South Dakota Department of Education
Office of Special Education Programs

State Performance Plan (SPP)
Indicator Technical
Assistance Guide

south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

INDICATOR 1 (Results)
Graduation Rate

Measurement: Percent of youth with IEP's graduating from high school with a regular diploma in 4 years.

Indicator Goal: The goal of Indicator 1 is to improve the graduation rate of students with disabilities. South Dakota has a gap between the graduation rate of students with and without disabilities. This document can help determine if there is a graduation gap in a district, and to identify resources that can help to close that gap.

Indicator Connections: To graduate, students must remain in school (Ind. 2: Dropout Rate). Creating and implementing a strong transition plan with appropriate supports for students (Ind. 13: Transition) may help to create a strong foundation for students to reach the goal of being college, career, and life ready (Ind. 14: Post-School Outcomes).

Entering/Accessing Your Data

Indicator Access Points

Results for this indicator come from SIMS/Infinite Campus, under the Enrollment tab.

* See Indicator Access Point Document (SPP Binder)

Submission Timeline

- Verify District SIMS/Infinite Campus data by the **second Friday in June.**
- The Appeal Window takes place during the Report Card Appeal Window.

Calculation Guide

$$A \div (B+C-D-E) \times 100$$

A = Students with IEPs (SWD) in grades 9-12 who graduated in 4 years (cohort).

B = 9th grade SWD (cohort)*

C = SWD who transferred into cohort

D = SWD who transferred out of cohort

E = SWD who emigrated or died

* original cohort includes graduates, dropped, and served until age 21

Calculation Example

Cohort Group:
20 Students with IEPs started 9th grade in the fall of 2010-2011

As 12th graders (fall 13-14):
15 Students with IEPs graduated with regular diploma

- **2** dropped out
- **3** will be served until age 21
- **0** transferred in
- **1** transferred out
- **0** emigrated or died

$$15 \div (20 - 1) \times 100 = 78.9\%$$
SWDs graduated with a regular diploma

Essential Question 3: Are youth with disabilities college, career, and life ready?

Analyzing Your Data

	SY1314	SY1415	SY1516	SY1617	SY1718	SY1819
Target ≥	83.00%	84.50%	85.00%	85.00%	85.00%	85.00%
State Rate	61.82%	59.35%				

*Targets are set every 6 years

Improving Your Results

Not happy with your results?

✓ What factors led to students completing high school in four years? Were similar strategies and procedures in place for all students with disabilities?

✓ Is the most appropriate curriculum for each student being implemented?

✓ How can districts work with younger students to ensure that the proper course of study is being followed and necessary credits are being earned toward graduation?

Frequently Asked Questions

Is my district's data accurate?
Your data is taken from the information a district entered into SIMS/Infinite Campus. Double-check the accuracy of exit codes. *see Crosswalk document (SPP Binder).

But what about students who receive transition services?
The IEP team may determine that it is in the best interest of the student to continue with services and therefore, not graduate as part of the cohort. See the technical assistance document "Guidance Policy: Applying Graduation Requirements to Students with Disabilities" for further guidance * see Resources below

Remember:
SPP/APR Graduation data is always one year behind. The 2014-2015 report includes 2013-2014 graduates.

SWDs who drop out or are served until age 21 are included in calculation as non-graduates only during their cohort year.

Resources

1. SD DOE State Performance Plan webpage: https://doe.sd.gov/sped/SPP.aspx
2. Transition Services Liaison Project: www.tslp.org
3. Dropout Prevention Center: www.ndpc-sd.org
4. National High School Center: www.betterhighschools.org
5. *Guidance Policy: Applying Graduation Requirements to Students with Disabilities* for further guidance https://doe.sd.gov/sped/documents/GraduationQA.pdf

Updated November 2018

INDICATOR 2 (Results)
Dropout Rate

Measurement: Percent of students with IEP's dropping out of high school.

Indicator Goal: The goal of Indicator 2 is to decrease the dropout rate of students with disabilities. South Dakota recognizes that students with disabilities have a higher dropout rate than their nondisabled peers. This document can help determine if there is a dropout gap between students with disabilities and their non-disabled peers in a district, and to identify resources that can help to close that gap.

Indicator Connections: Research shows a strong link between suspension (Indicator 4) and student dropout rates https://www.edutopia.org/blog/link-between-suspension-and-dropout-robyn-gee Also, creating and implementing a strong transition plan with appropriate supports for students (Ind. 13: Transition), will help to create a strong foundation for students to reach the goal of being college, career, and life ready (Ind. 14: Post High School Outcomes). Graduation (Ind. 1) will more likely occur when students are provided a viable motivation to remain in school.

Entering/Accessing Your Data

Indicator Access Points

Information is collected through SIMS/Infinite Campus, utilizing the special education exit code (07 and 08) or Sped Exiter Report in SD STARS from the year prior to the SPP Report date as well as Child Count from that year (i.e. 2014-15 SPP report uses Exit and Child Count data from 2013-2014).

Submission Timeline

- Data reflects all enrolled by the **last Friday in September**
- Verify your SIMS/Infinite Campus exit data by the **second Friday in June**
- The Appeal Window takes place during the Report Card Appeal Window

Calculation Guide

$$A \div B \times 100 = \%$$

A= Students with IEPs in grades 7-12 who are enrolled as of Dec. 1 child count and dropped out (Exit Code 08) or Moved Not known to Continue (Exit Code 07).

B= Students with IEPs in grades 7-12 who are enrolled as of Dec. 1 child count.

Calculation Example

2 students dropped out during the calendar year and did not return in fall enrollment

20 students with IEPs enrolled for grades 7–12.

$$(2 \div 20) \times 100 = 10\%$$
10% of students dropped out

Essential Question 3: Are youth with disabilities ready for, college, career, and life?

Analyzing Your Data

	SY1314	SY1415	SY1516	SY1617	SY1718	SY1819
Target ≤	3.00%	2.90%	2.90%	2.80%	2.50%	2.40%
State Rate	2.53%	2.76%				

*Targets are set every 6 years

Improving Your Results

Not happy with your results?

✓ Check for accuracy of data. Review SIMS/Infinite Campus system to ensure enrollment and special education records are accurate.

