



South Dakota Department of Education
Accountability and School Performance Index
Technical Manual

2019-20 School Year

Contents

Chapter 1: Accountability System Overview..... 6

 Introduction to South Dakota Department of Education (the department) Accountability System 7

 School Performance Index..... 7

 Elementary and Middle School SPI Points Distribution 7

 High School SPI Points Distribution 8

 State Assessments 8

 Information 8

 Subject Assessment Scores 8

 English Language Proficiency Assessment 8

 Collecting, Processing, Loading Schedule..... 9

 Confidentiality: Protection of Student Information on Public Reports 9

 N-Size of 10 Rule 9

 Additional Suppression Rules..... 10

 Full Academic Year (FAY) 10

 End of Academic Year Process..... 10

 Subgroup Membership 11

 Federally Recognized Student Groups 11

 English Learners Subgroups 12

 Special Education Subgroups 13

 Rules for Accountability SPI Indicators..... 13

 Rules for Dually Enrolled Students..... 13

 Rules for Transfer Students..... 14

 Participation Rate 14

 Testing Rules 14

 Calculating the Participation Rate..... 15

 Percent Not Tested..... 15

 Participation Rules for First Year in Country Students (FYIC)..... 16

 WIDA Screener Review for FYIC Students 17

 Procedures for Review and Validation for First in Country (FYIC) Students 17

Medical Exemptions 18

All-Assessed Proficiency Report 19

Small and Special Schools 20

 Small Schools 20

 Special Schools 21

 Report Card Details 22

School/District EdStructures Considerations..... 22

 New Schools 22

 District Consolidation 23

 Feeder/Receiver Schools..... 23

Redistribution of SPI Points 29

Chapter Two: The Elementary and Middle School Accountability System..... 32

 Indicator #1: Student Performance 33

 Proficiency Rate Rules 33

 Earning SPI Points (Three-year calculation) 34

 SPI and Invalidated Test Scores..... 37

 Indicator #2: Student Progress 37

 All-Student Progress Calculation 38

 Lowest Quartile Progress Calculation 38

 Earning SPI Points..... 39

 Processing, Loading Schedule 40

 Indicator #3: English Learners Progress..... 41

 Creating Targets – Linear Progress Trajectory 41

 Earning SPI Points..... 44

 SPI Points Awarded 45

 N-Size of 10 Rule for English Learners Progress Indicator 46

 Report Card ELP Indicator Details 51

 Collecting, Processing and Loading Schedule..... 52

 EL Student Roster Review 52

 Teacher of English as Second Language Data 53

 Indicator #4: School Quality-Attendance 54

 Rule for Partially Enrolled Students 54

Rules for Out-of-District SPED Placement 54

Calculation for FAY Attendance 55

Earning SPI Points..... 55

Chronic Absenteeism 55

Report Card Examples 55

Collection, processing, load data files for Attendance..... 56

Chapter Three: The High School Accountability System..... 57

High School Accountability System Indicators 58

Indicator #1: Student Performance 58

Indicator #2: On-Time Graduation Rate (4-yr adjusted cohort)..... 58

 Rules for On-Time Graduation Rate 58

 Infinite Campus End Status/Exit Codes Considered in the On-Time Graduation Measure 60

Indicator #3: High School Completion 62

 Dropout Definition 63

 Infinite Campus End Status/Exit Codes Considered in Completion Calculation 63

 GED Rules 65

 High School Completer Rate Calculation Procedures 66

Indicator #4: College and Career Readiness..... 67

 CCR Rules..... 68

 Earning SPI Points..... 69

Indicator #5: English Learners Progress..... 75

Chapter Four: Additional Reported Data (Enrollment Demographics, Office of Civil Rights Data Elements and Postsecondary Education Data) 76

 Enrollment Demographics 77

 Postsecondary Enrollment Rates..... 81

 Data Element I: Rates of graduates enrolling in higher education 81

 Data Element II: Top Four Higher Education Institutions Attended by Graduates 82

 Data Element III: Average ACT Scores Comparison..... 82

Chapter Five: Educator Qualifications 84

 Educator Qualifications 85

Chapter Six: Long Term Goals 104

 South Dakota Department of Education Accountability Goals 105

Goals by Indicator 105

Chapter Seven: School Support Identification, Classifications and Supports 108

 School Support Identification 109

 Comprehensive Support and Improvement..... 109

 Targeted Support and Improvement 109

 Additional Targeted Support and Improvement..... 110

 Exit Criteria for Comprehensive Support and Improvement 110

 Exit Criteria for Targeted Support and Improvement 110

 Exit Criteria for Additional Targeted Support and Improvement 110

 Administrative Rules Reference for School Support Identification when EdStructure for school or district changes include the below rules..... 110

Chapter Eight: Preparing the Data 112

 Preparing the Data..... 113

 Enrollment Record Rules..... 113

 Data Management..... 116

 Assessment Procedures 116

 Preparing Test Results for Infinite Campus 116

 Misidentified EL Students Procedures 117

Chapter Nine: Timeline and Appeals Process 118

 Setting the Report Card Timeline..... 119

Things to Consider 119

End of Year Checklist and Memo for Districts 120

 Formal Appeals 121

Appendix A: Accountability Rounding Rules 124

Chapter 1: Accountability System Overview

Introduction to South Dakota Department of Education (the department) Accountability System

The state transitioned to the new requirements under Every Student Succeeds Act (ESSA) for the 2017-2018 school year report card. The initial ESSA State plan was approved by the US Department of Education in January 2018. Minor revisions made by the department in March 2020 are reflected in this document. Updates to ESSA Guidance made in March 2019 are integrated into this manual. (Administrative Rule 24:55:01:04)

South Dakota’s accountability model takes a thoughtful, balanced approach to defining the indicators of a strong education system. Rather than focusing almost exclusively on student proficiency on a single assessment, it encompasses multiple indicators that are critical pieces in preparing students for the rigors of a 21st century world. The accountability system holds schools accountable through annual public reporting and classification based on school performance. The model is used to inform school leaders, teachers and the public as to how schools are progressing. With its emphasis on continuous improvement, it sets a high bar for ongoing reflection and goal setting. The accountability system shall apply to all public schools whose primary purpose is to provide academic instruction. Schools will follow policies and procedures in state Administrative Rule to define the grade spans of elementary, middle, and high school (Administrative Rule 24:43:01:01).

School Performance Index

South Dakota’s Accountability System is based on a 100-point index, called the School Performance Index (SPI). The SPI consists of multiple indicators, each assigned a numeric value. These values are summed to create a total SPI score out of 100 points. Two distinct indexes will be used: one for high school (secondary) accountability, and one for elementary and middle school (pre-secondary) accountability.

Elementary and Middle School SPI Points Distribution

Indicator		Maximum Points Possible	
Academic Indicators	Student Performance	Mathematics	20
		English Language Arts	20
		Total	40
	Student Progress	English Language Arts	10
		Mathematics	10
		English Language Arts – Lowest Quartile	10
		Mathematics – Lowest Quartile	10
		Total	40
	English Learners Progress		10
	School Quality		10
Total		100	

High School SPI Points Distribution

Indicator		Maximum Points Available	
Academic Indicators	Student Performance	Mathematics	20
		English Language Arts	20
		Total	40
	On Time Graduation		12.5
	College and Career Readiness		25
	English Learners Progress		10
High School Completion			12.5
Total			100

State Assessments

Information

The department is required to assess students on ELA, mathematics, and science. The assessments are single snapshot, summative assessments designed to measure each student’s mastery of South Dakota’s content standards. These statewide assessments are:

- South Dakota English Language Arts Assessment (SD-ELA) or
- South Dakota English Language Arts Alternate Assessment (SD-ELA Alt)
- South Dakota Math Assessment (SD-MATH) or
- South Dakota Math Alternate Assessment (SD-MATH Alt)
- South Dakota Science Assessment (SD-SCI)
- South Dakota Science Alternate Assessment (SD-SCI Alt)

Only those students with the most severe cognitive disabilities take an alternate assessment.

Subject Assessment Scores

When a student successfully completes the ELA, math or science assessment, regardless if it is a general or alternate assessment, a student receives a scale score which falls into four achievement levels: Level 1 being the lowest level, Level 3 indicating proficiency, and Level 4 indicating advanced performance. Levels 1 and 2 are considered not proficient; levels 3 and 4 are proficient and above.

English Language Proficiency Assessment

Students learning English, also must take the English Language Proficiency assessment.

Collecting, Processing, Loading Schedule

Test Name	Test Window	Provider of data file	File Received	File Processing	Loaded in SD-STARS	Data Year
English Language Proficiency	Jan 28 - Mar 1	WIDA	April 30	April 30- May19	May 22	Current
English Language Proficiency- Alt	Jan 28 - Mar 1	WIDA	April 30	April 30 - May 19	May 22	Current
SD-ELA	Mar 4 – May 1	Cambian	June 19	July 2	July 10	Current
SD-MATH	Mar 4 – May 1	Cambian	June 19	July 2	July 10	Current
SD-ELA Alt	Mar 16 – May 1	Cambian	June 19	July 2	July 10	Current
SD-MATH Alt	Mar 16 – May 1	Cambian	June 19	July 2	July 10	Current
SD-SCI	April 1 – May 1	Cambian	July 24	July 24-28	July 31	Current
SD-SCI Alt	April 1 – May 1	Cambian	July 24	July 24-28	July 31	Current

Confidentiality: Protection of Student Information on Public Reports

N-Size of 10 Rule

In general, South Dakota requires public reports to suppress data if the size of the subgroup, also known as the N-size, is less than 10 students (Administrative Rule 24:55:07:05). Doing so protects student privacy. The N-size of 10 students will apply to All Students and each subgroup. This rule allows for inclusion of many small schools. Using an N-size greater than 10 students would exclude many schools from accountability and would decrease transparency in the state. Accountability uses an asterisk (*) to denote suppression when the N-size of a subgroup is fewer than 10.

There are two exceptions to the N-size of 10 Rule for the public Accountability Report Card. First, to comply with ESSA, South Dakota is required to report data from the Civil Rights Data Collection, which is collected from district by the U.S. Department of Education Office of Civil Rights. These data are publicly accessible, so no suppression is required. Second, student and program demographic data are sourced from the department’s Fall Enrollment Census Count. These data are also publicly accessible, so no suppression is required. The department does not use suppression for private, secure reporting available to districts and schools in SD-STARS.

Other suppression rules for the public report cards apply when:

1. There are no data available. For example, a new school will have no “student progress” data available.
2. The data does not apply to the situation. For example, a school will not be accountable for English Learner Progress SPI points when the school does not have any EL students.
3. The subgroup has no students.
4. The school is designated as a small school or a special school. See [Small and Special School section](#) for more information.

Additional Suppression Rules

South Dakota uses another suppression rule to further provide protection against disclosure or identification of an individual student's outcomes. The rule is:

- Suppression is applied in the case where all students in a subgroup have an extremely low performance level.

When this situation of extremely low performance level occurs, the report card will suppress all rates that are below 7% (range is 0% to 6.9999%) and display the message "In accordance to South Dakota Department of Education's suppression rules, this information is not available." The rule is applied inverse to the above situation with rates of Chronic Absenteeism at the extreme range of above 93% (range is 93.9999% to 100%).

Full Academic Year (FAY)

Full Academic Year (FAY) is defined as a student enrolled from October 1 through May 1 with an enrollment gap of no more than 15 consecutive school days. If either of these dates fall on a weekend or holiday, the next business day will apply. This assures the annual progress of a student is attributed to a single school.

