



Special Ed Programs is here to support you!

# Special Education Programs (SEP)

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**Linda Turner**

Division of Special Education and Early Learning



**Wendy Trujillo**

SEP Administrator and Dispute Resolution Coordinator



# Special Education Programs Staff

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## **Brandi Gerry**

Implementation Specialist

Region 1 Representative



## **Melissa Bothun**

PD Specialist

Region 2 Representative



# Special Education Programs Staff

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**Beth Schiltz**

HS Transition

Region 3 Representative



Click to add text

**Stacy Holzbauer**

Alternate Assessment

Region 4 & 5 Representative





# Special Education Programs Staff

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## **Melissa Flor**

Accountability Specialist

Region 6 & 7 Representative



## **Angel Corrales**

Data Manager



# Special Education Programs Staff

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## **Debra Willert**

Birth to Three Programs  
619 Coordinator



## **Melissa Manning**

Senior Secretary



# DOE Updates



# DOE Communication Plan

## DOE.SD.GOV

- News Banner
- News Hub
  - Administrators
  - Teachers
- Quick Links
  - Events/PD

## links

[tion](#)

[standards](#)

[Hot Topics](#)

[Administrators](#)

[Teachers](#)

[Food Service](#)

[Counselors](#)

## Hot Topics

**Aug. 15, 2022**

**Proposed Social Studies, CTE standards released**

[Proposed standards for Social Studies and several Career and Technical Education \(CTE\)](#) areas have been released. Members of the public are invited to read the standards and provide public

**Aug. 8, 2022**

**State board to hold public hearing**

The [South Dakota Board of Education Standards](#) will consider rules designed to promote of academic content standards that promote inherently divisive concepts and regarding waivers of administrative rules, at its meeting Aug. 22. Public [via rules.sd.gov](#).

## Email

- Weekly Updates – to administrators
- News Alerts – targeted audiences
- Sped Listserv - limited use
- No Sped monthly newsletter

# ARSD

Chapter 24:05:24.01 - ELIGIBILITY CRITERIA

Effective August 14, 2022

# Major Updates

- 24:05:24.01:09. Developmental Delay – age of eligibility changed from 3 up to 6 to 3 up to 9.
- 24:05:24.01:16. Renaming Emotional Disturbance to Emotional Disability.
- 24:05:24.01:17. Emotional Disability eligibility criteria revised

# Minor Updates

Do not impact eligibility determinations

- 24:05:24:01:13. Orthopedic impairment defined. The examples were removed based on LRC form and style recommendations.
- 24:05:24:01:25. Voice disorder. Updated using terminology from the American Speech-Language-Hearing Association.
- 24:05:24:01:27. Language disorder. The revisions reflect LRC form and style recommendations.

# Special Education Comprehensive Plan

- Review Current District Section III: Child Find and Child Identification Section
  - Developmental Delay
    - District option to use the category
    - If district indicated adopt developmental delay category, what was written in that section.
    - Consider if language still appropriate
  - Review the ARSD eligibility updates and determine if your comprehensive plan had anything specific to those areas that require updates.
- If updated language or processes are needed, then update and get approval by school board.
- Do not submit to DOE unless requested.



# Documents with ARSD Language Updates

Located at

<https://doe.sd.gov/sped/IEP.aspx>

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Eligibility Guide

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Tools and Resources Related to Special Education Eligibility (coming soon)

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Main Eligibility Document

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Developmental Delay Eligibility

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Emotional Disability Eligibility

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Specific Learning Disability Eligibility