✓ Determine reasons connected to students who dropped out, i.e. was an appropriate course of study developed and followed?

✓ Determine if transition plan was not only implemented, but revisited and adjusted when IEP team deemed necessary.

✓ Does the district monitor attendance records carefully?

✓ Does the district have a system for tracking access to curriculum during suspension/expulsion?

Frequently Asked Questions

Is my district's data accurate?
Your data is taken from the SIMS/Infinite Campus system, but lags one year behind the SPP/APR. In other words, the Dropout Rate for the 2014-15 APR was taken from the SIMS/Infinite Campus system for the 2013-2014 school year.

Remember:
Always update *Dropout* and *Moved NOT Known to Continue* exit codes for students. If a student returns the next fall, the student will no longer be considered a dropout. If a student drops out, and later records are sent to a different district, change exit code for student to *Known to Continue.* It won't help a district for the past year's dropout rate, but it could help a district's graduation rate.

Resources

1. National Dropout Prevention Center for Students with Disabilities: http://www.dropoutprevention.org/

2. SD STARS Early Warning Report: https://doe.sd.gov/sdstars/

3. Positive Behavioral Interventions and Supports: www.pbis.org

4. NASP Center: http://www.naspcenter.org/adol_sdpe.html

INDICATOR 3C (Results)
Proficiency on Statewide Assessments

Measurement: Proficiency rate for students with IEPs against grade level & alternate achievement standards.

Indicator Goal: The goal is to improve the Math and ELA proficiency of students with IEPs on the statewide assessment.

Indicator Connections: A higher rate of participation should result in more accurate proficiency data for students with IEPs (Ind. 3B: Participation). Suspension & Expulsion (Ind. 4A & 4B) of students with IEPs could affect a student's level of proficiency. Participation in the least restrictive environment (Ind. 5: LRE) could also impact a student's level of proficiency.

Entering/Accessing Your Data

Indicator Access Points

Information is collected through SIMS/Infinite Campus, utilizing the enrollment records.

SD-STARS (longitudinal data system)

Smarter Balanced Assessment Consortium

SD Smarter Balanced test portal

Multi-State Alternate Assessment (alt. assessment)

Submission Timeline

- Refer to the Spring SIMS newsletter for submission dates. https://doe.sd.gov/ofm/sims.aspx

- Districts are required to enter/update student information into SIMS/Infinite Campus **by the 2nd Friday in June**.

- Districts are also responsible for validating data (late summer/early fall).

Calculation Guide

(A + B) ÷ C x 100 = %

A= # of students with IEPs scoring proficient or above against grade level standards.

B= # of student with IEPs scoring proficient or above against alternative standards.

C= # of students with IEPs who received a valid proficiency score.

* Proficiency rate is based on all district students with IEPs in grades 3-8 & 11 as of May 1. Reading & math proficiency levels are calculated separately.

Calculation Example

10 students scored prof./adv. on Smarter Balanced

1 student scored advanced on MSAA

33 total students took statewide assessments

(10 + 1) ÷ 33 x 100 = 33.33% proficiency

Updated November 2018

Essential Question 2: Are children with disabilities achieving at high levels?

Analyzing Your Data

	SY1314	SY1415	SY1516	SY1617	SY1718	SY1819
Target: Rdg ≥	47.50%	52.28%	25.85%	32.59%	39.33%	47.07%
State Rate: Rdg	NA	18.86%				
Target: Math ≥	47.65%	52.41%	25.06%	31.87%	38.86%	45.49%
State Rate: Math	NA	18.01%				

*Targets are set every 6 years

Improving Your Results

Not happy with your results?

✓ Are students with disabilities provided appropriate curriculum?

✓ Could LRE placement be affecting a student's ELA and math proficiency?

Frequently Asked Questions

Is my district's data accurate?
Your data is taken from the information collected through SIMS, utilizing the enrollment and Special Education records. Districts are also responsible for validating data (late summer/early fall).

Remember:
The proficiency determinations will be calculated based on information that the district has entered (or has failed to enter) into the SIMS/Infinite Campus by the June deadline. Preliminary results will be available in the summer. Districts need to look at their data and file a pre-appeal for any incorrect data. This is done prior to public release. Once the data have been made public, districts can file a formal appeal for any data that may still not be correct. LEAs will be notified of the exact timeline for these processes before the end of the school year.

Resources

1. SD DOE State Performance Plan webpage: https://doe.sd.gov/sped/SPP.aspx
2. SD STARS: https://doe.sd.gov/sdstars/
3. Smarter Balanced Assessment Consortium: https://doe.sd.gov/Assessment/SMARTERbalanced.aspx
4. SD Smarter Balanced test portal: http://sd.portal.airast.org/
5. MSAA–SD DOE Alternate Assessment webpage: https://doe.sd.gov/assessment/alternate.aspx
6. Accommodation Manual: https://doe.sd.gov/sped/IEP.aspx

INDICATOR 4A (Results) & 4B (Compliance)
Suspension and Expulsion

Measurement (4A): Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with IEPs for greater than 10 days (consecutive or accumulated) in a school year.

Measurement (4B): Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of students with IEPs of greater than 10 days (consecutive or accumulated) in a school year for; and (b) policies, procedures or practices that contribute to the significant discrepancy 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.

Indicator Goals:

The goal of indicator 4A is to identify the percent of districts that have a significant discrepancy in the rates of suspensions and expulsions of students with IEPs of greater than 10 days in a school year.

The goal of indicator 4B is to identify the percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, and (b) policies, procedures or practices that contribute to the significant discrepancy 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.

Indicator Connections: A student's academic achievement (Indicator 3) and graduation rate (Indicator1) are directly related to their exposure to the general curriculum. When students are suspended from school they are losing access to the general curriculum and falling further behind academically. Also, research shows a strong link between suspension and student dropout rates (Indicator 2)
https://www.edutopia.org/blog/link-between-suspension-and-dropout-robyn-gee

Essential Question 2: Are children with disabilities achieving at high levels?

Entering/Accessing Your Data

Indicator Access Points

Districts use suspension/expulsion data maintained throughout the year as well as Child count from that year (i.e. 2014-15 SPP report uses Child Count data from 2013-14).