FAY is applied in four SPI indicators: Student Performance, Student Progress (only in the current year), English Learners Progress, and Attendance. State academic assessment scores of FAY students are also used for setting school-level Long Term Goals.

FAY is calculated at three levels: school, district, and state. Students will be FAY across school, district, and state levels if they don't move during the year. Students who move from one school to another in the same district may be FAY at the district- and state-level but not at the school-level. Students who move from one South Dakota district to another may FAY at the state-level but not at the district- or school-level. In other words, students who move during the year may not count at school-level or district-level depending on where they moved.

End of Academic Year Process

School districts are required to have their year-end data finalized no later than the 2nd Friday in June of each year. Data needed for the report card are pulled after this date and after the department verifies these data.

Subgroup Membership

Federally Recognized Student Groups

The department will report and base accountability decisions on the following federally recognized student groups, also noted as subgroups.

Gender	Race/Ethnicity	Program Participation
Female	American Indian/Alaska Native	English Learners
Male	Asian	Economically Disadvantaged
	Black/African American	Foster Care
	Hawaiian/Pacific Islander	Homeless
	Hispanic/Latino	Migrant
	Two or More Races	Military Connected
	White/Caucasian	Students with Disabilities

Throughout the year, students can move in and out of a subgroup. For example, a student may receive special education services at the beginning of the year but then stops these services during the year. Therefore, Accountability has business rules to determine subgroup membership.

Subgroup	Indicator	Definition
Female	All	Gender as of May 1 st
Male	All	Gender as of May 1 st
American Indian/Alaska Native	All	Race as of May 1 st
Asian	All	Race as of May 1 st
Black/African American	All	Race as of May 1 st
Hispanic/Latino	All	Race as of May 1 st
Native Hawaiian/Pacific Islander	All	Race as of May 1 st
Two or More Races	All	Race as of May 1 st
White/Caucasian	All	Race as of May 1 st
Economically Disadvantaged	All	Student received free or reduced-price lunch record at any point in the year, including if the student had a prior year record that has an end date in the current year OR If the student attended a school identified as CEP or Provisional based on the list provided by CANS at any point in the year

Subgroup	Indicator	Definition
English Learners	<ul style="list-style-type: none"> • Student Performance • Student Progress • Participation • All-Assessed Proficiency • Attendance • High School Completion • On-Time Graduation • College and Career Readiness 	Student had an active EL record at any point in the year <i>except</i> those who exited EL as “misidentified” OR Students was identified as 1 st or 2 nd year monitoring <i>except</i> those who are 1 st or 2 nd year monitoring who exited EL as “misidentified”
	<ul style="list-style-type: none"> • English Learners Progress 	Student had an active EL record at any point in the year
Foster Care	All rosters	Student was identified as in foster care at any point in the year
Homeless	All rosters	Student had homeless record at any point in the year
Migrant	All rosters	Student was identified as migrant at any point in the year
Military Connected	All rosters	Student was identified as military connected at any point in the year
Students with Disabilities	<ul style="list-style-type: none"> • Student Performance • Student Progress • Participation • All Assessed Proficiency 	Special Ed status as of May 1

Where May 1st is listed in the table above, it the department does not mean the data were pulled from Infinite Campus on May 1st. Rather it means that Accountability looks at the data after the year-end sign off and determines what was true for the student as of May 1st.

English Learners Subgroups

Further refined subgroups are required under ESSA for English Learners (EL). The additional EL subgroups are noted below.

English Learners Subgroups	Indicator	Definition
EL	All	Active EL are students receiving EL program services
Long-term EL	All	EL who has been identified as EL for more than 5 years.
Former EL	All	Students who exited EL but are still in monitoring years 1-4
SWD EL	All	Active EL who are also in special education

Special Education Subgroups

The Special Education Office breaks down special education subgroup into smaller groups based on the assessment the student took and whether the student received accommodations. The additional special education subgroups are noted below. If the calculation isn't listed, the special education subgroups' status not apply.

Special Ed Subgroups		Measure	Definition
Assessment	Accommodations		
Regular	With no accommodations	Participation All-Assessed Proficiency Student Performance	Students identified as Special Ed status as of May 1 and who also are noted in the test file with no accommodations
	With Accommodations	Participation All-Assessed Proficiency Student Performance	Students identified as Special Ed status as of May 1 and who also are noted in the test file with accommodations
Alternate		Participation All-Assessed Proficiency Student Performance	Students identified as Special Ed status as of May 1 and who took the alternate assessment

Where May 1st is listed in the table above, it does not mean the data were pulled from Infinite Campus on May 1st. Rather it means that Accountability looks at the data after the year-end sign off and determines what was true for the student as of May 1st.

Rules for Accountability SPI Indicators

Rules for Dually Enrolled Students

In certain cases, a student may have two (or more) enrollment records at the same school (Administrative Rule 24:55:07:03).

- In such cases, if it is indeed the same student and the same school, only if the enrollment records meet FAY should they be included for purposes of accountability.
- Similarly, any consecutive enrollments, irrespective of the length on either/any, should be combined to form one attendance record.

For example, a student may have one enrollment record running from August 18 through December 7 (14 days) and another record in the same school from December 8 through May 15. These two enrollment records should be combined as one continuous enrollment. Since that student would be considered continuously enrolled from August 18-May 15, they are also considered FAY and will count in FAY Attendance.

Rules for Transfer Students

Two rules apply to student transfers during the academic year (Administrative Rule 24:55:07:04). These are:

- Students who transfer from one public school to another public school within the same public school district between October first and May first are counted at the district level for student achievement, academic growth, English language proficiency, and attendance SPI key indicator scores.
- Students who transfer from one public school district to another public school district between October first and May first are counted at the state level for student achievement, academic growth, English language proficiency, and attendance SPI key indicator scores

Participation Rate

Schools must meet the 95% participation in test grades requirement in the current year to receive points for the student performance indicator and for a school to meet its Long-Term Goals. Meeting the 95% participation rule means testing at least 95% (94.50% with rounding) of students enrolled in the school (Administrative Rule 24:55:07:02).

Testing Rules

ESSA mandates that all students must participate in statewide assessments (ESSA 1111 (b) (2)(A) & (B) (i) (I), (II)). In addition, administrative rule says at least 95% of all students will be assessed including 95% of students in a subgroup who are enrolled in a tested grade.

It is important for all students to test, even if they move during the testing window. If a student moves during the testing window and has not yet been tested, the receiving school is obligated to test the student. Students who tested at their previous school and have moved to a new school during the testing window are not required to retest.

Since special education may qualify for either the general or alternate assessment, additional considerations are necessary.

- Students who qualify for the alternate assessment in one subject area should be assessed on the alternate assessment in all subject areas.
- If a student takes the South Dakota Math Alternate Assessment but does not take the alternate assessment for ELA, that student will be counted in the denominator for both ELA and Mathematics, but only in the numerator for Mathematics.

- If the student takes the South Dakota Math Alternate Assessment but takes the South Dakota English Language Arts Assessment for ELA, that student will be counted in the denominator for both ELA and Mathematics, but only in the numerator for Mathematics.

Calculating the Participation Rate

The participation rate is calculated using the total enrollment of eligible students (denominator) and the number of those students who have valid test scores (numerator) for the current year.

Calculation

Numerator = Count of students with valid scores

Denominator = Count of eligible students enrolled as of May 1

Rules for participation rate:

- Participation rate is calculated for ELA, mathematics, and science.
- Participation rate is calculated separately for each subgroup and at the state-, district-, and school-level.
- Eligible students are:
 - Enrolled more than 50 percent as of May 1. If May 1 is on a weekend or holiday, the next business day will apply.
 - Excludes students who have a medical exemption. See section on medical emergencies.
 - For ELA, includes FYIC students if they qualify for a FYIC waiver. For mathematics and science, FYIC waiver does not apply to participation, so they are treated as any other student. See section on First Year in Country students. [Participation Rules for First Year in Country Students \(FYIC\)](#)
- Students with valid scores include:
 - Students who completed and earned a performance level on the assessment (ex: Level 1-Level 4).
 - Students who logged in and attempting both portions of the test. Sometimes there are technical glitches that affect the student's ability to complete the test, which is why scenario #2 is considered a valid score. The student tried to take the test, but the technology failed to allow them to complete.
- Invalidated test scores will count in the denominator for the participation rate calculation
- FAY rule is not applied when calculating participation rate.

Participation impacts the SPI points. Schools not meeting the 95% participation rule will receive zero points for the portion(s) of the indicator (mathematics and/or English language arts) for which they did not meet the 95% participation in testing rule.

Percent Not Tested

The percent not participating is calculated as: 1 **minus** the participation rate. For example, if there is a 98% participation rate, then this would be $1 - 0.98 = .02$, or 2% not participating in testing. Therefore, the inverse of the percent not tested should equal the participation rate.

Participation Rules for First Year in Country Students (FYIC)

Students who are English Learners (EL) and in their first year of enrollment in the United States are called First Year in Country (FYIC) students (Administrative Rule 24:55:07:11). FYIC students may qualify for a waiver for different Accountability calculations. [Procedures for Review and Validation for First in Country \(FYIC\) Students](#)

To qualify for the FYIC waiver, the student:

1. Must be an identified EL student
2. Must not have attended schools in the United States for more than 12 months
 - o The 12-month timeline means a student is FYIC if her or she first entered the United States between May 2 of the previous spring and May 1 of the current school year.
 - o Puerto Rico students are included if they are identified as EL.
3. **Must take the English Language Proficiency Assessment if enrolled during the testing window to get the first-year exemption from the ELA portion of the state assessment.**
4. If the student arrives after English Language Proficiency Assessment testing window, the school must administer the WIDA screener.

Based on administrative rules, FYIC students are handled differently based on various calculations for each subject. **FYIC students in tested grades ARE REQUIRED to participate in the mathematics and science assessments but are exempt from the ELA assessment. Exemption means they WILL count towards participation even if they didn't take the ELA assessment.** To help clarify, below is a table that indicates if FYIC students are counted in the numerator or denominator for applicable calculations. If the calculation isn't listed, FYIC status does not apply. FYIC exemptions do not apply to the ELP assessment.

Accountability Rules for where FYIC students count in calculations for SPI indicators and for Participation

Subject	Measure	Numerator	Denominator
ELA	Participation (100% of FYIC students must take the ELP assessment or WIDA Screener)	If the student meets qualification #3 above (takes the ELP Assessment or the WIDA Screener), then they are added to numerator and denominator. If they don't take an assessment, they ARE counted in the Participation calculation.	
	All-Assessed Proficiency	Excluded	Excluded
	Student Performance	Excluded	Excluded
Mathematics	Participation	Included	Included
	All-Assessed Proficiency	Included	Included
	Student Performance	Excluded	Excluded
Science	Participation	Included	Included
	All-Assessed Proficiency	Included	Included
	Student Performance	Excluded	Excluded

WIDA Screener Review for FYIC Students

The WIDA Screener Grades 1-12 is a screener test used by districts to determine if a student qualifies as an English Learner. If a new student comes to a school and their home language is not English, schools give the student a WIDA screener to assess their English language skills. These screeners help determine if that student should be offered instruction in the English language acquisition. For Accountability, FYIC waivers could depend on if the student received a WIDA screener if the student enrolled in school after the ACCESS test window.