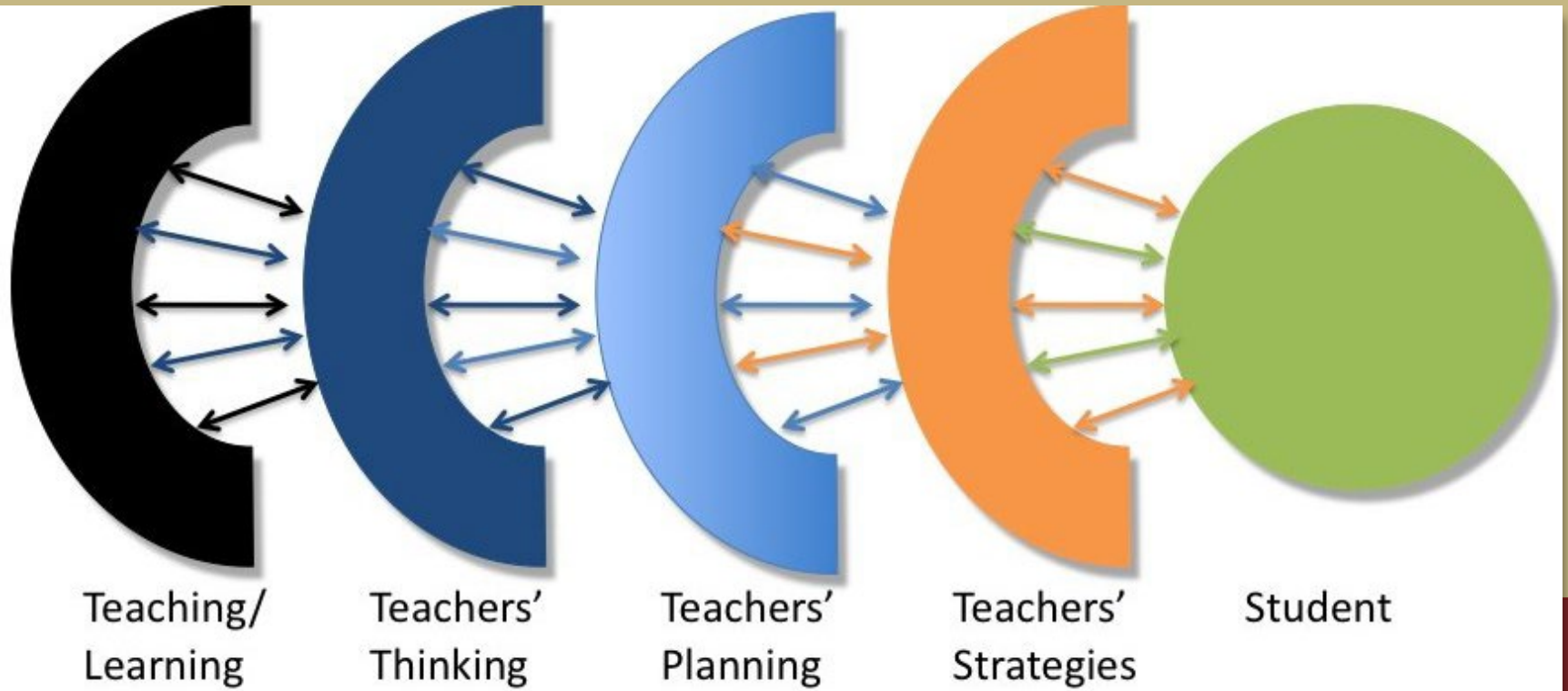
Infinite campus may take a year to update. Sped Advantage will be notified.

# BDI for Progress Monitoring Developmental Delay Age Change

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The BDI must be given for  
Progress Monitoring:

- If the student was receiving more than 6 months of special education and/or related services age 3-5 (Part B 619 program)
- Must be given prior to the student turning 6.
- Indicator 7 monitoring



# Effective Practices



# IEP Quality Website Tip of the Month

<https://sd.iepq.org>

Email Brandi Gerry  
[brandi.Gerry@state.sd.us](mailto:brandi.Gerry@state.sd.us)  
for access to IEPQ.

A screenshot of the IEP Quality Project website. At the top is a navigation bar with five green buttons: "home", "toolbox", "student scenarios", "resource library", and "myIEP-Q". Below the navigation bar is a sidebar on the left with a list of topics: "Evaluation &amp; Reevaluation", "Transition", "Present Levels of Academic Achievement &amp; Functional Performance", "Goals and Objectives/Benchmarks", "Accommodations", "Assessment", "Consideration of Special Factors", "Least Restrictive Environment", "Other IEP Topics", and "Common Core State Standards". A red arrow points from the "toolbox" button in the navigation bar to a purple box labeled "TOOLBOX". This box contains the text: "Contains goal assistant links, reference charts, IEP planning sheets and many other resources to assist in the writing of and implementation of an IEP." Below the text are three icons: a yellow pencil, a hand, and a green arrow. To the right of the "TOOLBOX" box is a teal box labeled "RESOURCE LIBRARY" with the text: "Brings together important sources of information on IEP development, including books, journal articles, web sites, and behavior data collection forms." Below the text is an icon of a stack of books. To the right of the "RESOURCE LIBRARY" box is a blue box labeled "STUDENT SCENARIOS" with the text: "View fictionalized student examples based on actual teacher experiences." Below the text is an icon of two children. At the bottom of the page is a white bar with the text "Find Help Creating Quality IEPs".