SEP secure website at https://apps.sd.gov/DP42LaunchPad/Logon.aspx

Submission Timeline

- Data collection: September 1 to June 30
- Districts must submit data by **June 30**

Calculation Guide

A= (4A) Students with IEPs suspended/expelled in the district > 10 school days in the school year

B= (4B) Students with IEPs per race and ethnic group suspended/ expelled in the district >10 school days during the school year

C= District Child Count

4A: (A ÷ C) x 100 = % discrepancy

4B: (B ÷ C) x 100 = % discrepancy

* A discrepancy >5% of the district child count constitutes a significant discrepancy.

Calculation Example 4A

28 students with IEPs suspended or expelled >10 school days during the year.

340 Total SPED Child Count

(28 ÷ 340) x 100 = 8.23% is a significant discrepancy

Calculation Example 4B

5 Native American Students with IEPs suspended or expelled >10 school days during the year.

340 Total SPED Child Count

(5 ÷ 340) x 100 = 1.47% is not a significant discrepancy

Analyzing Your Data

	SY1314	SY1415	SY1516	SY1617	SY1718	SY1819
Target A ≤	1.30%	1.30%	1.30%	1.30%	1.30%	0.00%
State Rate	0.00%	0.00%				
Target B =	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
State Rate	0.00%	0.00%				

*Targets are set every 6 years

Updated November 2018

Improving Your Results

Not happy with your results?

✓ Review your district's policies, practices, and procedures regarding suspension/expulsion. Has the process been followed?

✓ What training does staff need to positively and proactively handle problem behavior?

Frequently Asked Questions

Is my district's data accurate?
Your data is taken from the SEP secure website.

Remember:
Districts enter data into a Special Education Secured Website, which is <u>different</u> than the Safe & Drug Free Schools secure website utilized by Title 1.

Resources

1. SD DOE State Performance Plan webpage: https://doe.sd.gov/sped/SPP.aspx

2. SD Discipline in Special Education for Principals Presentation:

   PowerPoint: https://doe.sd.gov/sped/pbis.aspx

   Writing Behavior Plans: https://doe.sd.gov/sped/pbis.aspx

3. Positive Behavioral Interventions and Supports: www.pbis.org

INDICATOR 5 (Results)
Least-Restrictive Environment: Ages 6-21

Measurement: Percent of children with IEPs aged 6 through 21:

- **A.** Inside the regular class 80% or more of the day;
- **B.** Inside the regular class less than 40% of the day; and
- **C.** In separate schools, residential facilities, or homebound/hospital placements.

Indicator Goal: The goal of Indicator 5 is to determine whether students with IEPs are appropriately placed in the least restrictive educational environment

Indicator Connections: When students with IEPs receive instruction in the least restrictive environment, they are more likely to demonstrate success on the statewide assessment (Ind. 3), to effect graduation rate (Ind. 1), and the dropout rate (Ind. 2).

Entering/Accessing Your Data

Indicator Access Points

Results for this indicator come from the current year's December 1st Child Count.

Information is collected through the special education tab in SIMS/Infinite Campus.

Submission Timeline

- Collection Dates: July 1-June 30 when students enter SPED or placement changes.

- Deadline: Districts verify and sign off on Dec. 1 Child Count annually.

Calculation Guide

Reg. Classroom w. Modifications

$$A \div D \times 100$$

Self-Contained Classroom

$$B \div D \times 100$$

Out of District

$$C \div D \times 100$$

A= Students with IEPs served in regular classroom 80% or more of the day

B= Students with IEPs served in regular classroom less than 40% of the day

C= Students with IEPs served in separate schools, residential facilities, or homebound/hospital placements

D= Total students age 6-21 with IEPs

Calculation Example

50 Students with IEPs served in regular classroom 80% or more of the day

10 Students with IEPs served in regular classroom less than 40% of the day

1 Students with IEPs served in separate schools, residential facilities, or homebound/hospital placements

80 Total students age 6-21 with IEPs

Reg. Classroom w. Modifications

$$50 \div 80 \times 100 = 63\%$$

Self-Contained Classroom

$$10 \div 80 \times 100 = 13\%$$

Out of District

$$1 \div 80 \times 100 = 1\%$$

Analyzing Your Data

	SY1314	SY1415	SY1516	SY1617	SY1718	SY1819
Target A ≥	66.00%	66.50%	67.00%	67.00%	67.50%	68.00%
State Rate A	69.58%	68.44%				
Target B ≤	6.00%	6.00%	6.00%	6.00%	6.00%	6.00%
State Rate B	5.43%	5.54%				
Target C ≤	3.80%	3.69%	3.59%	3.49%	3.39%	3.29%
State Rate C	2.01%	2.11%				

*Targets are set every 6 years

Improving Your Results

Not happy with your results?

✓ Analyze your Childcount data for any specific disability category, grade level, school building, etc. that has a higher rate of removal.

✓ Consider scheduling, staffing, or other accommodations that could assist a student in being successful in the general education classroom.

Frequently Asked Questions

I have students who are being served in a separate facility, which puts me out of compliance on this indicator. Should I provide services at the school instead?
It is the IEP team's responsibility to determine the best placement for each student. If the IEP team determines that a separate placement is best for a student, that is the placement a district should use.

Some classroom teachers in my district have reservations about having students with IEPs in their classrooms. What can I do to help those teachers?
See the "Tips and Strategies" (SPP Binder) for inclusion strategies.
Contact your region representative or local education agency for resources and in-service opportunities on best practices in education.

Remember:
Students placed in the general education classroom 40-79% of their day (Resource Room) are not represented in Indicator 5.

Resources

1. SD DOE State Performance Plan webpage: https://doe.sd.gov/sped/SPP.aspx

2. IRIS Center: http://iris.peabody.vanderbilt.edu

3. Florida's Multi Tiered Systems of Support: http://www.florida-rti.org/floridaMTSS/index.htm

INDICATOR 6 (Results)
Least Restrictive Environment Ages 3-5

Measurement: Percent of children ages 3 through 5 with IEPs attending a:

- **A.)** Regular early childhood (EC) program and receiving the majority of special education/related services in the regularly early childhood program; **and**
- **B.)** Separate special education class, separate school or residential facility.