Accountability Office’s process to identify FYIC students who enroll after ELP assessment testing window includes the following steps:

1. In mid-May, Data Management Office will pull the WIDA Screener Adhoc data report from ICSE and send that report to Title III Office. This report should only include FYIC students.
2. Parameters for the WIDA Screener Adhoc report are:
 - Date first entered US after May 1 of current school year AND
 - Date first entered US school, after testing window in previous school year OR
 - Date first entered SD school, after testing window in current school year
 - Only students who are identified as EL and fit FYIC criteria are included
3. Title III Office uses the ICSE and the WIDA Assessment Management System to validate FYIC student data in WIDA Screener Adhoc report.
4. Title III Office will contact districts and schools as needed (i.e., two districts use a paper screener).
5. Title III Office will provide a list of students that needs to be designated as FYIC to the Accountability Office.
6. Accountability Office will create the overrides and provides that to the vendor to make changes for the report card.

Procedures for Review and Validation for First in Country (FYIC) Students

Title III Review & Validation Process	Source	Processing Details	File Process Timeline	Loaded in SD-STARS	Data Year
Title III request Adhoc report from DM	ICSE	DM to Title III	May 20	No	Current
KG WIDA SCREENER	ICSE	Title III	June 4	No	Current
WIDA Screener- Grades 1-12	WIDA Management System	Title III	June 4	No	Current
Details for correcting student data	Title III	Title III Accountability	May 30	No	Current

Override details	Accountability	Accountability to vendor	June 4 – Aug 28	Yes	Current
-------------------------	----------------	--------------------------	-----------------	-----	---------

Medical Exemptions

Students who are not able to test in the state assessments or the ELP assessment due to an emergency medical situation may qualify for certain exemptions in Accountability.

Rules for medical exemptions

- Medical exemptions are based on each state assessment. For example, a medical exemption could be approved for the state ELA assessment but not mathematics or science assessments; or an exemption could be approved for mathematics and ELA state assessments but not the science assessment.
- If a medical exemption was approved but the student still took the state assessment anyway, the medical exemption approval will be revoked. That means the student will no longer have a medical exemption and will be included in the calculation.

Procedures for medical exemption include the following steps:

- Step 1: District administrators will complete a medical exemption form and submit it with documentation to the Assessment Office (March 6 for ACCESS 2.0; third Friday in May for all other assessments). The documentation must explain the student’s emergency medical situation that resulted in their inability to take one or more state assessments.
- Step 2: The Assessment Office will provide information to the department’s Management Team that will approve or deny exemptions based on a case-by-case review.
- Step 3: The Assessment Office will follow up with districts on the approval or denial of the exemption.
- Step 4: After all medical exemptions are determined, the Assessment Office will provide a data file with student ID, district ID, school ID to Accountability Office with the approved exemptions (by June 10).
- Step 5: The Accountability Office will add medically exempt student data to the overrides that are shared with the vendor.
- Step 6: The vendor will use the overrides to make changes to the report card.
- Step 7: The Assessment Office and Accountability Office will work to validate medical exempt students.
- No appeals will be accepted for medical exemption during the Appeal window.

Below is a table that indicates when medically exempt students are counted in the numerator or denominator for applicable calculations.

Subject	Measure	Did the student take the test anyway?	Numerator	Denominator
ELA	Participation	No	Excluded	Excluded
		Yes	Included	Included
	All-Assessed Proficiency	No	Excluded	Excluded
		Yes	Included	Included
	Student Performance	No	Excluded	Excluded
		Yes	Included	Included
Mathematics	Participation	No	Excluded	Excluded
		Yes	Included	Included
	All-Assessed Proficiency	No	Excluded	Excluded
		Yes	Included	Included
	Student Performance	No	Excluded	Excluded
		Yes	Included	Included
Science	Participation	No	Excluded	Excluded
		Yes	Included	Included
	All-Assessed	No	Excluded	Excluded
		Yes	Included	Included
	Student Performance	No	Excluded	Excluded
		Yes	Included	Included
English Language Proficiency	Participation	No	Excluded	Excluded
		Yes	Included	Included
	All-Assessed	No	Excluded	Excluded
		Yes	Included	Included
	Student Performance	No	Excluded	Excluded
		Yes	Included	Included

All-Assessed Proficiency Report

In addition to calculating and reporting accountability results, South Dakota is required to report on all students who took state assessments (ELA, math, science known as the “All-Assessed Proficiency Report.”

Student data included in the All-Assessed Proficiency Report is the same as Accountability student performance rate without the Full Academic Year (FAY) requirement. The All-Assessed Proficiency Report includes the current-year scores of all students.

Rules for the All-Assessed Proficiency Report:

- Students included in the report (1) were enrolled for more than 50% as of May 1 and (2) completed the state assessment.
- Reports must be generated at the state-, district- and school-levels. The one exception is **feeder schools**. Feeder schools don't need an All-Assessed Proficiency Report as the schools do not have tested grades.
- The report provides a breakdown of data by subgroup and each assessed grade level.
- The report provides a breakdown of the types of assessments, regular and alternate assessments for ELA, mathematics, and science results; and these data are further broken down by:
 - Not Tested - students who did Not test
 - Not Scoreable - students who tested but do Not have a valid score. These include students who logged in and attempted the test. Sometimes there are technical glitches that affect the student's ability to complete the test, which is why scenario #2 is considered a valid score. The student tried to take the test, but the technology failed to allow them to complete.
 - Level 1 - Those who tested and scored Level 1
 - Level 2 - Those who tested and scored Level 2
 - Level 3 - Those who tested and scored Level 3
 - Level 4 - Those who tested and scored Level 4
- When available, the report should also include comparison to prior year.
- The report must include subgroup size, also known as N-size.

Small and Special Schools

Small Schools

A small school or district is defined as having fewer than 10 students in tested grades over three years (Administrative Rule 24:55:07:06). The basis of this designation is the school or district is deemed to not have enough data points to evaluate using statistical methods alone and is evaluated using an audit process. Schools with fewer than ten students tested over the three years considered for student achievement must undergo a small school audit process to determine progress towards academic goals.

Annual process for identifying small schools:

1. The Accountability Office will review the iMart ADW SNAP_Accountability_Results table to determine which schools have fewer than 10 students in tested grades over three years. These will be identified as small schools. These results will be validated with the ICSE school data.
2. The Accountability Office will note these small schools in the Master Spreadsheet file, which will then be provided to the vendor to use to update the report cards.
3. If a small school is also identified as a special school, it will remain on the special school list and be removed from the small school list.

Once identified, the department's cross-divisional team will evaluate each small school. The team will evaluate the school's performance over the past three years to identify trends in the Accountability indicators such as attendance, performance. The teams will also evaluate three years of the additional data to evaluate the school against the criteria established through the application process. Should promising or concerning trends become evident through this individualized examination, small schools will be eligible for school improvement designation.

Special Schools

Schools scattered throughout the state meet unique needs and challenges of students beyond a student's education (Administrative Rule 24:55:07:16). Some examples include:

- Schools that are tending to the needs of students with the most severe disabilities
- Schools structured to attend specifically to behavioral needs of children with the intent of preparing them to be ready to re-enter traditional buildings.
- Schools focusing on English Language acquisition for students who have recently arrived in the country with the express purpose of building up English skills rapidly so that students acquire the baseline English skills needed to enter the traditional classroom.

Definition

Special Schools are schools that serve special populations for whom an accountability determination could not otherwise be made will be determined on a case-by-case basis using the special school audit process.

Students Attending Unique Facilities

In certain circumstances, students attend unique facilities that are part of a district, but whose mission is not primarily education. Typically, these facilities address unique needs students may have (i.e., behavioral, incarceration, severe disabilities, English language acquisition, etc.).

Accountability uses funding codes and other logic to determine where to include/count student data in a school, district or state report card.

Student data will count as follows:

- Where the district controls the enrollment of a student in the program, students are counted at all levels-the school, district, and state.
- Where the district does **Not** control the enrollment, students are counted at both school- and state-levels but Not at the district-level. This would include state-placed students.

Audit Process

1. A team of representatives from across the department will review and evaluate the school's performance using up to three years to see if there are any promising or concerning trends that may make them eligible for this designation.
2. Additional data points will be identified to review (i.e., local assessments of English Proficiency gains for a school catering to the acquisition of English and transition to the general classroom for newly arrived Els; or transition plan completion data for a school operating solely to meet the special education transition needs of their students).
3. If school is deemed eligible based on the team's review, the department's Title I team will contact the superintendent with an invitation to apply for special school status.
4. Through the application, the superintendent will outline the mission of the school, how the school can or cannot meet traditional accountability requirements, and how the district would propose hold the school accountable.
5. A cross-divisional team at the department will review and determine which schools that apply for special school status will be approved.
6. Once a school successfully receives a "special" designation, that designation will remain with the school for three years.
7. School improvement designation will be established based on the team's recommendation if within the three years the school's performance has not improved.

The department will follow the same audit process for any school or district requesting special school status that is eligible. When it is inappropriate or even impossible to apply the rules of the SPI process, the department will ensure overall accountability through the Special School Audit process.

Report Card Details

Schools designated as small and special schools will receive Accountability indicator data, long term goals, and other accountability data in a private report card. While these schools and districts will not be ranked or rated with other schools in the state on the SPI index, small and special schools will be able to see the SPI points by indicator in their private report cards. The public report card will show only the top section of the About the School page will be provided. This includes data including a map, Title I status, school support status, small school designation, grade span, poverty status, and minority status information. A list of small and special schools will be available from the public report card.

School/District EdStructures Considerations

New Schools

For Accountability, a new school is defined as:

1. A school in its first year of operation and has no historical connection to an existing school.
2. A school where 50 percent of the student population of the school building – or grade spans tested in that building - has been removed and replaced with students from another school within the district.

When two or more schools combine, and one or more of the schools is identified for support, an examination of the student population will be conducted. If 50% or more of the new student body is from a school identified as CSI, TSI, and/or ATSI, the school will receive that designation. If the new school has 50% or more of their student body from both CSI and TSI/ATSI schools, the school will receive the identification of the school with the greater percentage of students from the identified school.

District Consolidation

In a case where two or more districts consolidate, prior status for all districts and schools involved will be void. The newly formed district and its schools will obtain their first status and Long Term Goals targets based upon assessment results of the first full year of operation.

Feeder/Receiver Schools

Feeder schools are schools with no tested grades, and that serve grades lower than 3rd (Administrative Rule: 24:55:07:07). If a school has no tested grades, it will be designated as a “Feeder School.” Feeder Schools will then be paired with a school that has tested grades and into which the majority of the Feeder School’s students enroll. The paired school will be designated as a “Receiver School.”

SPI Points Details

Each school has its own calculated SPI points for the Overall Score, but sometimes the Feeder and Receiver School share SPI points and rates. Each school maintains its own Overall Score. They will never share rosters. See table below.

Indicator	SPI Points	Rates	Roster
Student Performance	The Feeder School will receive the SPI points of its Receiver School	The Report Card will report proficiency rates for Feeder School from its Receiver School.	A Feeder School will Not have a student roster, while the Receiver School will
Student Progress	The Feeder School will receive the SPI points of its Receiver School, unless the Receiver School does not serve 4th grade or beyond. In this case, both Feeder and Receiver Schools will display a “data not available” message on Student Progress page.	The Report Card will report rates for Feeder School from its Receiver School.	A Feeder School will Not have a student roster, while the Receiver School will
School Environment (Attendance)	Each school shall maintain its own separate SPI points.	Each school shall maintain its own separate rate.	A Feeder School and Receiver School will have their own, distinct student roster.

