

**The North Dakota Special Education
State Performance Plan and
Annual Performance Report Summary
FFY2013**



Individuals with Disabilities Education Act, 2004



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Greetings from our Director

Major changes continue to take place in education across the nation. Two important federal education laws, the *No Child Left Behind Act* and the *Individuals with Disabilities Education Act*, require states and local school districts to be more accountable for what they are doing. There is an increased emphasis on achievement results for students. Data-driven decision making has become increasingly common in American schools.

One requirement of the *Individuals with Disabilities Education Act* (IDEA) is for a state education agency to have a six year special education State Performance Plan (SPP). The purpose of the SPP is to plan for the improvement of outcomes for children and youth with disabilities. Each year a state must have an Annual Performance Report (APR) to show how a state is progressing toward the targets established in the State Performance Plan. The SPP indicators have become the focal point in local and statewide communication and are referenced by the ND Department of Public Instruction (NDDPI) special education staff members when discussing the intent for improved outcomes for children with disabilities. The data collected through the SPP provide specificity for many critical issues in ND special education. Annual progress in each of the indicators is reported in this Annual Performance Report (APR). The SPP and APR are also used to make the connection for parents and educators to the increased expectations from the U. S. Department of Education contained in the *Individuals with Disabilities Education Act, 2004* (IDEA 2004) and the *No Child Left Behind Act* (NCLB). Beginning with the FFY2013 submission the SPP/APR are one document.

We have worked hard in North Dakota to create a meaningful and useful special education State Performance Plan and Annual Performance Report. However, we realize that it is a lengthy and complicated document. It is also something that might be overlooked because it is so detailed. The document you are now reading is intended to explain our special education State Performance Plan and how the Annual Performance Report allows us to measure our progress. This is a condensed version of our SPP/APR and can serve as an introduction to these new tools for parents and educators to see how students with disabilities are achieving in our schools.

The ND Department of Public Instruction is committed to improving results for students with disabilities. We know that well informed parents and dedicated educators who provide special education and related services in the schools of our state are critical partners in making those improved results possible.

Respectfully,
Gerry Teevens
Director of Special Education
ND Department of Public Instruction



Introduction

The North Dakota State Special Education Performance Plan (SPP) is our six-year plan for improving the educational results for all children with disabilities. Starting with the first submission of FFY2013 data February 1, 2015, all states began submitting their SPP and Annual Performance Report (APR) as one document through the standard GRADS360 platform. Currently, there are 17 indicators and each indicator detailed in the SPP/APR contains information such as details of baseline data, the measurable and rigorous annual targets, and improvement activities if applicable, as well as any explanation of slippage or not meeting a set target. Continuing within this academic year through 2018, as in previous years, the North Dakota Department of Public Instruction (NDDPI) will collect data from all of the school districts and solicit input from parent surveys, statewide or regional standing committees, and workgroups. This information will be reported state level through the continued GRADS360 platform and will be used to continuously improve both state and school district activities thus improving results for all children with disabilities.

In an effort to assist, after collecting the data for each of these indicators, the special education staff at NDDPI reviews the information. School districts that are identified as needing assistance are then contacted and a letter is sent describing the concern found. They are also given specific corrective actions based on the indicator that must be completed within a specific timeframe. Once the school district has completed the corrective actions, NDDPI staff is notified to review the actions completed. Through this process, issues of concern will decrease and positive results for students with disabilities will increase. This information is given to school districts, publicly available on our website and reported to the U. S. Department of Education, Office of Special Education Programs (OSEP) in our Annual Performance Report (APR) and State Performance Plan (SPP).

Through this new combined version of the SPP/APR, you can quickly review each indicator, the data submitted via the current SPP/APR submission, and the current year's targets. It should be noted that each indicator has its own timeline, based on OSEP's requirements. Therefore, you may notice a difference in years being reported. The full version is located on the North Dakota DPI website so you can review North Dakota's plan toward improving special education services and the results for all children with disabilities in the state.