Indicator Goal: The goal of Indicator 6 is to provide preschool children with disabilities services in the least restrictive environment (LRE) by increasing the number of children attending a regular EC program while receiving services in the EC program and decreasing the number of children attending a separate special education class, separate school or residential facility or receiving services in another location.

Indicator Connections: Young children with disabilities who have access to inclusive high-quality early childhood programs and are provided with individualized and appropriate supports enables: meaningful connections between children with and without disabilities, learning opportunities to improve child outcomes (Ind. 7), participation in timely transition practices (Ind. 12), fostering of parental involvement (Ind. 8), the meeting of high expectations.

Regular Early Childhood Program is a program that includes a majority (at least 50%) of non-disabled children (i.e. children not on IEP's). This category may include, but is not limited to: Public or private Kindergarten, public or private preschool programs, group child development centers or home-based child care.

Entering/Accessing Your Data

Indicator Access Points

- IEP LRE Placement data is entered into SIMS/Infinite Campus throughout the year.
- SIMS Child Count report can be accessed by downloading from SIMS/Infinite Campus for verification.

Submission Timeline

- **District Submission:** Districts verify and sign off on Dec. 1 Child Count annually.
- The State collects data using the December 1st Child Count.

Essential Question 1: Are young children with disabilities entering kindergarten ready to learn?

Calculation Guide

A1 = Child attends a Reg EC Program 10 hrs. *or more* per week and receives a majority of special education and/or related service hours **(310)**

A2 = Child attends a Reg EC Program 10 hrs. *or more* per week and receives a majority of special education in another location **(315)**

B1 = Child attends a Reg EC Program *less than* 10 hrs. per week and receives a majority of special education and/or related service hours **(325)**

B2 = Child attends a Reg EC Program *less than* 10 hrs. per week and receives majority of special education in another location **(330)**

C1 = Child attends a Special Education Class which includes at least 50% of children with disabilities (i.e. children on IEPs) **(335)**

C2 = Child attends a Separate School designed for children with disabilities **(345)**

C3 = Child attends a Residential Facility or impatient medical facility **(355)**

D1 = Children receiving services at Home **(365)**

D2 = Children receiving services at provider location **(375)**

F = Total of **All** EC students **(310, 315, 325, 330, 335, 345, 355, 365, 375)**

6A: $(A1 + B1) \div F \times 100 =$ % receiving majority of services in the Reg EC program

6B: $[(C1 + C2 + C3) \div F] \times 100 =$ % receiving majority of services in a separate class, school, or residential facility.

Calculation Example

A1 = 2 Regular EC Program ≥10 hrs. & receives majority of sped services (310)

A2 = 0 Regular EC Program ≥10 hrs. & receives majority of sped services in another location (315)

B1 = 2 Regular EC Program ≤ 10 hrs. & SPED services are provided there (325)

B2 = 2 Regular EC Program ≤ 10 hrs. & SPED services are provided in another location (330)

C1 = 10 Separate SPED classroom with at least 50% (335)

C2 = 0 Separate School (345)

C3 = 0 Residential Facility (355)

F = 20 total of **All** EC students

6A: $(2 + 2) \div 20 \times 100 = 20\%$ receiving majority of services in the Reg EC program

6B: $[(10 + 0 + 0) \div 20] \times 100 = 50\%$ receiving majority of services in a separate class, school, or residential facility

🔍 Analyzing Your Data

Indicator Targets	SY1314	SY1415	SY1516	SY1617	SY1718	SY1819
Indicator 6A ≥	21.45%	21.45%	21.45%	21.45%	21.55%	21.65%

*Targets are set every 6 years

Improving Your Results

Not happy with your results?

What are the district's procedures for determining placement in the LRE?

Is the team collaborating with local daycares, preschools, and other early childhood settings to coordinate inclusive services?

Are you utilizing the Decision Tree for Coding Age 3-5 LRE to determine appropriate placement?

Frequently Asked Questions

Is my district's data accurate?
Check the information entered into SIMS/Infinite Campus by the district for December 1st Child Count. Implement procedures to ensure accuracy of data entry.

What if my district doesn't operate a public preschool?
The LEA (district) *"must ensure that FAPE is provided in the LRE where the child's unique needs (as described in the child's IEP) can be met, regardless of whether the LEA operates public preschool programs for children without disabilities. The LEA must explore alternative methods to ensure that the LRE requirements are met...which may include: (1) providing opportunities for the participation in preschool programs operated by other public agencies (such as Head Start or community-based child care); (2) enrolling the child in private preschool programs for nondisabled preschool children; (3) locating classes for preschool children with disabilities in regular public elementary schools; or (4) providing home-based services."* (OSEP, 2017)

⚡ **Remember:**
On Child Count, students ages 3-5 are considered Early Childhood using the 300 LRE codes, even if in kindergarten.

Resources

1. SD DOE State Performance Plan webpage: http://doe.sd.gov/oess/sped-SPP.aspx
2. Decision Tree for Coding Age 3-5 LRE: http://www.doe.sd.gov/oess/documents/CodingLRE.pdf
3. Interactive B6 Reporting Tool for determining LRE: https://b6tools.ideadata.org/SD
4. SD DOE Early Intervention Preschool 619 webpage: http://doe.sd.gov/oess/sped-earlyIntervention619.aspx
5. Early Childhood Technical Assistance Center: http://ectacenter.org/eco/index.asp
6. OSEP Dear Colleague Letter on Preschool Least Restrictive Environments (January 9, 2017) https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/preschool-lre-dcl-1-10-17.pdf
7. Frank Porter Graham Child Development Institute: http://npdci.fpg.unc.edu/

INDICATOR 7 (Results)
Early Childhood Outcomes

Measurement: 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.

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

    Summary Statement 2: Percent of children who were functioning within age expectations by the time they turned 6 or exited the program.

Indicator Goal: The goal of Indicator 7 is to track children's functioning at entry and exit in the 3 outcomes areas in order to determine quality of services to children and families and identifies areas of program improvement.

Indicator Connections: Helping children improve functioning in the three outcomes supports their participation in inclusive high-quality early childhood programs (Ind. 6). A child with improved early childhood outcomes has demonstrated impacts for improving; reducing challenging behaviors, suspensions and expulsions (Ind. 4), and increasing family-school collaboration (Ind. 8).