English Learners Progress	Each school shall maintain its own separate SPI points.	Each school shall maintain its own ELP rate unless one or both schools have fewer than 10 students; in that case, the district rates will be reported	A Feeder School and Receiver School will have their own, distinct student roster.
Science	NA	A Feeder School science rate bar graphs will display an asterisk (*) even if Receiver School has a science performance rate. This is because 5 th grade is the first tested grade for science and the Feeder schools have primary grades	A Feeder School will Not have a student roster, while the Receiver School will
Participation	NA	Participation will NOT be reported for a Feeder School.	A Feeder School will Not have a student roster, while the Receiver School will
All-Assessed Proficiency	NA	All-Assessed data will NOT be reported for a Feeder School.	A Feeder School will Not have a student roster, while the Receiver School will
Overall Score	Each school will maintain its own Overall Score (total SPI points)	NA	NA

District and State Level Rules

When there are feeder/receive relationships, it is important that students are not double counted at the district and state level for any indicators or reporting. Just because the Feeder School shares the Student Performance Rate from the Receiver School does Not mean that those students should count twice at a district or state level.

- For district percentages, the Student Performance and Student Progress data associated with a Feeder School should NOT be included.
- For the state percentages, the Student Performance and Student Progress data associated with Feeder Schools should NOT be included.

School Support Classification

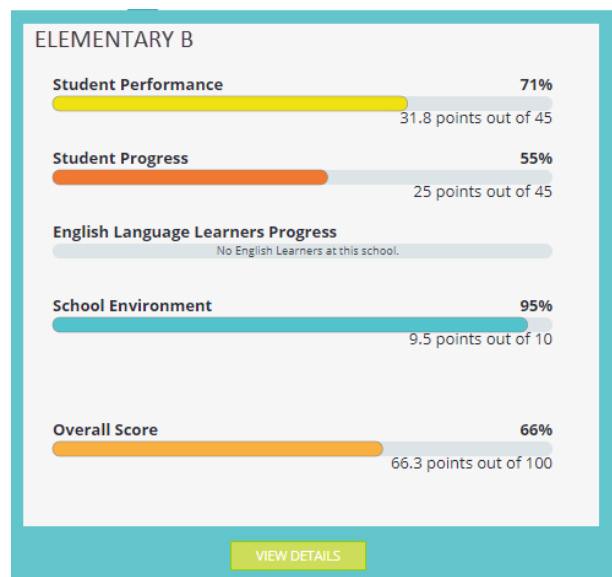
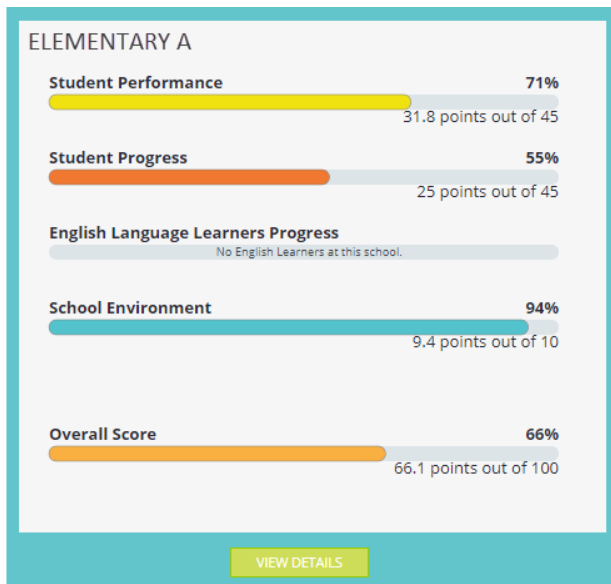
When determining school support classifications for Feeder schools, there are some rules to keep in mind.

- A feeder school will have an SPI determined based on the receiver school’s proficiency and progress and the feeder school’s attendance data.
- A feeder school’s attendance data will be considered when determining designations for TSI schools. The feeder school will need to be consistently underperforming in all eligible indicators in order to be identified as TSI.
- Feeder school can apply for a waiver to not receive the same school support designation if they have completed a comprehensive needs assessment and have evidence to show that the feeder school does not have systemic issues.

Example Public Report Card

In School District X, Elementary A is a Feeder for Elementary B (Receiver). All kids from Elementary A continue onto Elementary B for 3rd grade. Therefore, the Student Performance and Student Progress rates from Elementary B will be reported in Elementary ARC.

1. Elementary A (Feeder) reports Elementary B (Receiver) SPI points for Performance and Progress. Both schools have the same SPI points for Student Performance and Student Progress but will differ in School Environment (Attendance) and English Learners Progress rates as well as their earned SPI points. Thus, overall SPI points for Feeder/Receiver schools might be different.




- Student Performance rates (mathematics and ELA) are the same for both Feeder and Receiver schools. See images below: Elementary A (Feeder) Student Performance by subject area. Elementary B will not have tested grades for science so reports the science proficiency rate as an asterisk. If Elementary B has tested grades for science, Elementary A would show * while Elementary B would display a rate.

ELEMENTARY A

Overall Score
This school was identified for

GENERAL SUPPORT



66

Parents are critical partners in a school's success. Just as your child's report card shows how he or she is performing, this school report card shows you how your child's school is performing in multiple areas. It is designed to show the school's strengths in addition to challenges that need to be addressed in order to ensure we are meeting the needs of all students.

ACADEMICS

OVERALL SCORE

STUDENT PERFORMANCE

STUDENT PROGRESS

ENGLISH LANGUAGE LEARNERS PROGRESS

SCHOOL QUALITY

EDUCATOR QUALIFICATIONS

SCHOOL ENVIRONMENT

SCHOOL SAFETY

HOW DID STUDENTS PERFORM IN EACH SUBJECT?


Students take the annual state assessments for English language arts and mathematics in grades 3-8 and 11, and science in grades 5, 8, and 11. These tests measure the concepts and skills taught in the classroom and whether students met the state's grade-level expectations in each subject. The graphs below show the percentage of students who met or exceeded the expectations on the state assessment in each subject.

English Language Arts	41%	SAMPLE QUESTION
Mathematics	50%	SAMPLE QUESTION
Science	*	SAMPLE QUESTION

ELEMENTARY B

Overall Score
This school was identified for

GENERAL SUPPORT



66

Parents are critical partners in a school's success. Just as your child's report card shows how he or she is performing, this school report card shows you how your child's school is performing in multiple areas. It is designed to show the school's strengths in addition to challenges that need to be addressed in order to ensure we are meeting the needs of all students.

ACADEMICS

OVERALL SCORE

STUDENT PERFORMANCE

STUDENT PROGRESS

ENGLISH LANGUAGE LEARNERS PROGRESS

SCHOOL QUALITY

EDUCATOR QUALIFICATIONS

SCHOOL ENVIRONMENT

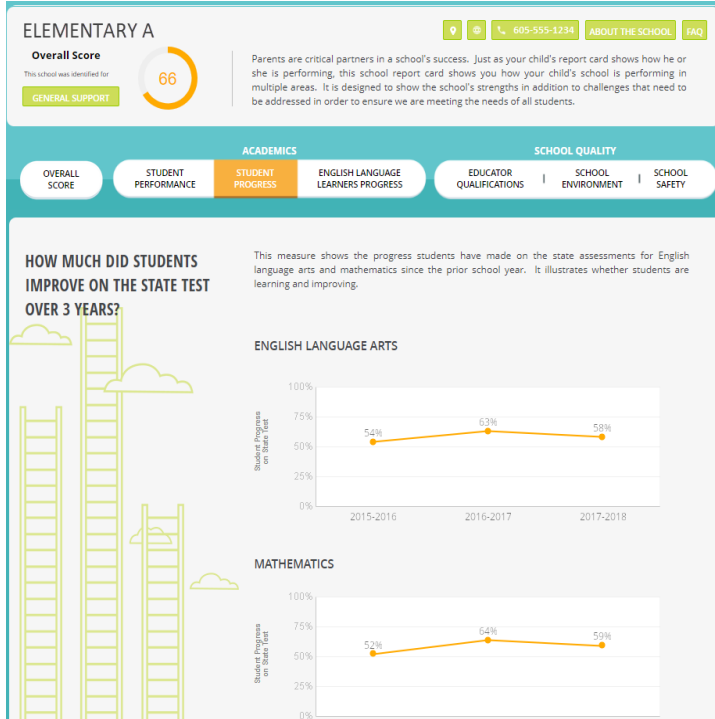
SCHOOL SAFETY

HOW DID STUDENTS PERFORM IN EACH SUBJECT?

Students take the annual state assessments for English language arts and mathematics in grades 3-8 and 11, and science in grades 5, 8, and 11. These tests measure the concepts and skills taught in the classroom and whether students met the state's grade-level expectations in each subject. The graphs below show the percentage of students who met or exceeded the expectations on the state assessment in each subject.

English Language Arts	41%	SAMPLE QUESTION
Mathematics	50%	SAMPLE QUESTION
Science	*	SAMPLE QUESTION

- Student Progress is reported the same rates as Receiver School. When a Receiver School does not report Student Progress, the Feeder School will not report Student Progress. Rather, a “data not available” or “less than 10 students” message will show on the report card page for progress.



4. School Environment indicator is Attendance. Data are based on school's own data.

ELEMENTARY A

Overall Score
This school was identified for
GENERAL SUPPORT

66

Parents are critical partners in a school's success. Just as your child's report card shows how he or she is performing, this school report card shows you how your child's school is performing in multiple areas. It is designed to show the school's strengths in addition to challenges that need to be addressed in order to ensure we are meeting the needs of all students.

ACADEMICS

OVERALL SCORE | STUDENT PERFORMANCE | STUDENT PROGRESS | ENGLISH LANGUAGE LEARNERS PROGRESS

SCHOOL QUALITY

EDUCATOR QUALIFICATIONS | **SCHOOL ENVIRONMENT** | SCHOOL SAFETY

ARE STUDENTS ATTENDING SCHOOL?

School Environment includes factors that impact the environment of the school including student attendance. A missed school day is a lost opportunity for students to learn. The information below is provided as another tool to further identify opportunities to improve school attendance for all of South Dakota's students.

Attendance	94%
Chronic Absenteeism	8%

ELEMENTARY B

Overall Score
This school was identified for
GENERAL SUPPORT

66

Parents are critical partners in a school's success. Just as your child's report card shows how he or she is performing, this school report card shows you how your child's school is performing in multiple areas. It is designed to show the school's strengths in addition to challenges that need to be addressed in order to ensure we are meeting the needs of all students.

ACADEMICS

OVERALL SCORE | STUDENT PERFORMANCE | STUDENT PROGRESS | ENGLISH LANGUAGE LEARNERS PROGRESS

SCHOOL QUALITY

EDUCATOR QUALIFICATIONS | **SCHOOL ENVIRONMENT** | SCHOOL SAFETY

ARE STUDENTS ATTENDING SCHOOL?

School Environment includes factors that impact the environment of the school including student attendance. A missed school day is a lost opportunity for students to learn. The information below is provided as another tool to further identify opportunities to improve school attendance for all of South Dakota's students.

Attendance	95%
Chronic Absenteeism	7%

Example Private Report Card

In the private report card, Elementary A will have access to rosters for English Learners Progress and Attendance that displays only the students enrolled at Elementary A. Elementary A does NOT display a Student Performance roster or a Student Progress roster.

ELEMNTARY A
2017-2018 Report Card

ACADEMIC YEAR: 2017-2018
DISTRICT: X
SCHOOL: ELEMNTARY A

ROSTER: Student Performance
SUBGROUP: All Students

VIEW

Row Count: EXPORT

No data returned for this view. This might be because the applied filter excludes all data.