# IEP Quality Website Tip of the Month

<https://sd.iepq.org>



## ESY Regression / Recoupment of skills data form

### DIRECTIONS:

1) Write in each IEP goal to be assessed.

2) For each IEP goal, indicate the student's level of performance on skills assessment for each indicated time frame. **INCLUDE DATES OF TESTING, ASSESSMENT GIVEN, and SCORE(S)** in your data boxes. Be sure to keep or attach the assessment used to determine the student's level of performance, and to use the same assessment(s) for each data entry date to maintain consistent comparison across time. Assessments do not need to be standardized, and teacher-created curriculum-based or skills-based measurement / checklists that directly match IEP goal skills may be used.

3) Use this data to help with the decision regarding whether or not a student needs extended school year services. This form should not be the only data used to inform this decision.

STUDENT NAME: \_\_\_\_\_ DISABILITY(IES): \_\_\_\_\_ RELATED SERVICES: \_\_\_\_\_

DID STUDENT ATTEND ESY THE PREVIOUS SUMMER? ☐ YES ☐ NO

IF YES, ASSESS STUDENT BY THIRD WEEK OF NEW SCHOOL YEAR

IF NO, ASSESS STUDENT BY SIXTH WEEK OF NEW SCHOOL YEAR

| SPRING DATA (Within four weeks of the end of the school year) | FALL DATA (Must be within 6 weeks of the start of the school year) | (Optional) Post an extended school break (winter, spring) data | Did student recoup skills?                                  |
|---|--|--|---|
| Goal One:   |  |  |   |
|   |  |  | <input type="checkbox"/> YES<br><input type="checkbox"/> NO |
| Goal Two:   |  |  |   |
|   |  |  |   |
| Goal Three:   |  |  |   |
|   |  |  |   |





# IEP Quality Website Tip of the Month

<https://sd.iepq.org>



## Accommodation Monitoring Form

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

Content Area(s): \_\_\_\_\_ Starting Date: \_\_\_\_\_ Ending Date: \_\_\_\_\_

| ACCOMMODATION(S)  | How Often Used?                             |              |              |       | How Helpful? |                  |             |
|-------------------|---|--------------|--------------|-------|--------------|------------------|-------------|
|                   | Routine Classroom Practice for All Students | All the Time | Occasionally | Never | Very Helpful | Somewhat Helpful | Not Helpful |
| Presentation      |   |              |              |       |              |                  |             |
|                   |   |              |              |       |              |                  |             |
|                   |   |              |              |       |              |                  |             |
|                   |   |              |              |       |              |                  |             |
|                   |   |              |              |       |              |                  |             |
| Response          |   |              |              |       |              |                  |             |
|                   |   |              |              |       |              |                  |             |
|                   |   |              |              |       |              |                  |             |
|                   |   |              |              |       |              |                  |             |
| Scheduling/Timing |   |              |              |       |              |                  |             |
|                   |   |              |              |       |              |                  |             |
|                   |   |              |              |       |              |                  |             |
|                   |   |              |              |       |              |                  |             |
|                   |   |              |              |       |              |                  |             |



## IEP Quality Website Tip of the Month

<https://sd.iepq.org>

### **Virtual Training Available - Introduction to IEPQ**

- September 15 (1-4pm Central)
- September 16 (8:30-11:30am Central)
- Register at [SD Go Sign Me Up](#)
- Need an account?  
Email Brandi Gerry ([brandi.gerry@state.sd.us](mailto:brandi.gerry@state.sd.us))

# SD CASE

## Monthly Update Meeting

- 1st meeting 9/22/22 10:00-12:00 CST
- IPC in Sioux Falls
- Via Zoom
- Initially will be available to all sped directors
  - Zoom information will be shared during September Sped Director Call
- Includes updates for state and national special education topics
- Networking opportunity for Directors

## Lunch and Law

- Monthly presentation from Special Education Lawyer Christian Shafer

## Two ways to Join

- SASD website
- Email [Kyle.Babb@k12.sd.us](mailto:Kyle.Babb@k12.sd.us)