For detailed information, please see the full reports. The SPP/APR are posted on the special education web page within the NDDPI Special Education web site. Prior to FFY2013 the SPP and APR were reported via separate documents.

<http://www.dpi.state.nd.us/speced1/index.shtm>.

Monitoring Priority 1

Free appropriate public education in the least restrictive environment (FAPE in the LRE)

The Individualized Education Program (IEP) describes the specific services provided by special education and related services staff that a child with disabilities requires to meet his or her individual needs. These services are provided in the least restrictive environment (LRE). This means children with disabilities are educated to the greatest extent appropriate in the same settings that are offered to all students. Services appropriate for children with disabilities to achieve educational success through the public education system are offered without extra fees to the parent. This is free appropriate public education, otherwise known as FAPE.

Monitoring for FAPE in the LRE allows NDDPI, school districts, and parents to ensure that, as appropriate, children with disabilities are educated in the general education setting while receiving the services necessary for positive educational results. Indicators 1 through 8 monitor FAPE in the LRE. These include increasing the graduation rate with a regular diploma, reducing the dropout rate, mastery of state grade-level content standards in mathematics and reading, suspension and expulsion rates as compared to children without disabilities, and the percentage of students with disabilities who are educated in various settings outside the general classroom. Indicators 6 and 7 are specific to the placement of preschool children and positive early childhood outcomes. Indicator 8 is the final indicator in this priority. Indicator 8 measures the percentage of parents who report their school facilitated parent involvement as a means of improving services and results for students with disabilities.

Indicator 1

Percent of students with IEPs graduating from high school with a regular diploma.

Graduation rate for all children = 86.93%

Achievement to Date:

This year is a "data lag" year which means the 2012 data are reported this year.

	FFY2013	FFY2014	FFY2015	FFY2016	FFY2017	FFY2018
# of students with disabilities who graduated	577					
# of students with disabilities in the cohort	826					
Percent of students with disabilities who graduated	69.85					

Annual Target for 2013-2014: The percentage of youth with IEPs graduating from high school will be 89.00% or higher.

**Targets for Indicator 1 are set the same as the annual graduation rate targets under Title I of the Elementary and Secondary Education Act (ESEA).

Indicator 2

Percent of youth with IEPs dropping out of high school.

All students dropout rate = 9.85%

Achievement to date:

This year is a “data lag” year which means the 2012 data are reported this year.

	FFY2013	FFY2014	FFY2015	FFY2016	FFY2017	FFY2018
# of students with disabilities who dropped out	158					
# of students with disabilities in the cohort	826					
Percent of students with disabilities who dropped out	19.13%					

Annual Target for 2013-2014: The percentage of youth with IEPs dropping out of high school will be 19.50% or lower.

**Targets for Indicator 2 are set through stakeholder input. NDDPI has actively solicited broad stakeholder input on a statewide basis. In addition, the SEA members met periodically during the year to review and update the SPP indicators, targets, and activities. Through the engagement of the stakeholders in a review of the indicator trend and current APR data, recommendations were solicited for revisions to targets and methodologies.

Indicator 3

Participation and performance of children with disabilities on statewide assessments: A) Percent of districts that have a disability subgroup that meets the State’s minimum “n” size meeting the State’s AYP objectives for progress for disability subgroup; B) Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards; C) Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards.*

*North Dakota employs an N<10 value, where any population value of N less than 10 will prohibit the reporting of students within an identified population. Any population value of N of 10 or greater will allow the reporting of students. As such, the minimum “n” size for North Dakota is 10.

Achievement to Date:

	FFY2013	FFY2014	FFY2015	FFY2016	FFY2017	FFY2018
A. Percent of Districts Meeting AYP Objective for IEP subgroup*						
	33.77%					
B. Participation Rate of IEP students						
Reading	97.17%					
Math	97.37%					
C. Proficiency Rate of IEP students						
Reading	49.51%					
Math	50.93%					

Annual Target for 2013-2014:

A) Percent of districts meeting the State AYP objectives for disability subgroups in reading and math will be 100%. B) Participation rate for children with IEPs in a regular assessment in reading will be 95.0% and in math will be 95.0%. C) The percentage of IEP students that will meet proficiency for reading will be 100%. The percentage of IEP students that will meet proficiency for math will be 100%.