Elementary B will have rosters for Student Performance, Student Progress (if the school has a grade span beyond 3rd grade), English Learners Progress, and Attendance. Each roster will include only the students enrolled at Elementary B. No Elementary A students should appear on Elementary B rosters.

Redistribution of SPI Points

Consistency with the 100-point School Performance Index (SPI) is particularly important when conducting the calculations for classifying school support, and for the fidelity of calculating the overall SPI points for individual schools. For that reason, the department created rules for reallocating SPI points to other academic indicators (non-academic indicators are: School Quality-Attendance; High School Completion).

Rules for redistribution of SPI points:

- If the N-size is below 10 for an indicator
- If there are no students for an indicator

Redistribution of SPI points for elementary and middle schools is applied:

- If a school and district have fewer than 10 EL students, they are not accountable for the English Learners Progress indicator. Those 10 points will be redistributed equally to all other **academic indicators**:
 1. Student Performance would be 45 Points (22.5 for English language arts, 22.5 for mathematics)
 2. Student Progress would be 45 Points (11.25 Points for English Language arts, 11.25 Points for mathematics, 11.25 Points for English language arts Lowest Quartile, 11.25 Points for mathematics Lowest Quartile.
 3. Attendance would stay as 10 Points, because it is a **non-academic/School Quality-Attendance** measure
- If a school is not accountable for the Student Progress Indicator, then those 40 points will be redistributed equally to all other **academic indicators**:
 1. Student Performance would be 72 Points (36 for English Language Arts, 36 for Mathematics)
 2. English Learners Progress would be 18 Points

3. Attendance would stay as 10 Points, because it is a **non-academic/School Quality-Attendance** measure
- If a school and district are not accountable for English Learners Progress (10 pts) **AND** Student Progress (40 pts), then those 50 Points will be redistributed equally to Student Performance (45 for English Language Arts, 45 for mathematics).

Redistribution of SPI points for high schools is applied:

- If a school and district are not accountable for the English Learners Progress Indicator, then those 10 points will be redistributed equally to all other **academic indicators**:
 - Student Performance would be 43.34 Points (21.67 for English Language Arts, 21.67 for Mathematics)
 - College and Career Readiness would be 28.33 Points
 - On-Time Graduation would be 15.83 Points
 - High School Completion would stay as 12.5 Points, because it is a **non-academic/School Quality-Attendance** measure.
- If a high school has no students in CCR, then those 25 points are redistributed equally to the other three Academic Indicators:
 - Student Performance would be 48.3 Points ($40 + 8.3 = 48.3$)
 - On-Time Graduation would be 20.83 Points ($12.5 + 8.3 = 20.8$)
 - English Learners Progress would be 18.4 Points ($10 + 8.4 = 18.4$)
 - High School Completion would stay as 12.5 Points, because it is a **non-academic/School Quality-Attendance** measure

Redistribution of SPI points when a school has no students in an SPI indicator:

- No students in Student Performance-those points are redistributed to Student Progress and/or English Learners Progress (only if the school is accountable for ELP)
- No students in On-Time Graduation-those points are redistributed to Student Performance

Image of SPI points redistribution from ELP (10 pts) & Student Progress (40 pts) to Student Performance:

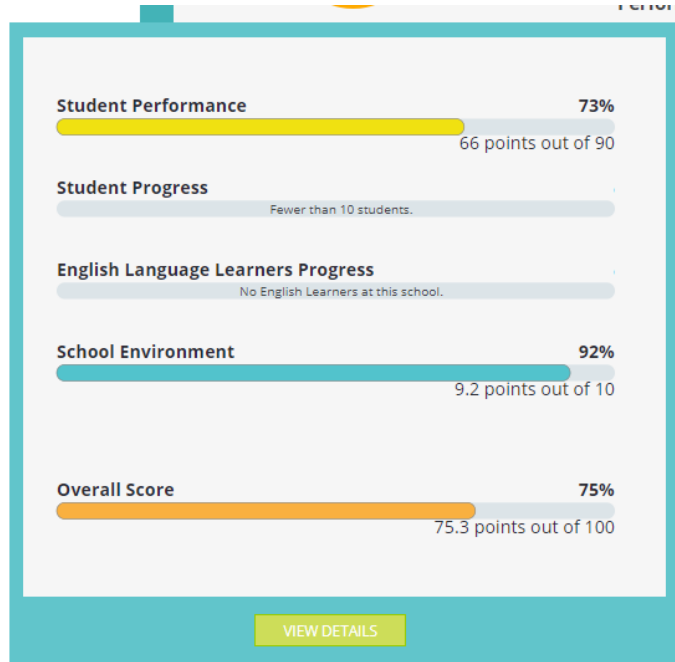
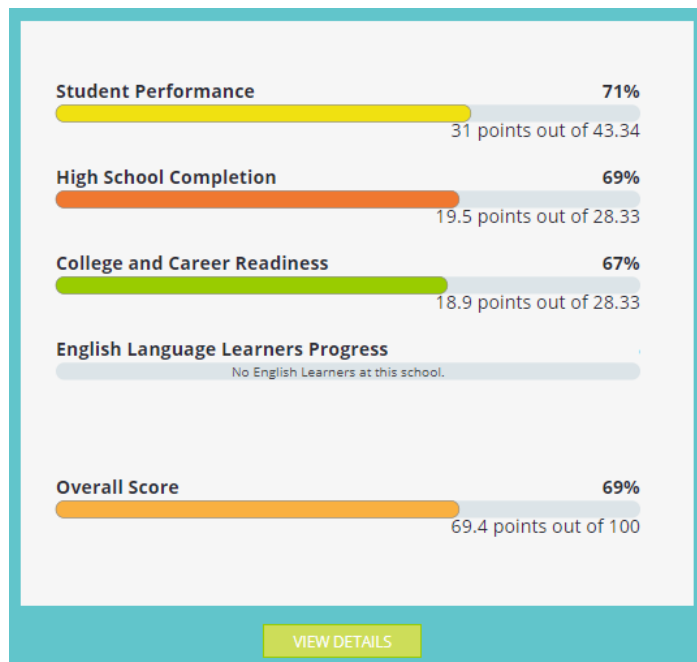


Image of SPI points from ELP to other academic indicators:



Chapter Two: The Elementary and Middle School Accountability System

The Elementary and Middle School Accountability System incorporates four key indicators of school performance.

Indicator #1: Student Performance

Elementary, middle and high schools are accountable for the Student Performance indicator. This indicator measures students' performance on the state ELA and mathematics assessments. The Accountability Report Card also reports proficiency rates for the science assessments however science scores are not included in the SPI calculation. The South Dakota Assessments are single snapshot, summative assessments designed to measure each student's mastery of South Dakota's content standards in ELA and math. A student receives a scale score which falls into four achievement levels: Level 1 being the lowest level, Level 3 indicating proficiency, and Level 4 indicating advanced performance. Levels 1 and 2 are considered not proficient; levels 3 and 4 are proficient and above. Note: High school grades (11 and 12) are referred to in this section since performance measure details are the same for elementary and middle schools.

Proficiency Rate Rules

- Rates include all students who tested in grades 3-8 and 11 as well as Grade 12 students who did not take assessments in 11th grade for a school or district. Exceptions are students with approved medical exemptions and FYIC students.
- Rates are calculated for ELA, mathematics, and science.
- Only FAY students are considered in the proficiency rate calculation.
- Invalidated test scores count in the proficiency rate denominator.
- Students Not counted at the school level will Not be included in the calculations that determine SPI points.
- Only those students with the most severe cognitive disabilities take an alternate assessment.

Transfer students

- Performance scores for FAY students who transfer from one public school to another public school within the same school district in South Dakota between October 1 and May 1 with an enrollment gap of no more than 15 consecutive school days are **counted at the district-level and state-level**. Those students will not be counted at the school-level.
- Performance scores for FAY students who transfer from one public school district to another public school district in South Dakota between October 1 and May 1 with an enrollment gap of no more than 15 consecutive school days are **counted at the state-level** for student performance and used for setting the state long term goals. Those students will not be counted at the school-level or district-level.

Results on the South Dakota Assessments and the South Dakota Alternate Assessments will be returned in two ways:

- Multi-Year Proficiency
- Current Year Proficiency

Multi-Year Proficiency Calculation

Multi-Year proficiency reports three years of student performance for all subject areas in the report cards. SPI points are calculated based on multiple years of data. Note: Science Field Test year data results will be reported in the 2019-20 report card because the department did not request a waiver with USED.

Numerator = Count of FAY students who tested at Level 3 or 4 in 2017-18 + count of FAY students who tested at Level 3 or 4 in 2018-19 + count of FAY students who tested at Level 3 or 4 in 2019-20

Denominator = Count of FAY students who tested in 2017-18 + count of FAY students who tested in 2018-19 + count of FAY students who tested in 2019-20

Earning SPI Points (Three-year calculation)

SPI points are awarded based on a school’s performance over the course of three years for ELA and mathematics. The N-size of 10 is applied over the three years used for the indicator, rather than an N-size of 10 for each individual year. If a school has fewer than 10 students over three years, the school is considered a Small School (see Small and Special Schools section). Points are awarded by looking at the performance of the All Students subgroup on the state assessment in ELA and mathematics.

The percentage of students scoring at each performance level is calculated and then multiplied by the point value given to that performance level. The point values applied to each performance level details are provided in the table below.

Performance Level	Point Values
Level 1	0.25
Level 2	0.50
Level 3	1.00
Level 4	1.25

Current Year Proficiency Calculation

The current year proficiency rate reports current school year performance rates for all subject areas. Schools can compare their current year performance to prior years’ performance in the report cards.

Numerator = Count of FAY students who tested at Level 3 or 4 in current school year

Denominator = Count of FAY students who tested at any level in current school year

Current Year Participation

The final component of Student Performance is the participation rate. All students enrolled in a South Dakota public school as of May 1 are required to participate in the ELA, math and science assessments.

To comply with the 95% participation in testing rule, untested students above the amount allowed in the Administrative Rule are included in the calculation and assigned a value of zero points for the percent of tests not taken above the five percent allowed.

Federal and state law requires that 95 percent of students, at the school, district, and state levels, and across every subgroup, participate in the state assessment. Refer to pages 15 -18 for additional details and rules for participation in testing (Administrative Rule 24:55:07:02).

The below steps reflect how to calculate the percent of points earned based on the performance level of students on the assessments for ELA and math. Note that all calculations are based on adding together the most recent consecutive three years of data.

Phase I steps for calculating points achieved by performance level for ELA and math

1. Determine the denominator for the calculation. This number reflects the larger of either those students assessed or 95 percent of eligible students, as identified in participation rate (current year only for ELA and math assessments).
 - a. *If a school met participation requirements for All Students group*, continue to Step 4.
 - b. *If a school did not meet participation requirements for All Students group*, determine the number of students required to bring the school up to the 95 percent bar. The students represented here are given a value of zero point value.
2. Determine the number of students scoring at Level 1 and translate into a percent of students using the denominator arrived at in Step 3. These students are given a value of 0.25 point value.
3. Determine the number of students scoring at Level 2 and translate into a percent of students using the denominator arrived at in Step 3. These students are given a value of 0.50 point value.
4. Determine the number of students scoring at Level 3 (proficient) and translate into a percent of students using the denominator arrived at in Step 3. These students are given a value of 1.00 point value.
5. Determine the number of students scoring at Level 4 (proficient) and translate into a percent of students using the denominator arrived at in Step 3. These students are given a value of 1.25 point value.
6. Add the counts of non-participants and Level 1-4 together to get a total count.
7. Divide non-participants and levels 1-4 by the total count to get a percent of total.
8. Take the percent of total times the point value to get a percent of points earned.
9. Add up the percent of points earned for the non-participants and levels 1-4 to arrive at the total percent of points earned. If the sum is greater than 100%, cap at 100% of points earned.