## Mentoring for new Directors



GRIT



EXCELLENCE



RESULTS



ACCOUNTABILITY



THOUGHTFULNESS

# Accountability



# Announcing: 2022-2023 School Year A **NEW** Accountability Process Web- based Platform Includes Indicator 11 and 12 Data

## District Training Coming Soon

- In 2022-2023 Special Education Programs will be launching a web-based program to facilitate the Accountability Process (SPED reviews and RDA). [Melissa.Flor@state.sd.us](mailto:Melissa.Flor@state.sd.us)
- Indicator 11 and 12 data will be collected via the new platform with hopes it will be available for data entry October 2022 for the 2022-2023 data collection. [Debra.Willert@state.sd.us](mailto:Debra.Willert@state.sd.us)



# Accountability Updates

- 2023-2028 Tentative Review Schedule is located at <https://doe.sd.gov/sped/accountability.aspx>
  - District and Agencies
- Results Driven Accountability (RDA)
  - Internal Review Process:
    - Every district is required to complete the internal review annually. District administrator submit information in May annually.

# IEP TA Guide Updated with No Appendix

<https://doe.sd.gov/sped/documents/IEP-TA-22.pdf>

- Annual Review Date examples Updated
- Transition Comment Section and Graduation
- Accommodation example
- Appendix, which are examples, is not included at this time.
- Working on making improvements to this section.
- Description of services (Clarify Frequency, Duration, and Location)
- Other minor wording updates

# Description of Services: Must include

| Area (Annual Goal)  | Frequency  | Duration  | Location   |
|---|--|---|--|
| <ul style="list-style-type: none"><li>• Basic reading</li><li>• Math</li><li>• Behavior</li><li>• Listening comprehension</li><li>• Reading fluency</li><li>• Reading comprehension</li><li>• Fine motor</li><li>• Gross motor</li><li>• Language</li><li>• Articulation</li><li>• Pre-reading</li><li>• Pre-math</li></ul> | <ul style="list-style-type: none"><li>• How often should one meet with the student to document they are making progress towards their annual goal?</li><li>• Number of times per week the service will be provided to make progress.</li><li>• 2 times per week</li><li>• 5 times per week</li></ul> | <ul style="list-style-type: none"><li>• When providing service to the student, how long is the service provided to the student?</li><li>• If the service is 2 times per week, how many minutes will be completed for each of those sessions to make progress.</li><li>• 20 minutes</li><li>• 15 minutes</li></ul> | <ul style="list-style-type: none"><li>• When deciding the location of the student's service(s), keep in mind the best location in terms of learning for the student.</li><li>• If the location of the service is in multiple places, be sure to split the service time in the report.</li><li>• Classroom</li><li>• Therapy room</li><li>• Resource room</li><li>• Community</li><li>• Daycare</li></ul> |



If number of times per week or duration for each of those meetings are not reflected in IEP, then need to amend:  
100 minutes/week is really 20 minutes, 5 days a week  
100 minutes/month is really 25 minutes/1 time a week

## Stakeholder Input



Please provide input on Risk Rubric Update  
and Aligning Indicator 9 and 10 and  
Significant Disproportionality Methodology  
to [Melissa.Flor@state.sd.us](mailto:Melissa.Flor@state.sd.us) or 605-773-  
6119

# Risk Rubric Update for RDA

Input on Changes: Contact [Melissa.Flor@state.sd.us](mailto:Melissa.Flor@state.sd.us)

| Current Indicator                                      | Proposed Change              | Reason  |
|--|------------------------------|---|
| Indicator 2: Dropout                                   | Indicator 1: Graduation      | Indicator 1 Graduation Indicator is based on annual rate of graduation instead of 4 year                          |
| Indicator 3: Proficiency read/math for 3-8 and 11      | Keep Indicator 3: 3-8 and 11 | New SPP method is now only reporting grades 4, 8, and 11. This is not enough data to make determinations for RDA. |
| Indicator 6: LRE Preschool                             | Keep                         |   |
| Indicator 7B: Preschool Outcomes                       | Keep                         |   |
| Indicator 14: Post-School Outcomes                     | Keep                         |   |
| Indicator 5: School Age Least Restrictive Environment  | Add                          | Emphasis importance of students on IEPs to remain with general education peers to maximum extent                  |
| High Incidence Disability (higher or lower than state) | Keep                         |   |
| Internal Review Completed and report data to state     | Keep                         |   |



# Align Calculation of Disproportionality and Significant Disproportionality

South Dakota's current Indicator 9 and 10 calculation has remained same.