Entering/Accessing Your Data

Indicator Access Points

- The Battelle Developmental Inventory-2 (BDI-2) is given to children when they Enter and Exit the Part B 619 Program (3-5).

- Entry and exit scores are entered into the online Data Manager for comparison.

- Child Count report from SIMS/Infinite Campus can be used to verify that students are accounted for, have been correctly exited from EC, and are enrolled in Part B (6-21), if eligible.

Submission Timeline

- Scores are entered into the BDI-2 Data Manager from July 1 to June 30 of each year.

- All entry and exit scores must be entered into BDI-2 Data Manager by **July 1 of each year.**

Essential Question 1: Are young children with disabilities entering kindergarten ready to learn?

Calculation Guide and Example

	Positive Social-Emotional Skills		Acquiring and Using Knowledge and Skills		Taking Appropriate Action to Meet Needs	
	# of children	% of children	# of children	% of children	# of children	% of children
a - Children who did not improve functioning	0	0.00%	0	0.00%	0	0.00%
b - Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers	40	5.78%	127	18.35%	86	12.43%
c - Children who improved functioning to a level nearer to same-aged peers but did not reach it	58	8.38%	114	16.47%	74	10.69%
d - Children who improved functioning to reach a level comparable to same-aged peers	113	16.33%	202	29.19%	133	19.22%
e - Children who maintained functioning at a level comparable to same-aged peers	481	69.51%	249	35.98%	399	57.66%
Total	692	100.00%	692	100.00%	692	100.00%

Summary Statements:

1. Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited.	81.04%	71.33%	70.65%
2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited.	85.84%	65.17%	76.88%

Summary statement 1 calculation: (c+d)/(a+b+c+d)

Summary statement 2 calculation: (d+e)/(a+b+c+d+e)

Analyzing Your Data

Indicator Targets	SY1314	SY1415	SY1516	SY1617	SY1718	SY1819
Target A-1 ≥	79.15%	79.15%	79.15%	79.15%	79.25%	79.35%
State Rate	74.67%	75.50%				
Target 7A-2 ≥	84.15%	84.15%	84.15%	84.15%	84.25%	84.35%
State Rate	84.48%	85.93%				
Target 7B-1 ≥	64.50%	65.50%	66.50%	67.50%	68.50%	69.50%
State Rate	68.92%	66.73%				
Target 7B-2 ≥	55.96%	55.96%	55.96%	55.96%	56.96%	57.96%
State Rate	64.21%	62.17%				
Target 7C-1 ≥	67.10%	68.10%	69.10%	70.10%	71.10%	71.60%
State Rate	68.29%	71.27%				
Target 7C-2 ≥	72.10%	72.10%	72.10%	72.10%	72.60%	73.60%
State Rate	74.34%	76.95%				

*Targets are set every 6 years

Updated November 2018

Improving Your Results

Not happy with your results?

✓ Compare results based on location (LRE), type, and/or quantity of intervention.

✓ Consider factors such as age, level of functioning at entry, and disability.

✓ Does the district use data for program improvement or?

Frequently Asked Questions

Is my district's data accurate?
Review and verify each exiter's entrance and exit information in BDI-2 Data Manager. Ensure program notes are accurately entered.

Is there a report that shows student growth from entry to exit?
Yes. Request a district report for Indicator 7 student specific data from SEP (Special Education Program).

Remember:
Enter information into the BDI2 data manager according to instructions, with particular attention to Program Note(s). https://doe.sd.gov/sped/Early-Intervention.aspx.

Resources

1. SD DOE State Performance Plan webpage: https://doe.sd.gov/sped/SPP.aspx

2. SD DOE Early Intervention – Preschool Section 619 resource webpage
https://doe.sd.gov/sped/Early-Intervention.aspx

3. Ind. 7 "Brown Bag" webinar:
https://www.youtube.com/watch?v=yC4PQmNIIsQ&feature=youtu.be

4. Early Childhood Technical Assistance center (ECTA): http://ectacenter.org
5. Child Outcomes Step-by-Step: http://ectacenter.org/eco/pages/videos.asp

INDICATOR 8 (Results)
Parent Involvement

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Indicator Goal: The goal of Indicator 8 is to improve services and results of students with IEPs by facilitating positive parent involvement.

Indicator Connections: When parents are informed and involved in the decisions about the services being provided, students with IEPs are more likely to remain in school (Ind.2), perform better (Ind. 3), limit suspension and expulsion (Ind. 4), and graduate (Ind. 1).

Entering/Accessing Your Data

Indicator Access Points

Information is collected through a paper survey completed by parents of students with IEPs, or completed online. The online links can be found in the District Parent Survey Letter found at https://doe.sd.gov/sped/SPP.aspx.

Submission Timeline

- Surveys may be distributed throughout the school year prior to **April 30**; however, paper surveys must be post-marked and online surveys submitted by **May 31**.

Calculation Guide

A ÷ B ×100 = %
of parents responded positively

A= # of respondent parents of students with IEPs reporting that districts facilitated parent involvement as a means of improving services and results for their child with an IEP

B= Total number of respondent parents of students with IEPs

Calculation Example

25 parents responded that the district facilitated parent involvement

40 parents of students with IEPs responded

(25 ÷ 40) x 100= 62.5%
of parents responded positively

Essential Question 4: Does your district implement IDEA to improve services and results for children with disabilities?

Analyzing Your Data

Results Target	SY1314	SY1415	SY1516	SY1617	SY1718	SY1819
Target ≥	77.30%	77.30%	77.50%	78.00%	78.50%	79.00%
State Rate	83.85%	83.49%	84.35%	84.74%		

*Targets are set every 6 years

Improving Your Results

Not happy with your results?

✓ Determine if the district has a uniform method of survey distribution.

✓ Review the results for each item on the survey to determine specific concerns.

✓ Strive to increase response rate to provide a clearer picture of parental satisfaction.

Frequently Asked Questions

Is my district's data accurate?
Data is taken from the completed parent surveys.