Example of above steps calculation results:

	Nonparticipants to get up to 95%	Level 1	Level 2	Level 3	Level 4	Total	Total Points Earned (% x 20 points possible by subject area)
N-size	2	27	50	100	21	200	
Percent of total	1.00%	13.50%	25.00%	50.00%	10.50%	100%	
Point value	0.00	0.25	0.50	1.00	1.25		
% of points earned	0.00%	3.38%	12.50%	50.00%	13.13%	79.01%	15.80

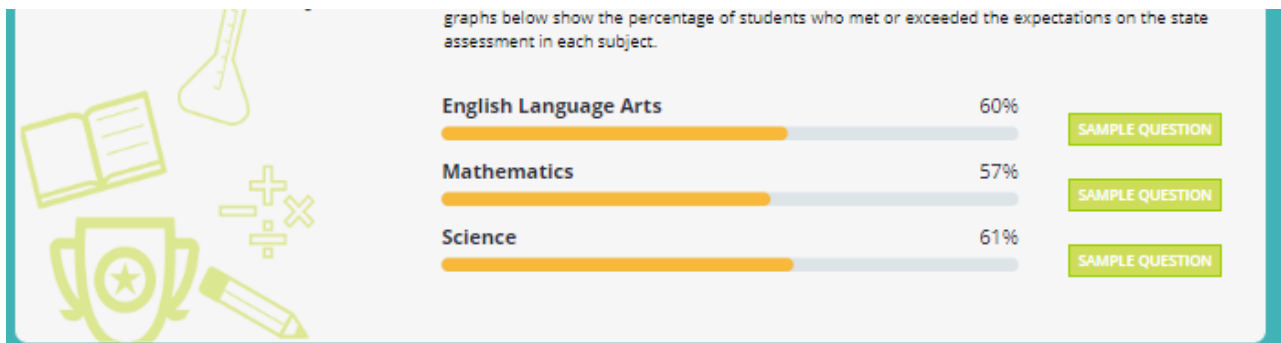
Phase II steps for calculating points:

1. Multiply the total percent of points times the number of points possible to get the total points earned. Per the example in the above table, you would multiple the percentage of points earned by 20 (see Appendix A for rounding rules) [Appendix A: Accountability Rounding Rules](#)
 - a. 79% multiplied by 20 = 15.80 for Mathematics
 - b. 88% multiplied by 20 = 17.60 for ELA
 - c. Total earned points for Student Performance for this school is 33.40, which is the sum of 15.80 and 17.60.
2. In most cases, there are 40 points possible for the Student Performance indicator (exception if a small school). To calculate the percentage of points earned, divide the amount earned by the amount possible. In this case, it would be 33.40 divided by 40 = 84% of the possible points were earned by the school. No school may earn more points than maximum possible.

Example of above steps calculation results:

Subject	% of Points Earned	Points Earned	Total Points for Student Performance
Mathematics	79.00%	15.80	33.40
ELA	88.00%	17.60	

Report card image for Student Performance indicator showing current year proficiency rates:



SPI and Invalidated Test Scores

The department's process for invalidating test scores based on a unique situation at a school is case by case determination. Invalidated test scores will count in the denominator when calculating multi-year and current year proficiency. The invalidation of test scores may impact the school's SPI points for the student performance indicator if the school did not test 95% of their students in the current school year (Administrative Rule: 24:55:02:06).

Indicator #2: Student Progress

Student Progress is based on the Student Growth Percentiles model. In this model, every student is compared to his or her peers (Administrative Rule 24:55:02:12). Test scores of students in grades 4 – 8 are used to capture two successive years of test scores for this measure. Student Progress is based on the students who meet Full Academic Year (FAY) in the current school year.

Students are grouped with other South Dakota students based on their performance on previous year's state assessments. Then their scores for current year state assessments are compared as a group to determine how much they grew. Those students with a relatively current year higher score (i.e., they grew more) will have a higher Student Growth Percentile (SGP). Those with a relatively lower prior year score (i.e., they grew less than their peers) will have a lower SGP. The modeling through Student Growth Percentiles is then used to project how the student will perform within the next three years.

- Three categories of students are factored into the numerator of the Student Progress calculation. These categories qualify for meeting the growth standard:
 1. Those students who are currently proficient and projected to stay proficient receive a designation of "Keeping Up."
 2. Those who are not yet proficient but for whom the model projects will become proficient in three years are "Catching Up."
 3. Those who are not proficient and not projected to become proficient, but who are achieving significant progress (defined as a Student Growth Percentile of 70 or above, i.e., growing at a rate of better than 70 percent of his or her peers), are designated as having "Very High Growth."
- The above three categories of students, plus the students Not Meeting the Growth standard, are the denominator.
- Students who are counted only at the district or state level and are not counted at the school will not be included in the calculations that determine SPI points.

Definition of Student Progress Designations			
Designation	Current Year Proficiency	Where will student be in 3 Years?	Current Growth
Keeping Up	Proficient	Will stay proficient	
Catching Up	Not Proficient	Will be proficient	
Very High Growth	Not Proficient	Will not be proficient	SGP of 70 or above
Others	Proficient Not Proficient	Will not be proficient Will not be proficient	SGP of below 70

The report cards display rates for both the All Students and the Lowest Quartile groups.

All-Student Progress Calculation

The All-Student Progress calculation allows schools to know how all of their students are doing in terms of growth. Schools can compare their current year performance to prior years’ performance.

Numerator: Number of current year FAY students with a previous year’s assessment score who also earned a designation of Keeping Up, Catching Up, or Very High Growth

Denominator: Number of current year FAY students with a previous year’s assessment score

Lowest Quartile Progress Calculation

The Lowest Quartile is comprised of those students who achieved the lowest 25 percent of scores on the previous year’s assessment. These students need to grow in order to catch up to their classmates. This calculation tells schools how well their poor performers are doing.

Numerator: Number of current year eligible FAY students with a previous year’s assessment score that was in the lowest 25 percent of scores who also earned a designation of Keeping Up, Catching Up, or Very High Growth

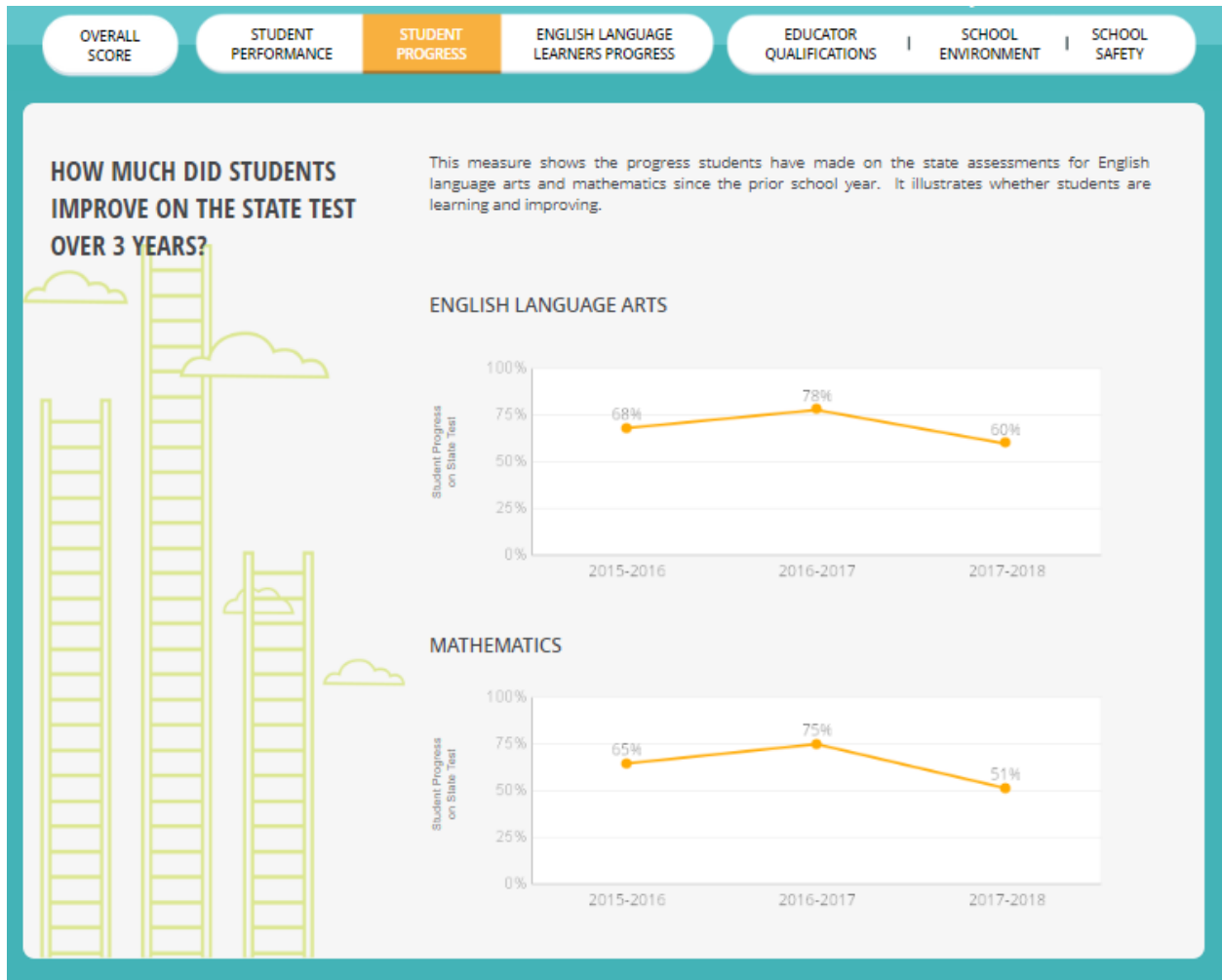
Denominator: Number of current eligible year FAY students with a previous year’s assessment score that was in the lowest 25 percent of scores

Earning SPI Points

Points are awarded based on the performance of the All Students group as well as the Lowest Quartile students in ELA and mathematics. An example of calculating Student Progress points:

Student Groups	ELA		Mathematics		Total SPI Points
	% Meeting Standard	SPI Points	% Meeting Standard	SPI Points	
All Students	78.00%	7.80	61.33%	6.13	27.40
Lowest Quartile	73.68%	7.68	57.89%	5.79	

Image of Student Progress rates/3-yr Trend for ELA and Mathematics:



Processing, Loading Schedule

Data Element	Provider of Growth Percentile Measure data file	File Received Timeline	File Processing Timeline	Loaded in SD-STARS	Data Year
SD-ELA	eMetric	4-day turnaround	July 13	July 17	current
SD-MATH	eMetric	4-day turnaround	July 13	July 17	current
SD-ELA Alt	eMetric	4-day turnaround	July 13	July 17	current
SD-MATH Alt	eMetric	4-day turnaround	July 13	July 17	current

Indicator #3: English Learners Progress

The English Learners Progress (ELP) indicator is designed to focus on the progress of English Learners students using the English Language Proficiency (ELP) Assessment. South Dakota's objective is to help English Learners attain language mastery within five years of entering an English Learners program. **The English Learners Progress indicator is based on the students who meet Full Academic Year (FAY) in the current school year.** (Administrative Rule 24:55:02:15)

Creating Targets – Linear Progress Trajectory

Point of Entry

The point of entry to the indicator is a student's first ELP Assessment. The indicator is structured to consider separately students taking the ELP Assessment for the first time and students' progress on the ELP Assessment.