South Dakota's Significant Disproportionality: Updated federal methodology requirements

| Area                           | Numerator | Denominator | Weighted Risk Ratio      | Years    | Progress |
|--------------------------------|-----------|-------------|--------------------------|----------|----------|
| Indicator 9 and 10             | 20        | 20          | 3.0                      | Annually | NA       |
|                                |           |             | Risk Ratio/<br>Alternate |          |          |
| Significant Disproportionality | 10        | 30          | 3.00                     | 3        | .01      |
| Proposed Indicator 9 and 10    | 10        | 30          | 3.00                     | 2        | .01      |



Data

## Indicator 6

Least Restrictive Environment

Children aged 3-5

Student on an IEP transitioned from Early Childhood program to Kindergarten or Jr. Kindergarten (age 5):

- Follow IEP TA guide documenting an amendment
- Needs to be completed as soon as possible upon enrolling in kindergarten for December 1 Child Count.

**Student is 5 years old  
attending Junior Kindergarten  
or Kindergarten**

**These students are coded using 100  
Placement Codes:**

- ⇒ 100 General Classroom with Modifications 80-100%
- ⇒ 110 Resource Room 40-79%
- ⇒ 120 Self-Contained Classroom 0-39%
- ⇒ 130 Separate Day School
- ⇒ 140 Residential Facility
- ⇒ 150 Home/Hospital

# Indicator 7

## Preschool Outcomes

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Battelle Developmental  
Inventory (BDI)  
Ongoing

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Account Holder  
Ed Structure  
Match Infinite Campus  
Student Assigned







## Indicator 11

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- Due August 1

83% or 123  
districts

# Congratulations!

# Count 25-School Day Timeline

## When does day 1 start?

Old guidance – the count was the day the district received consent to evaluate even if it was a non-school day

### New guidance

- District received consent on a school day – day 1 of the 25-school day count begins on that day.
- District received consent on a non-school day (weekend), day 1 of the 25-school day count begins on the next day school is in session.



Day consent was received



Non-school day



Day one of the 25-school day count

| September 2022 |    |    |    |    |    |    |
|----------------|----|----|----|----|----|----|
| Su             | Mo | Tu | We | Th | Fr | Sa |
|                |    |    |    | 1  | 2  | 3  |
| 4              | 5  | 6  | 7  | 8  | 9  | 10 |
| 11             | 12 | 13 | 14 | 15 | 16 | 17 |
| 18             | ★  | 20 | 21 | 22 | 23 | 24 |
| 25             | 26 | 27 | 28 | 29 | 30 |    |
|                |    |    |    |    |    |    |

# Indicator 12

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Indicator 12 information for the State Performance Plan is collected for all students being served in the Part C (B-3) program and now being evaluated for continued eligibility into Part B 619 (3-5).

## **DO Report Students if:**

- a student received Part C services and is being evaluated to determine continued eligibility into Part B.
- you receive permission to evaluate.
- a student whose birthday and/or eligibility meeting occurred between July 1<sup>st</sup> and June 30<sup>th</sup> of the reporting period. (Birthdates may fall outside of reporting period in some cases).
- a student was evaluated by outside evaluators.
- a student moves during the evaluation process.
- a student moves into your district from another district or state who requires additional evaluations to determine S.D. eligibility.

## **DO NOT Report Students if:**

- it is an initial referral for Part C (B- 3) services NOT Part B.
- it is an initial referral for Part B services for students age 3-21 **(student did not receive Part C B-3 Services).**
- a student moves from another district or state and does not require additional evaluations to determine S.D. eligibility.
- permission is not obtained



## Indicator 12

- Launchpad:
  - <https://apps.sd.gov/DP42LaunchPad/Logon.aspx>
- Need Logon Name/User Password or questions:
  - Contact: [Debra.Willert@state.sd.us](mailto:Debra.Willert@state.sd.us)



**Launchpad Applications for State of South Dakota**

**Logon Name:**

**User**

**Password:**

Submit

[Forgot password?](#)

System is to be used by authorized personnel.

Usage is logged.