Remember:
The response rate is very important to determine an accurate reflection of the satisfaction of parents of students on IEPs in an individual district. Creating appropriate distribution and completion strategies is critical so that the district is more able to make improvement strategies based on measurable data.

Resources

1. SD DOE State Performance Plan webpage: http://doe.sd.gov/sped/SPP.aspx
2. National Parent Technical Assistance Center: https://www.parentcenterhub.org/
3. South Dakota Parent Connection: www.sdparent.org
4. PACER Center: http://www.pacer.org/
5. SD PIRC: www.sdpirc.org

INDICATOR 9 & 10 (Compliance)
Disproportionate Representation: All Categories & Specific Categories

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.

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.

Indicator Goal: The goal of Indicators 9 and 10 is to eliminate an over-representation of a race/ethnic group in a district's special education program. Indicator 9 focuses disproportionate representation of racial and ethnic groups. Indicator 10 focuses disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Indicator Connections: When a district embraces the cultural diversity found within its borders (Ind. 9 & 10), the district may be more likely to include parents in identifying students in need of evaluation, completing the evaluation in a timely manner (Ind. 11: Child Find), and incorporating parent involvement in creating and carrying out the IEP (Ind. 8: Parent Involvement).

Entering/Accessing Your Data

Indicator Access Points

Information is collected through SIMS/Infinite Campus utilizing the enrollment and special education records.

Submission Timeline

- Information is submitted through a district's December 1 Child Count.

- A district's Fall Enrollment submission should include all students enrolled by the last Friday in September.

Calculation Guide

Step 1: Risk
Total number of students with IEPs in race/ethnic group divided by total number of enrolled in race/ethnic group

Step 2: Weighted risk ratio*
Risk of race/ethnic group divided by risk of Caucasian group

Significant Disproportionality: If district is over a 3.5 weighted risk ratio or higher, they must use 15% of federal flow through funds toward reducing disproportionality.

* A Weighted Risk Ratio is determined only if there are 20 or more students in the group of interest (based on child

Calculation Example

Race Category	Child Count by race	Fall Enrollment by Race	Composition	Risk	Weighted Risk Ratio
Native American	80	200	66%	.4	3.0
Asian	1	2	8.26%	.5	3.75
Black	0	1	0	0	0
Hispanic	0	0	0	0	0
White	40	300	33%	.133	1.0
Total	121	503			

Two Components:
1. Does district meet numerical disproportionality? (20 students in an ethnic/race group and 3.0 Weighted Risk

count data) and if there are also 20 or more students in the comparison group.	Ratio) 2. After review of policy, practices, and procedure, is the district appropriately identifying students?

Analyzing Your Data

	SY1314	SY1415	SY1516	SY1617	SY1718	SY1819
Target I9 =	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
State Rate I9	0.00%	0.00%				
Target I10 =	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
State Rate I10	0.00%	0.00%				

*Targets are set every 6 years

Improving Your Results

Not happy with your results?

✓ Have you surveyed your staff, students, and community regarding cultural bias that may exist within your district?

✓ Have you noticed a trend of any specific race/ethnic group being more frequently referred for special education identification?

Frequently Asked Questions

Is my district's data accurate?
Check your enrollment information. Are all students coded appropriately?

⚡**Remember:**
Enrollment numbers are based on grades K-12. Preschool should not be included.

Resources

1. SD DOE State Performance Plan webpage: https://doe.sd.gov/sped/SPP.aspx

2. Response to Intervention (RtI): https://doe.sd.gov/sped/RtI.aspx

3. Positive Behavior Interventions and Supports (PBIS): https://doe.sd.gov/sped/pbis.aspx

INDICATOR 11 (Compliance)
Child Find: Timely Initial Evaluations

Measurement: Percent of children who were evaluated within 25 school days of receiving parental consent to evaluate.

Indicator Goal: The goal of Indicator 11 is to improve efforts to locate and serve students with disabilities by ensuring 100% of children with parental consent to evaluate, are completed within 25 school days.

Indicator Connections: Districts establish processes and procedures pertaining to the timely identification, location, and evaluations for all children having or suspected of having a disability. During the initial evaluation process, students are assessed using appropriate evaluations, procedures, and instruments (Ind. 9 & 10). Parent and professional collaboration is used to promote active participation (Ind. 8). Timely evaluations are needed to support efficient and effective transitions for children transitioning from Part C to Part B (Ind. 12).

Entering/Accessing Your Data

Indicator Access Points

- District evaluation timeline records &/or dates are collected throughout the year. Spreadsheet **can** be used to assist in collecting student data during the year: https://doe.sd.gov/sped/SPP.aspx

- Individual student data collected is entered directly in: **Launchpad Secure Website:** https://apps.sd.gov/DP42LaunchPad/Logon.aspx
    - Usernames and passwords remain the same each year.
    - Contact Indicator 11 contact for login assistance.

Submission Timeline

- Student data is collected between July 1st - June 30th of each year.

- All individual student data **must** be entered in Launchpad and signed off by August 1st.

Calculation Guide	Calculation Example
A= # of students for whom parental consent to evaluate was received	**A** = **10** parental consents received
B= # of students whose evaluations were completed within 25 school days	**B** = **8** children whose evaluations were completed within 25 school days=
C= % of initial evaluations completed within 25 school days	$$(8 / 10) \times 100 = 80\%$$ of initial evaluations met the 25 day timeline
$$(B \div A) \times 100 = C \%$$ of initial evaluations met timeline	

Analyzing Your Data

	SY1314	SY1415	SY1516	SY1617	SY1718	SY1819
Target =	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
State Rate	99.86%	99.84%	99.85%			

*Targets are set every 6 years

Improving Your Results

Not happy with your results?

✓ Determine district processes and procedures that need to be addressed to assure the timelines are being met, for example, counting the 25 school days accurately.

✓ Review policies and procedures and provide training for all staff regularly.

✓ Create and continuously update a calendar that includes all timeline dates along with other important IEP-related dates.

Frequently Asked Questions

Is my district's data accurate?
A district should pull the report called "Child List District" under reports in Launchpad to review submitted student data. If your district discovers errors, you should notify the Indicator 11 SEP contact person.