**Targets for Indicator 3A & 3B are set at the percentage required by the Office of Special Education Programs (OSEP).

**Targets for Indicator 3C are set through stakeholder input. NDDPI has actively solicited broad stakeholder input on a statewide basis. In addition, the SEA members met periodically during the year to review and update the SPP indicators, targets, and activities. Through the engagement of the stakeholders in a review of the indicator trend and current APR data, recommendations were solicited for revisions to targets and methodologies.

Indicator 4

Rates of suspension and expulsion: A) Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and B) 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 children 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.

Achievement to Date:

	FFY2013	FFY2014	FFY2015	FFY2016	FFY2017	FFY2018
(A) Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%					
(B) Percent of districts that have: (a) a significant discrepancy...; and (b) policies, procedures or practices that... (see above definition for full text)	0%					

Annual Target for 2013-2014:

4A) The percent of LEAs identified by the NDDPI as having a significant discrepancy in the rate of suspensions and expulsions of children with disabilities for greater than 10 school days in a school year will not exceed 0.97 percent; 4B) The percentage 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 children 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 will not exceed 0%.

**Targets for Indicator 4A are set through stakeholder input. NDDPI has actively solicited broad stakeholder input on a statewide basis. In addition, the SEA members met periodically during the year to review and update the SPP indicators, targets, and activities. Through the engagement of the stakeholders in a review of the indicator trend and current APR data, recommendations were solicited for revisions to targets and methodologies.

**Targets for Indicator 4B are set at the percentage required by the Office of Special Education Programs (OSEP).

This is also a “data lag” year for this indicator. Therefore, the data for 2012-2013 are reported this year.

Indicator 5

Percent of children aged 6 through 21 with IEPs: 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.

Achievement to Date:

	FFY2013	FFY2014	FFY2015	FFY2016	FFY2017	FFY2018
(A) Percent of children with IEPs served inside the regular class 80% or more of the day	75.32%					
(B) Percent of children with IEPs served inside the regular class less than 40% of the day	4.54%					
(C) Percent of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements	1.60%					

Annual Target for 2013-2014:

A) 75.00 % of children with disabilities will be served inside the regular class 80% or more of the day. B) 4.60% will be served inside the regular class less than 40% of the day. C) 2.00% will be served in separate schools, residential facilities, or homebound/hospital placements

**Targets for Indicator 5 are set through stakeholder input. NDDPI has actively solicited broad stakeholder input on a statewide basis. In addition, the SEA members met periodically during the year to review and update the SPP indicators, targets, and activities. Through the engagement of the stakeholders in a review of the indicator trend and current APR data, recommendations were solicited for revisions to targets and methodologies.

Indicator 6

Percent of children aged 3 through 5 with IEPs: A. Inside the regular early childhood program and receiving the majority of special education & related services in the regular early childhood program; and B. In separate special education classes, separate schools, residential facilities, or homebound/ hospital placements.

Achievement to Date:

	FFY2013	FFY2014	FFY2015	FFY2016	FFY2017	FFY2018
(A) Percent of children aged 3 through 5 with IEPs served inside the regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	27.32%					
(B) Percent of children aged 3 through 5 with IEPs served in separate special education classes, separate schools, or residential facilities	28.96%					

Annual Target for 2013-2014:

A) 27.30% of children with disabilities will be served in regular early childhood programs and receiving the majority of special education and related services in the regular early childhood program; B) 29.00% or less will be served in separate special education classes, separate schools, or residential facilities.

**Targets for Indicator 6 are set through stakeholder input. NDDPI has actively solicited broad stakeholder input on a statewide basis. In addition, the SEA members met periodically during the year to review and update the SPP indicators, targets, and activities. Through the engagement of the stakeholders in a review of the indicator trend and current APR data, recommendations were solicited for revisions to targets and methodologies.

Indicator 7

Percent of preschool children 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.