**Due:**  
**September 1, 2022**

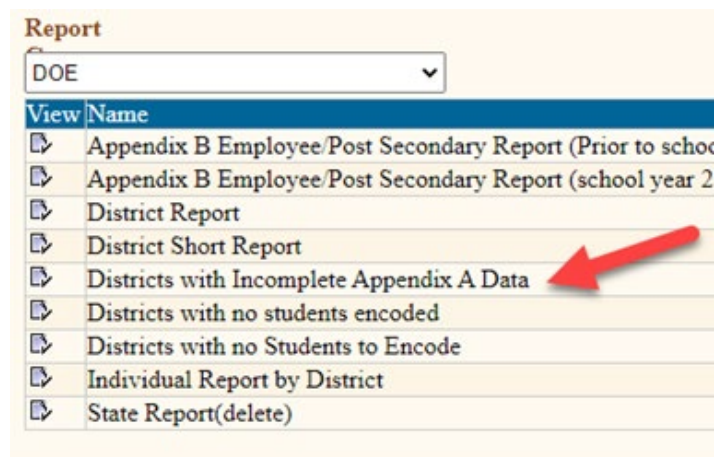
# Indicator 14 – Appendix A

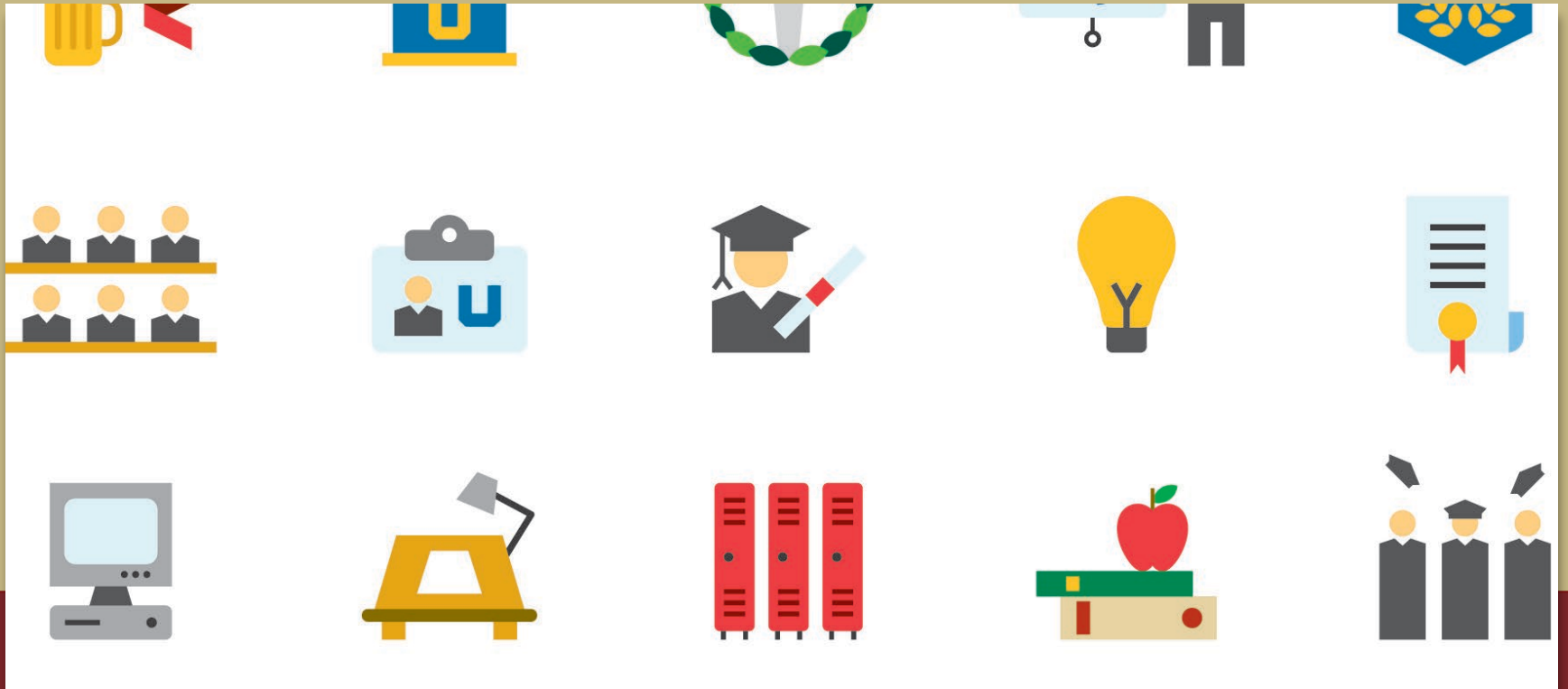
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- Demographic data has been uploaded into LaunchPad - <https://apps.sd.gov/DP42LaunchPad/Logon.aspx>
- District need to:
  - Check uploaded information for accuracy
  - Complete the few questions that need to be answered
  - Contact Beth if student:
    - Returned to school
    - Listed twice
    - Transferred to another district
- [Beth.Schiltz@state.sd.us](mailto:Beth.Schiltz@state.sd.us)
- Due date: **October 1<sup>st</sup>**

