Kirsten Baesler
State Superintendent

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NORTH DAKOTA DEPARTMENT OF
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April 22, 2016

Douglas Sullivan, Superintendent
Dickinson School District
444 4th St W
Dickinson ND 58601-4951

Dear Mr. Sullivan:

As required by the Individuals with Disabilities Education Act (IDEA) 2004, the North Dakota Department of Public Instruction (NDDPI) has developed and implemented a six-year State Performance Plan that consists of 17 compliance and performance indicators. Each year, the NDDPI collects data from all school districts regarding their performance on these indicators. This Annual Performance Report is submitted to the U. S. Department of Education in February of each year. These reports are posted on the NDDPI website located at: https://www.nd.gov/dpi/SchoolStaff/SpecialEd/DataandReports/.

In addition to these reports, States must also annually review SPP/APR data for each district. As a result of this review, the NDDPI must determine the level of performance for each public school district based on data for the 2014-2015 school year. Each school district is then assigned one of the following *Levels of Determination*:

1. Meets Requirements
2. Needs Assistance
3. Needs Intervention
4. Needs Substantial Intervention

The determinations for school districts are made on an annual basis. The U.S. Department of Education has set criteria for States, and the NDDPI used similar criteria when determining performance levels for each school district. The determination may change from year to year based upon progress or slippage on indicators and other measures. Additional criteria will be added annually as NDDPI and school districts establish baseline data for other required compliance and performance indicators.

Dickinson School District has been determined to be in the *Meets Requirements* level based on data submitted for the 2014-2015 school year. The district has demonstrated substantial compliance for the Indicators used as measures for 2014-2015.

The NDDPI commends your district for the progress demonstrated to improve the educational opportunities of students with disabilities and the successful compliance with the IDEA 2004 requirements. Our staff supports your continued efforts as we move toward 100% compliance on the ND State Performance Plan (SPP) and the ND Annual Performance Report (APR).

Levels Of Determinations	Indicators Considered	Compliance Rate	Additional Considerations*
Meets Requirements	4, 9, 10, 11, 12 & 13	95% and above	District met all but one indicator and that indicator had results of 90% or better ***And*** all data submitted were valid and reliable.
Needs Assistance	4, 9, 10, 11, 12 & 13	51% - 90%	Districts that had more than one indicator with less than 90% compliance. Districts that did not fit the criteria of *Meets Requirements* or *Needs Intervention.*
Needs Intervention	4, 9, 10, 11, 12 & 13	Results less than 50%	District did not correct noncompliance for the previous year. Data submitted were not valid and reliable.
Needs Substantial Intervention	4, 9, 10, 11, 12 & 13		District that did not submit the required data, has had consistent and systemic issues of noncompliance, or refuses to comply with IDEA.
NDDPI will also consider the length of time the problem has existed, the magnitude of the problem, and the District's response to the problem, including progress the District has made to correct the problem.			

IDEA 2004 does not require public reporting on the determinations. This letter serves as your school district's notification for the 2014-2015 school year. However, public information requests regarding school district performance must be honored.

The North Dakota Department of Public Instruction is committed to supporting your district's effort in improving results for children and youth with disabilities. We look forward to continued collaboration with you and your staff. If you have any questions, please contact the Special Education Office.

Respectfully,

Director of Special Education
ND Department of Public Instruction

Enclosure

CC: Sarah Ricks, School Board President
Dot Martinson, Dickinson Special Education Unit

Part B IDEA Indicators

States are required by law to submit an Annual Performance Report every year on the 17 indicators. States must then evaluate the district's performance on these indicators.

Indicator 1: Graduation Rate: Percent of youth with IEPs graduating with regular diploma

Indicator 2: Drop Out Rate: Percent of youth with IEPs dropping out

Indicator 3: Assessments: Participation and performance

Indicator 4: Suspension/expulsion rates

Indicator 5: LRE - Percent of children ages 6-21 removed from regular class, served in public/private separate school, residential, homebound, or hospital

Indicator 6: Preschool LRE - Percent of preschool children with IEPs in settings with typically developing peers

Indicator 7: Preschool Outcomes - Percent of preschool children with improved positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors

Indicator 8: Parent Involvement - Percent of parents with child receiving special education services who report schools facilitated parent involvement

Indicator 9: Disproportionate Representation - Percent of districts with disproportionality due to inappropriate ID

Indicator 10: Disproportionate Representation by Disability Category – Percent of districts with racial and ethnic disproportionality in specific disability categories as a result of inappropriate ID

Indicator 11: Evaluation Timelines -Percent of children who were evaluated within 60 days of parental consent

Indicator 12: Preschool Transition - Percent of children referred by Part C, found eligible, and have an IEP developed by their third birthday

Indicator 13: Secondary Transition - Percent of youth age 16+ with IEP and measurable, annual IEP goals and transition services

Indicator 14: Post-Secondary Outcomes – Percent of youth who had IEPs; are no longer in secondary school; and who have been employed, enrolled in postsecondary school, or both, within one year of leaving high school

Indicator 15: Resolution Sessions – Percent of hearing requests resolved through resolution agreements

Indicator 16: Mediation - percent of mediations resulting in mediation agreements

Indicator 17: State Systemic Improvement Plan (SSIP) – The SSIP is a comprehensive, multiyear plan that focuses on improving results for infants, toddlers, children and youth with disabilities.