How do I calculate the 25-day timeline?
The date a district staff member receives the signed permission **in-hand** is considered day one. For further guidance on which days may be included in the timeline, see Indicator 11 Directions at https://doe.sd.gov/sped/SPP.aspx.

What if I'm concerned about exceeding the 25-day timeline?
If you are concerned, be sure to obtain a signed parental permission to extend the evaluation timeline including date of extension. Refer to the IEP TA guide for further guidance and forms.

Essential Question 4: Does your district implement IDEA to improve services and results for children with disabilities?

⚡ **Remember:**

This is a compliance indicator requiring 100% of initial evaluations completed on within 25 school days. If not, districts will be determined out of compliance and a corrective action plan (CAP) will be issued.

District calendars must be uploaded and include any snow/make-up days and for PK students, indicate the days student attends, if different than the district calendar.

Resources

1. SD DOE State Performance Plan webpage: https://doe.sd.gov/sped/SPP.aspx

2. Indicator 11 Reporting Guide: Ind 11 Reporting Guide

3. Launchpad Submission Guide: Launchpad Guide

4. Self-Analysis Tool: https://doe.sd.gov/sped/documents/SPP_Indicator11_selfanalysistool.pdf

Updated November 2018

INDICATOR 12 (Compliance)
Transition from Part C to Part B

Measurement: 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 birthday.

Indicator Goal: The goal of Indicator 12 is to ensure seamless transitions for children and families as they move from Part C to Part B so they can access appropriate services in a timely manner.

Indicator Connections: Coordination and collaboration play a key role for children and families transitioning to preschool programs (Ind. 8). Timely evaluations are needed to ensure access to appropriate services (Ind. 11). Successful transitions enable children to access inclusive high-quality early childhood programs (Ind. 6) and learning opportunities to improve child outcomes (Ind. 7).

Entering Your Data

Indicator Access Points

- Part B staff collects exit data from Part C programs.

- District evaluation timeline records &/or dates is collected throughout the year (spreadsheet can be used to assist in collecting student data: https://doe.sd.gov/sped/SPP.aspx

- Individual student data collected is entered in **Launchpad Secure website**: https://apps.sd.gov/DP42LaunchPad/Logon.aspx

  o Usernames and passwords remain the same each year.
  o Contact Indicator 12 contact for login assistance.

Submission Timeline

- Student data is collected between July 1st - June 30th of each year.

- All individual student data must be entered into LaunchPad and signed off by **September 1.**

- LaunchPad submission and sign off can be completed anytime May 1 through August 31.

- District calendars must be uploaded and include snow days/makeup days, and for PK students, indicate day's students attend, if different than the district calendar.

Calculation Guide

A= # of children who have been served in Part C and referred to Part B for eligibility determination.

B= # of those referred determined to be NOT eligible and whose eligibilities were 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 who were referred to Part C less than 90 days before their third birthdays.

[(C) ÷ (A − B − D − E)] x 100 = % of Part C students who transitioned to Part B by their third birthday

Calculation Example

A = 653 total # children referred by Part C

B = 184 children NOT eligible prior to their third birthday

C = 422 children found eligible & have IEP in place before their 3rd birthday

D = 0 parent refusals

E = 47 children referred to Part C <90 days before their third birthdays

[422 ÷ (653-184-0-47)] X 100 =
100% of Part C students who transitioned to Part B by their 3rd birthday

Analyzing Your Data

	SY1314	SY1415	SY1516	SY1617	SY1718	SY1819
Target =	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
State Rate	99.00%	99.76%	99.54			

*Targets are set every 6 years

Improving Your Results

Not happy with your results?

✓ Are district procedures in place and followed for evaluating students turning age 3, including during the summer?

✓ Are districts receiving notice from Part C at least 90 days prior to the student turning 3, in order to begin transition activities and evaluations?

Frequently Asked Questions

Is my district's data accurate?
A district should pull the report called "Child List District" under reports in Launchpad to review submitted student data. If your district discovers errors, you should notify the Indicator 12 SEP contact person.

Remember:
If the timeline is not met, ensure appropriate documentation, implementation date and reason for delay, is placed in the file and documented in the "other" column during submission.

Resources

1. SD DOE State Performance Plan webpage: https://doe.sd.gov/sped/SPP.aspx

2. Launchpad Submission Guide: Launchpad Guide

3. Indicator 12 Reporting Guide: Ind 12 Reporting Guide

4. SD DOE Early Intervention Preschool 619 webpage: https://doe.sd.gov/sped/Early-Intervention.aspx

5. South Dakota Early Childhood Transition from Part C to Part B Timeline Manual and Timeline.

INDICATOR 13 (Compliance)
Secondary Transitions

Measurement: Percent of youth with IEPs (aged 16 and above) whose IEP includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals; and annual IEP goals related to the student's transition needs. Districts must document evidence that the student was invited to the IEP team meeting where transition services were discussed. Districts must also document that, when appropriate, a representative of any participating agency was invited to the IEP team meeting.

Indicator Goal: The goal of Indicator 13 is to monitor the percent of youth (16 and above) with an IEP that includes an appropriate transition plan. Indicator 13 is composed of a variety of factors that districts should focus on to improve a student's experience as they transition to post-secondary success. A good transition should be focused around the student and include independent living, training, and employment.

Indicator Connections: Creating and implementing a strong transition plan with appropriate supports for students (Ind. 13), will help to create a strong foundation for students to reach the goal of college, career, and life readiness (Ind. 14: Post-School Outcomes). Graduation (Ind. 1) is more likely to occur when post-secondary goals are established within a transition plan.

Entering/Accessing Your Data

Indicator Access Points

Data for this indicator comes from the onsite accountability review of IEPs of students age 16 and above.

Submission Timeline

- Review Team examines transition IEPs during the SPED on-site accountability review.

- The submission date is the date of the on-site accountability review

Calculation Guide

(A ÷ B) x 100 = %
of the IEPs reviewed by the onsite review team met compliance.

A= # of students with IEPs age 16 and above whose IEP includes an appropriate transition plan that meets the indicator 13 checklist.

B= # of students with an IEP age 16 and above.

Calculation Example

10 files in compliance

15 files checked for ages 16 and above.

10 ÷ 15 x 100 = 66.67%
of the IEPs reviewed by the onsite review team met compliance.