# Indicator 14 – Appendix A

- To check for incomplete data
  - Use the report link – (opens in a new window)
  - Look for the 'Incomplete Appendix A Date' report
  - Need to put the information into the system – not into the report
  - Indicator 14-Appendix A 'How To' document found at <https://doe.sd.gov/sped/SPP.aspx> - in the Indicators section – scroll down to Indicator 14





Miscellaneous

# Personnel Record Form

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## Plan of Intent - Special Education Teacher

The PRF system allows districts to:

- enter non-qualified individuals into the PRF database and
- trigger a Plan of Intent.
- Must have a valid SD teaching certificate and
- 3 years teaching experience-past 5 years
- A certified SPED teacher must oversee and signoff on all IEPs.

Refer to *Educator Certification Flexibility Options* for information about alternative certification and educator permits for options that allow districts flexibility.

# Personnel Record Form

## Paraprofessional

### Qualifications (Check All That Apply):

- ☒ **High School Diploma or Equivalent (Required)**
- ☒ Completed 48 credit hours
- ☐ Obtained an associate's degree, bachelor's degree, or higher
- ☐ Passed state test
- ☐ Other:

Collection Guidance: <https://doe.sd.gov/prf/documents/ParaproDs.pdf>

Paraprofessional Requirements: <https://doe.sd.gov/prf/parapro.aspx>

# District Directory Information

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The annual submission of school directory information for the 2022-23 school year **must be completed by Sept. 1, 2022.**

School directory information includes the names, titles, and contact information for administrative positions within your school(s) and district (e.g., superintendent, business official, curriculum director, special education director).

Superintendents and Ed Directory contacts received information about this data collection via email on July 28. It is critical that the directory information submitted is correct, as it populates a database that is used by all DOE offices to communicate with your administrators throughout the school year.

The information also appears on the [DOE website](#) and is one of our most accessed webpages. Questions? Contact [Angie Bren](#) at DOE, (605) 773-2263.



# SPED Data Drill Down

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SPED is looking for participants, including sped teachers, administrators, related services professionals, and parents are needed for our annual statewide data drill down to review special education data, identify areas of strength and need, and improvement activities the state should focus on.

The meeting will be held in Pierre, SD on September 29<sup>th</sup>, 2022.

If you would like to participate or have a recommendation for parent participants, please contact [Wendy.Trujillo@state.sd.us](mailto:Wendy.Trujillo@state.sd.us).



# SOUTH DAKOTA'S IDEA PART B DETERMINATION

# SOUTH DAKOTA'S DETERMINATION

Based on the APR submitted in February 2022



```
graph TD; A[Based on the APR submitted in February 2022] --> B[Data set is from FFY20 (20-21 school year) except lag indicators which are FFY19 (19-20 school year)]; B --> C[South Dakota received :  
• 16 out of 18 points for Compliance for a score of 88.89%  
• 12 out of 16 points for Results for a score of 75%  
  
Scores are averaged to yield the final percent and determination of  
81.94%- Meets Requirements  
• (Last year – 80% - Meets Requirements)];
```

Data set is from FFY20 (20-21 school year) except lag indicators which are FFY19 (19-20 school year)

South Dakota received :

- 16 out of 18 points for Compliance for a score of 88.89%
- 12 out of 16 points for Results for a score of 75%

Scores are averaged to yield the final percent and determination of  
**81.94%- Meets Requirements**

- (Last year – 80% - Meets Requirements)