Achievement to date:

Summary Statements	FFY2013	FFY2014	FFY2015	FFY2016	FFY2017	FFY2018
Outcome A: Positive social-emotional skills (including social relationships)						
1. 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	84.50%					
2. The percent of children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program	63.16%					
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)						
1. 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	86.42%					
2. The percent of children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program	55.06%					

Outcome C: Use of appropriate behaviors to meet their needs						
1. 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	84.29%					
2. The percent of children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program	72.20%					

Annual Target for 2013-2014:

Summary Statement 1: Of those preschool children who entered or exited 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.

Targets: Outcome A Summary Statement 1): 83.50%, Outcome A Summary Statement 2): 63.00%; Outcome B Summary Statement 1): 84.00%; Outcome B Summary Statement 2): 55.00%; Outcome C Summary Statement 1): 80.5%; Outcome C Summary Statement 2): 72.00%

**Targets for Indicator 7 are set through stakeholder input. NDDPI has actively solicited broad stakeholder input on a statewide basis. In addition, the SEA members met periodically during the year to review and update the SPP indicators, targets, and activities. Through the engagement of the stakeholders in a review of the indicator trend and current APR data, recommendations were solicited for revisions to targets and methodologies.

Indicator 8

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.

Achievement to date:

	FFY2013	FFY2014	FFY2015	FFY2016	FFY2017	FFY2018
Percent of parents who reported the school facilitated their involvement	70.58%					

Annual Target for 2013-2014:

The percent of parents who report that the school facilitated their involvement will be 70.55% or higher.

**Targets for Indicator 8 are set through stakeholder input. NDDPI has actively solicited broad stakeholder input on a statewide basis. In addition, the SEA members met periodically during the year to review and update the SPP indicators, targets, and activities. Through the engagement of the stakeholders in a review of the indicator trend and current APR data, recommendations were solicited for revisions to targets and methodologies.

Operating under North Dakota's sampling plan a representative sample of students with disabilities were selected from each of the 31 special education units. During the spring of the year the parents of the students in the selected sample are mailed a survey to complete and send back. This gives the opportunity for each special education unit to receive feedback.

- *Parent Survey*

Monitoring Priority 2

Disproportionate Representation

Disproportionality refers to comparisons made between groups of students by race or ethnicity or language who are identified for special education services. Where students from particular ethnic or linguistic groups are identified either at a greater or lesser rate than all other students, then that group may be said to be disproportionately represented in special education. Indicators 9 and 10 monitor disproportionality in ND schools.

Indicator 9

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

Achievement to Date:

	FFY2013	FFY2014	FFY2015	FFY2016	FFY2017	FFY2018
% of school districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.56%					

Annual Target for 2013-2014:

School districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification will be 0.00%.

**Target for Indicator 9 is set at the percentage required by the Office of Special Education Programs (OSEP).

In addition to providing the number of districts identified with disproportionate representation of racial and ethnic groups in special education and related services and the number of districts identified with disproportionate representation that is the result of inappropriate identification states are also required to report on previous findings of noncompliance. As such, and in addition to the above target North Dakota is required to provide detailed information about the timely correction of noncompliance as noted in OSEP's response table for the previous APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training, etc.) and any enforcement actions that were taken.

Indicator 10

Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Achievement over time:

	FFY2013	FFY2014	FFY2015	FFY2016	FFY2017	FFY2018
% of school districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0.00%					

Annual Target for 2013-2014:

School districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification will be 0.00%.

**Target for Indicator 10 is set at the percentage required by the Office of Special Education Programs (OSEP).

In addition to the State determining that the disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification the state must also provide detailed information about the timely correction of noncompliance as noted in OSEP's response table for the previous APR. If North Dakota does not ensure timely correction of the previous noncompliance, information must be provided on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training, etc.) and any enforcement actions that were taken.