North Dakota Special Education Performance Information
District Report Card for 2014-15

Dickinson 1

45001
Not For Public Reporting

Indic#	Indicator	Measurement	2014-15 Target	2014-15 State Rate	2014-15 District Students	2014-15 District Rate	Did District Meet the Target ?*	2014-15 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	69.43%	29	75.86%	Y	-13.14%
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	19.50%	18.85%	29	20.69%	Y	1.19%
3	Statewide Assessment	*Participation and performance of children with disabilities on statewide assessments:*						
3A	State AYP Objectives	*Percent of districts meeting the state's AYP objectives for progress for disability subgroups* Did the district meet Reading AYP? Did the district meet Math AYP?	 Yes Yes	 100.00% 99.35%		 Yes Yes	 Y Y	
3B	Participation Rate	*Participation rate for children with IEPs:* Reading	95.00%	96.45%	199	97.49%	Y	2.49%
		Math	95.00%	95.77%	199	97.99%	Y	2.99%
3C	Proficiency Rate	*Proficiency rate for children with IEPs:*** Reading	100.00%	18.63%	190	18.42%	N	-81.58%
		Math	100.00%	13.45%	193	12.44%	N	-87.56%
		*Approximate Proficiency rate for children with IEPs: **** Reading		14.37%	2	0.00%		
		Math		11.06%	1	0.00%		
4	Suspension / Expulsion Rate^	*Rates of suspension and expulsion:*						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	*Percent of children with IEPs aged 6 through 21 served:*						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.10%	74.54%	396	69.44%	N	-5.66%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.85%	5.11%	396	2.78%	Y	-2.07%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	2.00%	1.68%	396	1.01%	Y	-0.99%

Indic#	Indicator	Measurement	2014-15 Target	2014-15 State Rate	2014-15 District Students	2014-15 District Rate	Did District Meet the Target ?*	2014-15 Rate Minus Target
6	LRE for Preschool Students	*Percent of children with IEPs aged 3 through 5 attending:*						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.30%	26.11%	62	83.87%	Y	56.57%
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.80%	32.64%	62	0.00%	Y	-28.80%
7	Child Outcomes	*Percent of preschool children with IEPs*						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	83.50%	87.57%	10	90.00%	Y	6.50%
		Percent of children who were functioning within age expectations by the time exited.	63.00%	68.23%	16	68.75%	Y	5.75%
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	87.76%	14	85.71%	Y	1.71%
		Percent of children who were functioning within age expectations in by the time exited.	55.00%	56.73%	16	50.00%	Y	-5.00%
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	80.50%	89.47%	10	90.00%	Y	9.50%
		Percent of children who were functioning within age expectations in by the time exited.	72.00%	74.28%	16	75.00%	Y	3.00%
8	Parent Involvement	Percent of parents w/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	70.80%	68.03%	16	68.75%	Y	-2.05%
9	DispropR/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	DispropR/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic#	Indicator	Measurement	2014-15 Target	2014-15 State Rate	2014-15 District Students	2014-15 District Rate	Did District Meet the Target ?*	2014-15 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	98.62%	155	100.00%	Y	0.00%
12	Transition from Part C to Part B	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	100.00%	99.17%	36	100.00%	Y	0.00%
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.36%	7	100.00%	Y	0.00%
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.09%	26.88%	7	14.29%	Y	-15.80%
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	56.72%	56.45%	7	71.43%	Y	14.71%
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.81%	82.26%	7	85.71%	Y	3.90%

* If the District Rate is not significantly lower than the Target Rate (or not significantly higher for Indicators 2, 5B, 5C, and 6B), then the District met the targetSignificance is a function of the target and the number of studentsA statistical significance test based on the binomial distribution is employedFor example, if a District has a graduation rate of 75% based on 26 students, the 75% rate is not significantly lower than the 89% target, so the District would meet the target for indicator 1Another District might have a graduation rate of 75% based on 70 students; in this case, the 75% is significantly lower than the 89% target, so this District would not meet the target for indicator 1.

**Proficiency rate for students who took either the complete NDSA or the NDAA, producing a reportable score.

***Approximate proficiency rate for students who took only the computer adaptive test (CAT) section of the NDSA and not the separate performance task section of the NDSA
Approximated proficiency rates are calculated based on the CAT-only test section and are not generated through approved scoring procedures
Approximated rates are considered invalidated, yet may provide a relative measure of a student's overall performance

Any rate that is based on fewer than 10 students should be interpreted with extreme caution.