# COMPLIANCE MATRIX

| Part B Compliance Indicator <sup>3</sup>   | Performance (%) | Full Correction of Findings of Noncompliance Identified in FFY 2019 | Score |
|--|-----------------|---|-------|
| Indicator 4B: Significant discrepancy, by race and ethnicity, in the rate of suspension and expulsion, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with specified requirements. | 0               | N/A   | 2     |
| Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.  | 0               | N/A   | 2     |
| Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification.   | 0               | N/A   | 2     |
| Indicator 11: Timely initial evaluation  | 99.67           | No  | 2     |
| Indicator 12: IEP developed and implemented by third birthday  | 99.23           | Yes   | 2     |
| Indicator 13: Secondary transition   | 66.41           | Yes   | 0     |
| Timely and Accurate State-Reported Data  | 95.24           |   | 2     |
| Timely State Complaint Decisions   | 100             |   | 2     |
| Timely Due Process Hearing Decisions   | N/A             |   | N/A   |
| Longstanding Noncompliance   |                 |   | 2     |
| Specific Conditions  | None            |   |       |
| Uncorrected identified noncompliance   | None            |   |       |

- The Results Matrix reflects the following data:
  - NAEP assessment in reading and math at 4<sup>th</sup> and 8<sup>th</sup> grade calculated separately:
    - The percentage of SWD scoring at basic or above on the NAEP;
    - The percentage of SWD included in NAEP testing (*0 or 1 point*);
  - The percentage of SWD exiting school by graduating with a **regular** high school diploma.
  - The percentage of SWD exiting school by dropping out.

## RESULTS MATRIX

### Reading Assessment Elements

| Reading Assessment Elements   | Performance (%) | Score |
|---|-----------------|-------|
| Percentage of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress | 35              | 2     |
| Percentage of 4th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress       | 92              | 1     |
| Percentage of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress | 27              | 1     |
| Percentage of 8th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress       | 91              | 1     |

### Math Assessment Elements

| Math Assessment Elements  | Performance (%) | Score |
|---|-----------------|-------|
| Percentage of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress | 52              | 2     |
| Percentage of 4th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress       | 95              | 1     |
| Percentage of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress | 33              | 2     |
| Percentage of 8th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress       | 90              | 1     |

### Exiting Data Elements

| Exiting Data Elements  | Performance (%) | Score |
|--|-----------------|-------|
| Percentage of Children with Disabilities who Dropped Out   | 18              | 0     |
| Percentage of Children with Disabilities who Graduated with a Regular High School Diploma <sup>2</sup> | 75              | 1     |



# RESULTS MATRIX SCORING

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

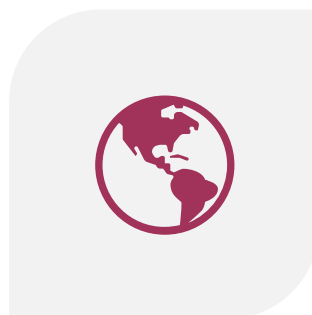
| Results Elements   | RDA<br>Score=<br>0 | RDA<br>Score=<br>1 | RDA<br>Score=<br>2 |
|--|--------------------|--------------------|--------------------|
| Percentage of 4th grade CWD scoring Basic or above on reading NAEP   | <22                | 22-27              | >=28               |
| Percentage of 8th grade CWD scoring Basic or above on reading NAEP   | <27                | 27-31              | >=32               |
| Percentage of 4th grade CWD scoring Basic or above on math NAEP  | <40                | 40-45              | >=46               |
| Percentage of 8th grade CWD scoring Basic or above on math NAEP  | <20                | 20-26              | >=27               |
| Percentage of CWD Exiting School by Graduating with a Regular High School Diploma  | <75                | 75-82              | >=83               |
| Percentage of CWD Exiting School by Dropping Out   | >16                | 16-11              | <=10               |
| Percentage of 4th and 8th Grade CWD included in NAEP testing (reading or math):<br>1 point if State's inclusion rate was higher than or not significantly different from the NAGB goal of 85%.<br>0 points if less than 85%. |                    |                    |                    |

- Set percent for participation on NAEP

# DISTRICT DATA REPORTS



District data has been released and districts can see how they are performing compared to state targets.



<http://doe.sd.gov/sped/spp.aspx>



District determinations can be found in SD STARS in the Special Ed Community section.

# Next SPED Director Call

**\*\* September Call rescheduled to  
September 13th, 2022**

SPED Director calls are no longer posted online. A recording is available for two weeks after the call and can be requested from your region representative.

Monthly handouts can be found at  
<https://doe.sd.gov/sped/directors.aspx>