Updated November 2018

Analyzing Your Data

	SY1314	SY1415	SY1516	SY1617	SY1718	SY1819
Target =	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
State Rate	86.19%	85.28%				

*Targets are set every 6 years

Improving Your Results

Not happy with your results?

✓ Utilize the Indicator 13 checklist throughout school year: July 1 to June 30.

✓ Consult your regional transition liaison (http://tslp.org/schools/).

✓ When appropriate, are you working with an outside agency to improve student post-secondary outcomes?

Frequently Asked Questions

Is my district's data accurate?
Your data is taken from review team examination of transition IEPs during the SPED on-site Accountability review.

When should I hold a transition IEP for each student?

The IEP meeting must occur on or before a student's 16th birthday.

Remember:

If 100% is not met, districts will be required to complete a corrective action plan (CAP).

Resources

1. SD DOE State Performance Plan webpage: https://doe.sd.gov/sped/SPP.aspx

2. Indicator 13 Checklist: https://doe.sd.gov/sped/documents/Indicator13-checklist.pdf

3. Transition Service Liaison Project: http://tslp.org/schools/

4. National Technical Assistance Center on Transition (NTACT): http://transitionta.org/

5. Tab at NTACT for additional resources for Indicator 13: http://www.transitionta.org/transitionplanning

INDICATOR 14 (Results)
Post-School Outcomes

Measurement: Percent of youth who are no longer in high school, had Individualized Education Programs (IEPs) in effect at the time they left school, and were:

    A. Enrolled in higher education, or:

    B. Enrolled in higher education or competitively employed, or:

    C. Enrolled in higher education, other postsecondary education or training program, competitively employed, or in other employment: within one year of leaving high school. (20 U.S.C. 1416(a)(3)(B))

Indicator Goal: The goal of Indicator 14 is to measure the post-secondary outcomes of students one year after leaving high school. Youth included are those who are no longer in high school and had an Individualized Education Program/Plan (IEP) in effect at the time they left school.

Indicator Connections: Indicator 14 is the culminating measure of the success of a district's goal of preparing students with IEPs to be college, career, and life ready. All of the other indicators contribute to the success of Indicator 14.

Entering/Accessing Your Data

Indicator Access Points

Launchpad Secure Website– for Appendix A; to collect exiter information (https://apps.sd.gov/DP42LaunchPad/Logon.aspx)

Postsecondary School Outcomes Survey/Results Website (username & password required) (http://www.sdposthighsurvey.org)

Submission Timeline

Part 1: After students exit high school

1. **April-June** - Districts may enter demographic data and exiter information of any exiters from Campus in Appendix A. (see link in Resources) **OR**
   August-September - DOE will upload demographic data of all exiters from Campus, then districts will enter the IEP information in Launchpad.

2. Deadline: **Oct. 1**

Part 2: One year after students exit high school

- Black Hills State University will collect post-school outcomes data in **April-September**

Essential Question 3: Are youth with disabilities college, career, and life ready?

Calculation Guide

14A. **(A ÷ B) x 100 = %** in higher ed.

14B. **[(A + C) ÷ B] x 100 = %** in higher ed. and competitively employed

14C. **[(A + C + D + E) ÷ B] x 100 = %** in higher ed., some other postsec. ed. or training program., competitively employed, or other employment

A= # of exiter respondents enrolled in **higher education**

B= total # of exiter respondents

C= # of exiter respondents **competitively employed**

D= # of exiter respondents enrolled in **some other postsecondary education or training program**

E= # of exiter respondents **in some other employment**

* All respondents are surveyed one year after exiting high school.

Calculation Example

# of respondent exiters:

342 total respondents

50 enrolled in higher education

155 in competitive employment (not counted in Indicator 14A)

25 enrolled in some other postsecondary education or training (not counted in Indicators 14A or 14B)

39 engaged in some other employment (not in Indicators 14A or B)

14A. **(50 ÷ 342) x 100 = 14.62%** in higher ed.

14B. **[(50 + 155) ÷ 342] x 100 = 59.94%** in higher ed. and competitively employed

14C. **[(50+155+25+39) ÷ 342] x 100 = 78.7%** in higher ed., some other postsec. ed. or training program, competitively employed, or other employment

Analyzing Your Data

	SY1314	SY1415	SY1516	SY1617	SY1718	SY1819
Target A ≥	15.50%	15.50%	15.50%	15.50%	15.50%	15.50%
State Rate A ≥	11.81%	20.18%				
Target B ≥	66.50%	67.00%	67.50%	68.00%	68.50%	68.50%
State Rate B ≥	70.08%	74.22%				
Target C ≥	81.00%	81.00%	81.00%	81.00%	81.00%	82.00%
State Rate C ≥	85.04%	82.29%				

*Targets are set every 6 years

Improving Your Results

Not happy with your results?

✓ Ensure a quality transition plan is in place, followed, and revisited throughout the student's high school years. What programs are provided as part of the transition plan? (i.e. VR, Project Skills)

✓ Enter information into Appendix A as completely and accurately as possible so that students are easier to contact a year after exiting.

✓ Refer to the list of definitions to clearly understand the measurement categories.

Frequently Asked Questions

Is my district's data accurate?
Your data is taken from Launchpad (Appendix A), and the Survey completed one year after exit by BHSU Staff (Appendix B).

What can I do to increase my response rate?
Inform students prior to exiting high school of the importance of responding to the survey. Previewing the survey questions with the student might be useful.

Districts may volunteer to call their own exiters to collect survey data. Contact DOE for more information.

Remember:
Analyzing trend data from your post school outcomes helps identify strengths and concerns in your current program. See a list of survey questions and your district's results on the Post-Secondary Outcomes website (www.sdposthighsurvey.org).

Data represents students who left the previous year and completed the survey. For example, students included in the 2013-2014 SPP/APR were students who exited in the 2012-2013 school year.

Resources

1. SD DOE State Performance Plan webpage: https://doe.sd.gov/sped/SPP.aspx

2. Indicator 14 Data Analysis Site: www.sdposthighsurvey.org

3. Indicator 14 Data Analysis Site Training: https://doe.sd.gov/sped/SPP.aspx

4. Transition Liaison: www.tslp.org