- All English Learners students who have been in the program before the 2016-17 Academic Year will have their progress trajectories set on their **2016-17 English Language Proficiency (ELP) Assessment Composite Score**, regardless of how long they have been in the English Learners program (Linear Growth cannot be accurately calculated using scores from two different tests).
- For English Learners students identified after 2016-2017, their first ELP Assessment Composite Score will become the baseline score used to calculate their progress trajectories.

Exit Criteria

The point structure for the English Learners Progress indicator is similar to the Student Performance indicator. Schools earn a percentage of points based on how English Learners students are performing towards the department's goals for reaching language proficiency. English language proficiency means a student has

1. Scored a composite score of 5.0 or higher on the ELP Assessment OR
2. Scored a 4.0 or higher on the ELP Assessment **AND** a Level 3 or 4 on the SD-ELA Assessment
3. Note: For the purpose of consistency, all students will follow the Linear Progress Trajectory based on the 5.0 Exit Criteria)

The scores for those students who take the ELP Alternative Assessment (ELP Alt) are not included in the SPI indicator calculations.

Years to Exit

Once English Learners students take the ELP Assessment for the first time, the **Composite Score** they get is used to determine the number of years it will take for individual students to exit the English Learners program. The table below shows the number of years for an English Learners student to exit the program after taking their first ELP Assessment.

First ACCESS 2.0 Score	Years to Exit after First ACCESS 2.0
1.0 to 1.9	5 years
2.0 to 2.9	5 years
3.0 to 3.9	4 years
4.0 to 4.9	3 years
5.0 to 6.0	Exit

Calculation

The first Composite Score with the years to exit is used to create a Linear Progress Trajectory. The equation used to calculate the Linear Progress Trajectory is:

Numerator: 5.0 on ELP Assessment– First Score

Denominator: Years to Exit based on first ELP Assessment 2.0 Composite Score

The Linear Progress Trajectory is used as annual target scores a student must achieve to receive full points each time they take the ELP Assessment. Below is an example of what an individual student’s targets would look like over a 5-year trajectory.

Initial ACCESS 2.0 Level	Years to Exit	Year 1 Target	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target
2.2	5 years	2.7	3.3	3.8	4.4	5.0

Rounding Rule

The Linear Growth Trajectory is measured to the hundredth decimal place and the ELP Assessment measures scores by the tenth decimal place. We calculate targets using the hundredth, but the student’s score is rounded down to the tenth (Rounding up would mean they would have to earn a higher than intended score with a linear progress trajectory). See Appendix A for rounding rules. [Appendix A: Accountability Rounding Rules](#)

Missing and Invalidated ACCESS Scores

Students missing any domain score will not receive a composite score. The SD-ELP lists the reasons why a subtest may not have been scored. These reasons are specific to each of the possible domains. These reasons include...

Code	Do Not Score Circumstance
ABS	The student was absent and did not take or complete a particular domain test
INV	A particular domain test was invalid according to state or district policy. For example, this code might be used due to student illness or inappropriate testing practices.
DEC	The student declined to take or complete a particular domain test. SD-ELP is a required annual assessment, and students cannot simply opt out. Use this code only after several unsuccessful attempts to engage the student in the assessment
SPD	The student’s IEP or 504 team has determined that the student should not participate in particular domain test due to the student’s special education needs

Since these students do not have a composite score, they would have been identified as non-testers and put into one of these two categories:

- Newly-Identified EL, not tested
- Returning EL, not tested

For both categories, the students will count in the denominator but not the numerator for EL On Track, EL Exited, and EL Progress rates. In addition, there are NO SPI Points earned for these categories. However, there is an exception. The exception to this rule is for students who have a Do Not Score Code of SPD. Students with the SPD code will NOT count against the school since it is due to their disability that they weren’t able to score in that domain. These students are assigned to the SPD Invalidated category and are not included in the On Track, Exited, or EL Progress rates.

Reset Baseline and Target Goals Rule

Mobility occurs with EL students. Some leave the state or country and return to South Dakota and enroll in public schools. For this reason, Accountability created a new business rule in 2019-20. This rule is described below.

Reset baseline assessment score and initiate new target goals:

1. If EL student doesn’t test for two or more years
2. If EL student leaves the state for two or more years
3. If EL student initially took the regular SD-ELP then takes the SD-ELP Alt for two or more years
4. If EL student takes the SD-ELP but doesn’t receive a composite score for two or more years (ex: has a code of ABS, INV, DEC, SPD)
5. If EL student has a gap in their SD-ELP assessments **for any reason** for two or more years.

These students are then treated as First Time Test Takers, even though they were identified in previous years.

Some students have a gap in their EL tests of 1 year. These students are **not** rebaselined, meaning their base year and targets from the previous year remain. However, the target the student is measured against ignores the gap; and the student is held accountable for the target one additional year from the last time they took the SD-ELP.

Earning SPI Points

Points will be awarded based on the performance of English Learners students on the ELP Assessment. Students can fall into one of eleven growth categories, whether they are first identified as an EL, or they are a returning EL without a test.

First-identified students (students without a previous ELP Assessment test score):

- Students who took the ELP Assessment for the first time and who met the exit criteria, meaning they met English language proficiency, within their first year of receiving services are assigned to the category worth 1.0 point value.
- Other students who took the ELP Assessment for the first time and did **Not** exit within their first year of services are given a Progress trajectory but are **NOT INCLUDED** in this indicator until the second year of identification when progress towards growth can be calculated.

Students with at least one previous ELP Assessment score:

- Students required to take ELP Assessment but did **NOT** will be assigned to the category worth zero point value.
- Students who took ELP Assessment as required but either lost proficiency or failed to make progress will be assigned to the category worth 0.25 point value.
- Students who are **Not** on track to exit within the prescribed time frame but who have progressed in proficiency **OR** students who did **NOT** take the ELP Assessment when first identified but then took the assessment for the first time this year will be assigned to the category worth 0.50 point value.
- Students who passed their projected exit date and then exited late will be assigned to a category worth 0.50 points.
- Students who are either on track to exit within the prescribed time frame **OR** students who exited on time are assigned to the category worth 1.0 point value. This includes students who exit on their first assessment. (NEW: Students who scored a 4.0 on the ELP Assessment AND scored a level 3 or 4 on the ELA Assessment AND were in their 5th and final year of the Years to Exit are included in this category)
- Students who exit early (ahead of the prescribed timeframe) are assigned to the category worth 1.25 point value. (NEW: Students who scored a 4.0 on the ELP Assessment AND scored a level 3 or 4 on the ELA Assessment AND were fewer than 5 years into his/her Years to Exit are included in this category.)

Students excluded from SPI:

- Students who take the alternate assessment
- Students who took the SD-ELP for the first time and did not exit within their first year of EL services

- Students who took the SD-ELP but did not get a composite score due to SPD circumstance

The table below describes the seven categories and points:

Growth Category	Point Value/Weight
Newly-Identified EL, not tested	0.00
Returning EL, not tested	0.00
Returning EL, tested, no growth	0.25
Returning EL, growing but not meeting goals	0.50
Returning EL, tested, late exit	0.50
Newly-Identified EL, exiting	1.00
Returning EL, tested, meeting growth goals	1.00
Returning EL, tested, early exit	1.25
Alternate Assessment	Not Included
First Time Test Taker	Not Included
Special Ed Exception	Not Included

SPI Points Awarded

Only FAY students are considered in the EL progress calculations. Once all FAY English Learners students have been assigned to the appropriate category as denoted above, the cumulative percentages of students in each point category are multiplied by the point level, and by the points available for the indicator to create a calculated ELP indicator score.

An example for calculating SPI points for the English Learners Progress Indicator:

	Newly-identified EL, not tested	Returning EL, not tested	Returning EL, tested, no growth	Returning EL, growing but not meeting goals	Returning EL, tested, early exit	Newly-identified EL exiting	Returning EL, tested, meeting growth goals	Returning EL, tested, early exit	Totals	Total Points Earned (lesser of 10.0 or sum of all points)
N-size	10	10	20	10	10	10	20	10	100	
Percent of total EL	10.00%	10.00%	20.00%	10.00%	10.00%	10.00%	20.00%	10.00%	100%	
Point value/weight	0		0.25	0.5		1.00		1.25		
Points Earned	0		5.00%	10.00%		30.00%		12.50%	57.5%	5.75

N-Size of 10 Rule for English Learners Progress Indicator

South Dakota’s districts vary widely in the number of EL students they serve. Any school that meets the N-size of 10 students will be held accountable and receive points based on the performance of its students for the English Learners Progress (ELP) indicator.

- If a school in a district does not meet the EL N-size of 10 in the current school year, but the district identifies 10 or more ELs in the current year, that school will receive the percentage of points earned at the district level for the indicator.
- If a school and district did not meet the N-size of 10 in the current year, the points for the ELP indicator will be redistributed to the other academic indicators. (See Redistribution of SPI points section for details and examples).
- This table shows what data will show for each school and district depending on the number of EL students in each.

Student Counts		Private Report Card		Public Report Card	
School	District	School	District	School	District
<10	<10	No	District	No	No
<10	>=10	District	District	District	District
>=10	>=10	School	District	School	District

English Language Proficiency Indicator SPI Points

Scenario 1:

Schools in one district	Number of ELs in current year
Elementary A	0 ELs
Elementary B	7 ELs
Elementary C	5 ELs
Middle School D	3 ELs
High School E	16 ELs
District Total	31 EL students

English Language Proficiency Indicator SPI Points

I have 0 ELs at my school in the current year.



No ELP SPI points. 10 points are redistributed to other academic indicators.

I have 16 ELs at my school in the current year.



Responsible for my own 10 ELP SPI points.

I am in a school that has less than 10 ELs in the current year.



I will receive district ELP SPI points. The number of EL students at my school will be added to the number of EL students at other schools in my district.

Scenario 2:

School District Schools	Number of ELs in current year
Elementary A	0 ELs
Middle School B	0 ELs
High School C	0 ELs
District Total	0 EL students

I have 0 ELs at my school district in the current year.



No ELP SPI points. 10 points are redistributed to other academic indicators.

Report Card Calculations

English Learners On Track

The English Learners On-Track progress measures the rate of EL students that have met annual target goals.

Numerator: EL students with growth category of 'On Target', 'Identified, Exited' or 'Exited Early'

Denominator: EL students in any growth category EXCEPT 'First Time Test Taker'

English Learners Exited

The English Learners Exited progress measures the percentage of EL students that score a 5.0 or higher on the SD-ELP assessment and exited the program.