Monitoring Priority 3

Effective General Supervision Part B

Through general supervision the NDDPI monitors and ranks districts and schools based on achievement and indicators that are descriptive of the learning environment, professional environment, parent and community involvement as well as program compliance to determine the areas in greatest need of technical assistance. The ranking system is based on local and state targets based on the state performance plan. The NDDPI monitors for compliance, assesses school needs, assists in the development of the school improvement plan, and provides guidance and resources for the corresponding professional development plans. Although the entire SPP/APR are included in the data required for general supervision, the balance of the SPP/APR indicators are specific to this priority.

Indicator 11

Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).

Achievement over time:

	FFY2013	FFY2014	FFY2015	FFY2016	FFY2017	FFY2018
(a) Total # of children with parental consent to evaluate	2,891					
(b) Total # of children whose evaluations were completed within 60 days	2,878					
Percentage	99.55%					

Annual Target for 2013-2014:

100% of children with parental consent to evaluate are evaluated within 60 days.

**Targets for Indicator 11 are set at the percentage required by the Office of Special Education Programs (OSEP).

Indicator 12

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.

Achievement to Date:

	FFY2013	FFY2014	FFY2015	FFY2016	FFY2017	FFY2018
a. # of children served in Part C and referred to Part B	453					
b. # found not eligible and whose eligibility was determined prior to third birthday	127					
c. # of those found eligible who have an IEP developed and implemented by their third birthdays	308					
d. # for whom parent refusals to provide consent caused delays in evaluation or initial services	17					
e. # of children who were referred to Part C less than 90 days before their third birthdays.	1					
# in a but not in b, c, or d	0					
Percent who met the indicator	100%					

Annual Target for 2013-2014:

100% of children referred by Part C prior to age 3, and who are found eligible for Part B, will have an IEP developed and implemented by their third birthday.

**Targets for Indicator 12 are set at the percentage required by the Office of Special Education Programs (OSEP).

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 post-secondary goals.

Indicator 13 Checklist	Total # Documents	# with Yes response	% with Yes response
1. Are there appropriate measurable post-secondary goal or goals that cover education or training, employment, and, as needed, independent living?	371	367	98.92%
2. Are the postsecondary goals updated annually?	371	370	99.73%
3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment?	371	365	98.38%
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?	371	370	99.73%
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?	371	369	99.46%
6. Are there annual IEP goal(s) related to the student's transition service's needs?	371	368	99.19%
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	371	370	99.73%
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior written consent of the parent or student who has reached the age of majority?	371	371	100%
IEPs that meet all transition requirements for Indicator 13	371	365	98.38%

Annual Target for 2013-2014:

100% of youth aged 16 and above will have an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals based on the eight questions on the above table.

**Targets for Indicator 13 are set at the percentage required by the Office of Special Education Programs (OSEP).

Indicator 14

Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

Note: this indicator depends upon a survey completed by students who have exited school or their parents. Participation is voluntary but extremely important.

Category	FFY2013	FFY2014	FFY2015	FFY2016	FFY2017	FFY2018
Interviewed Exiters	184					
Measurement A: Percent of youth enrolled in higher education within one year of leaving high school;	29.89%					
Measurement B: Measurement A plus percent of youth competitively employed within one year of leaving high school	56.52%					
Measurement C: Measurement B plus percent of youth enrolled in any other type of post-secondary education/training or employed in any other type of employment	80.98%					

Annual Target for 2013-2014:

Measure A will be 29.89%; Measure B will be 56.52%; Measure C will be 80.98%

**Targets for Indicator 14 are set through stakeholder input. NDDPI has actively solicited broad stakeholder input on a statewide basis. In addition, the SEA members met periodically during the year to review and update the SPP indicators, targets, and activities. Through the engagement of the stakeholders in a review of the indicator trend and current APR data, recommendations were solicited for revisions to targets and methodologies.

If your child has a disability and is exiting school this year, please contact the school to update your contact information. We will contact you one year from now to participate in the survey so that we may not only collect data for this indicator but also improve services.

- *Post-school Follow-up Survey*

Indicator 15

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

Achievement to Date:

	FFY2013	FFY2014	FFY2015	FFY2016	FFY2017	FFY2018
Number of resolution sessions resolved through settlement agreements.	0					
Number of resolution sessions.	2					
Percentage	0%					

Annual Target for 2013-2014:

States are not required to establish targets if the number of resolution sessions is less than 10. In a reporting period when the number of resolution sessions reaches 10 or greater North Dakota will be required to develop a baseline, targets and improvement activities, and report on them in the corresponding APR.

Indicator 16

Percent of mediations held that resulted in mediation agreements.

Achievement to Date:

	FFY2013	FFY2014	FFY2015	FFY2016	FFY2017	FFY2018
Mediation agreements related to due process complaints	0					
Mediations agreements not related to due process complaints	0					
Mediations held	1					
Percentage	0%					

Annual Target for 2013-2014:

States are not required to establish targets if the number of mediations is less than 10. In a reporting period when the number of mediations reaches 10 or greater North Dakota will be required to develop a baseline, targets and improvement activities, and report on them in the corresponding APR.

Indicator 17

North Dakota's State Systemic Improvement Plan

The U.S. Department of Education is implementing a revised accountability system under the Individuals with Disabilities Education Act (IDEA). Results-Driven Accountability (RDA) shifts the Department's accountability efforts from a primary emphasis on compliance to a framework that focuses on improved results for children with disabilities, while continuing to ensure States meet IDEA requirements. RDA emphasizes improving child outcomes such as performance on assessments, graduation rates, and early childhood outcomes. To support this effort, States are being required to develop a State Systemic Improvement Plan (SSIP) as part of their State Performance Plan/Annual Performance Report (SPP/APR). In developing, implementing, and evaluating the SSIP, we expect that a State's focus on results will drive innovation in the use of evidence-based practices in the delivery of services to children with disabilities, which will lead to improved results for children with disabilities.

The SSIP requires the state to select a State Identified Measurable Result (SIMR). This must be a result that improves a child-level outcome, as opposed to a process or compliance outcome. A State should select as a SIMR a result for which improvement in child outcomes is necessary as shown in their present student performance data.

The SSIP also requires the state to develop strategies that explain how they will improve the measure. Addressing problems with the State's infrastructure could be one of the State's coherent improvement strategies that will lead to a measureable improvement in the SIMR. OSEP provided targeted support to the state through SSIP Implementation Support visits and conference calls, during which North Dakota's proposed SIMR was discussed.

The SSIP is Indicator 17 in the FFYs 2013 through 2018 SPP/APR. States SPP/APR for FFY 2013 was due February 2, 2015 and Phase 1 of the SSIP is due by April 1, 2015.

Targets: Due April 1, 2015, the State must provide measurable and rigorous targets (expressed as percentages) for each of the five years from FFY 2014 through FFY 2018 by updating the SPP/APR submitted February 1, 2015. The targets will be focused on the SIMR, the six year graduation cohort for students identified as having a disability classified as an Emotional Disturbance (ED). The State's FFY 2018 target must demonstrate substantial improvement over the State's baseline set from FFY 2013 data.

Following the initial submission of Indicator 17 North Dakota will continue to report on the indicator within the respective FFY for the six year graduation cohort of students identified as having a disability classified as ED.

Year 1- FFY 2013 Due April, 2015	Year 2- FFY 2014 Due Feb., 2016	Year 3- FFY 2015 Due Feb., 2017
Phase 1- Analysis	Phase 2- Plan	Phase 3- Evaluation
<ul style="list-style-type: none"> •Data Analysis •Infrastructure Analysis •State-Identified Measurable Result •Coherent Improvement Strategies •Theory of Action 	Multi-Year Plan Addressing: <ul style="list-style-type: none"> •Infrastructure •Development •Support for Evidence Based Practices at LEA Level •Evaluation Plan 	Reporting on Progress <ul style="list-style-type: none"> •Results of Ongoing Evaluation •Extent of Progress Revisions to SPP



NORTH DAKOTA DEPARTMENT OF **PUBLIC INSTRUCTION**

**For more information on the State Performance Plan or the Annual Performance Report
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