Numerator: EL students that score 5.0 or higher on the SD-ELP assessment

Denominator: EL students in any of the above growth categories

Growth Category	Report Card Label	Definition	EL On Track Rate	EL Exited Rate	EL Progress Rate
Newly-Identified EL, not tested	Identified, Not Tested	Newly identified students required to take SD-ELP but did not OR Newly identified students required to take SD-ELP but did not receive a composite score due to circumstances of ABS, INV, or DEC	Num = No Den = Yes	Num = No Den = Yes	Num = Yes Den = Yes
Returning EL, not tested	Returning, Not Tested	Returning EL students required to take SD-ELP but did not OR Returning identified students required to take SD-ELP but did not receive a composite score due to circumstances of ABS, INV, or DEC	Num = No Den = Yes	Num = No Den = Yes	Num = Yes Den = Yes
Returning EL, tested, no growth	Not Growing	Returning EL students who took SD-ELP as required but either lost proficiency or failed to make progress	Num = No Den = Yes	Num = No Den = Yes	Num = Yes Den = Yes
Returning EL, growing but not meeting goals	Growing, Not On Target	Returning EL students who are not on track to exit within the prescribed time frame but who have nevertheless progressed in proficiency OR Returning EL students who did NOT take the SD-ELP when first identified but then took the assessment for the first time this year.	Num = No Den = Yes	Num = No Den = Yes	Num = Yes Den = Yes
Tested, late exit	Exited Late	Returning EL students who have passed their “projected exit date” and now have exited.	Num = No Den = Yes	Num = Yes Den = Yes	Num = Yes Den = Yes
Newly-Identified EL, exiting	Identified, Exited	Newly identified EL students who both took the SD-ELP assessment for the first time, and who met the exit criteria within their first year of receiving services	Num = Yes Den = Yes	Num = Yes Den = Yes	Num = Yes Den = Yes

Returning EL, tested, meeting growth goals	On Target	Returning EL students who are either on track to exit within the prescribed time frame OR Returning EL students who exited on time OR Students who have a gap of regular assessment for 2 years, then took the test and exited	Num = Yes Den = Yes	Num = Yes Den = Yes	Num = Yes Den = Yes
Returning EL, tested, early exit	Exited Early	Returning EL students who exit ahead of the prescribed timeframe	Num = Yes Den = Yes	Num = Yes Den = Yes	Num = Yes Den = Yes
First Time Test Taker	NA	Newly identified EL students who took the SD-ELP for the first time and did not exit within their first year of services	Num = No Den = No	Num = No Den = Yes	Num = No Den = No
Alternate Assessment	NA	New and Returning EL students who took the alternate assessment	Num = No Den = No	Num = No Den = No	Num = No Den = No
Special Ed Exception	NA	New and Returning EL students who took SD-ELP but did not get a composite score due to SPD Circumstance	Num = No Den = No	Num = No Den = No	Num = No Den = No

NOTE: For 2019-2020 Report Card, the students who 'Exited Early' are counted in the 'Growing, Not on Target' category on the 'View Details' table on the front-facing report card.

Report Card ELP Indicator Details

Image of the ELP page in the 2017-18 report card:

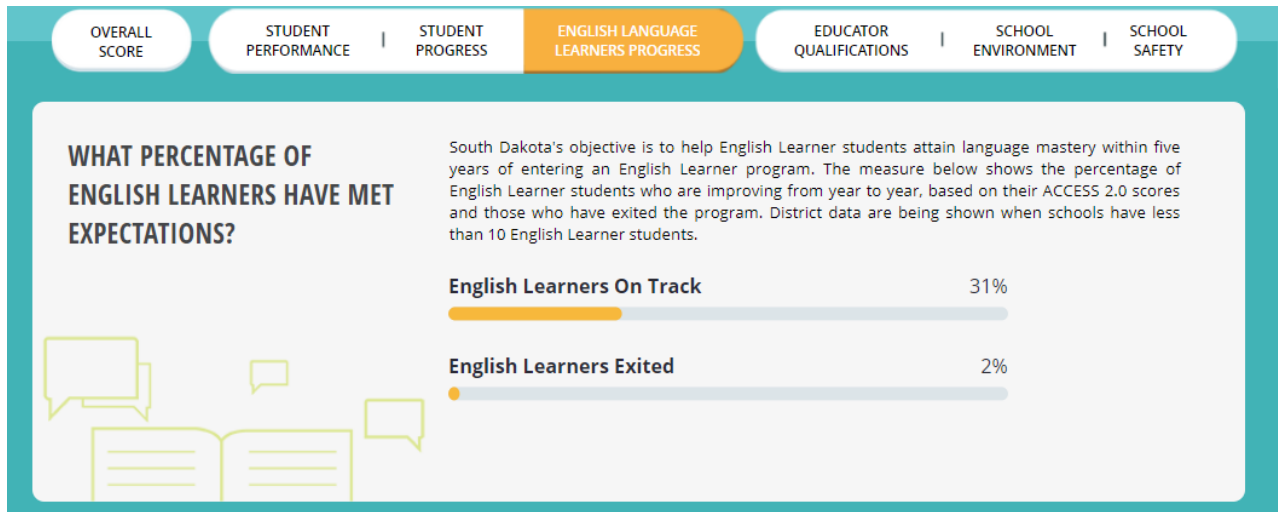
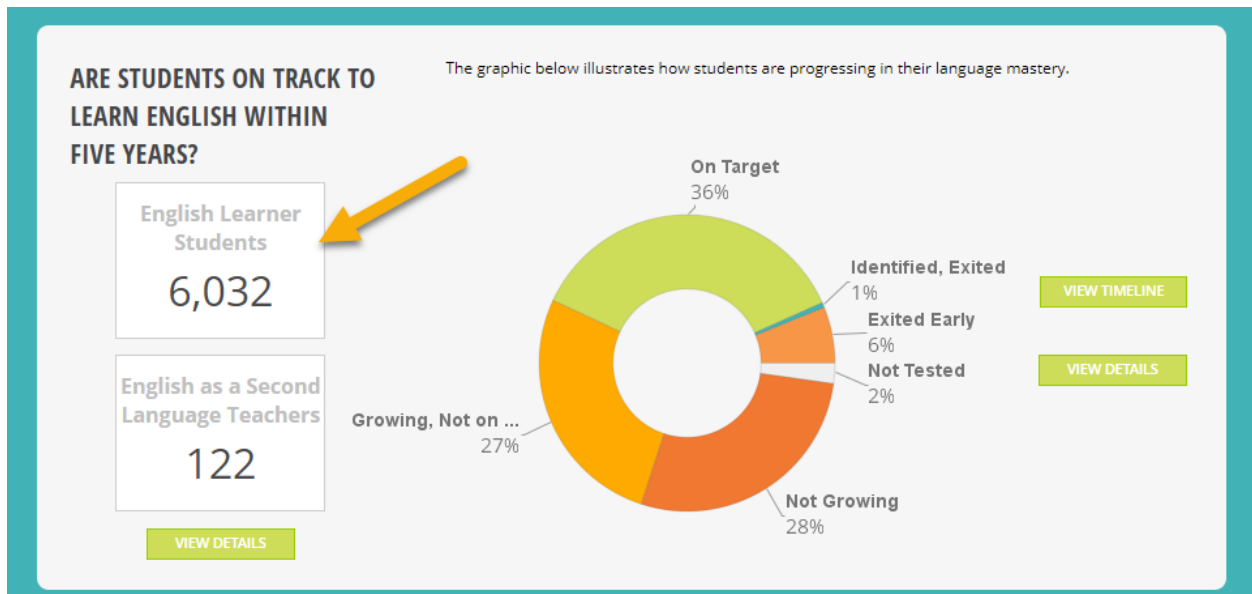
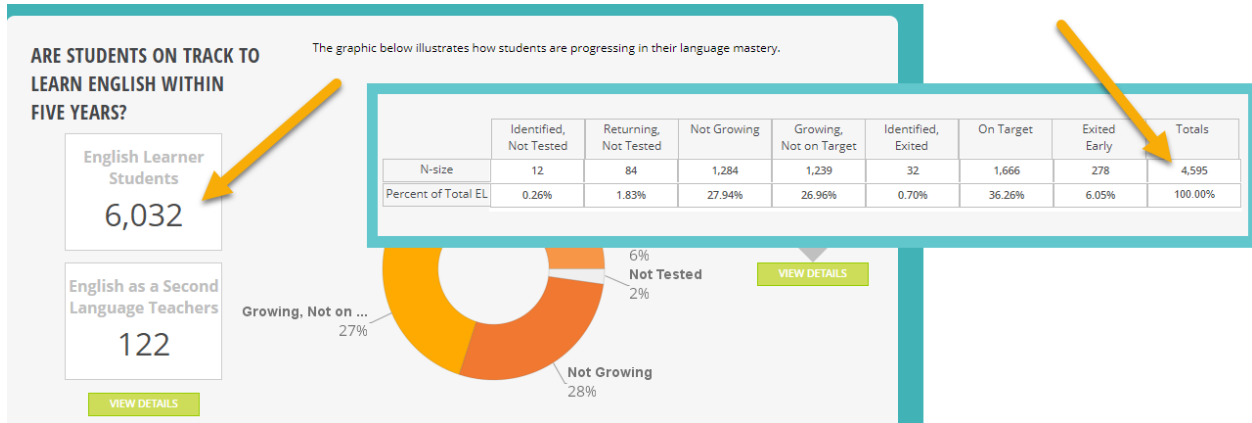


Image of the circle shows the rates of students disaggregated by progress (growth) categories and the number of EL students :



The value on the left hand side of the report card (above image) includes English Learner students who took the assessment for the first time this year and did not exit. The total from the 'View Details' table (image below) only includes students who are counted in the EL progress calculations. Students who took the ELP Assessment for the first time and did not exit within their first year of services are given a progress trajectory but are not included in the progress calculations until the second year of identification when progress towards growth can be calculated.

Image of the English Learners Progress breakdown by category/points table in view details:



Collecting, Processing and Loading Schedule

Assessment Type	Source	Processing Details	File Process Timeline	Loaded in SD-STARS	Data Year
English Language Proficiency	DRC	Title III to DM	April 30	June	Current
English Language Proficiency Alt	DRC	Title III to DM	April 30	June	Current

EL Student Roster Review

Accountability works with Title III Office to review the EL student roster and validate EL student data in for the ELP indicator.

Procedures are:

1. Vendor will provide a data file to Accountability and Title III offices.
2. Title III Office will validate EL students in the district and school student rosters for ELP indicator and provide results to the Accountability Office.
3. Accountability Office will add information to the overrides file and provide that to the vendor to make changes for the report card.

Teacher of English as Second Language Data

ESSA requires states to report teachers who are teaching out of field in the report card. This data element was added to the ELP page in the report card in 2019-20. The bullet list below provides the definition for each type of certification required for teachers of students learning English and the table describes business rules for identifying and counting teachers.

- Certified for ENL is a teacher who is fully certified in English as a Second Language
- Non-authorized for ENL is a teacher holding an active certificate but is not authorized to teach English as a Second Language
- Non-certified ENL is listed as a teacher by assignment but does not hold a certificate as a teacher and is not certified for any teaching assignment.

Business Rules for Teachers of English as Second Language

Data Element	Reporting Level	Business Rule
Certified for ENL	State District School	English as a Second Language (ESL) Only Teacher ="Y" OR Dual English as a Second Language (ESL) Teacher and Content ="Y"; -Use the results of the above query as fields in the below query- Out of Field = "N" OR Certified Flag ="Y" AND Required Dual-Certification Flag = "Y" AND Authorized Flag = "N"
Non-authorized for ENL	State District School	English as a Second Language (ESL) Only Teacher ="Y" OR Dual English as a Second Language (ESL) Teacher and Content ="Y"; -Use the results of the above query as fields in the below query- Certified Flag ="Y" AND Required Dual-Certification Flag ="N" OR Certified Flag = "Y" AND Required Dual-Certification Flag <> "Y" AND Authorized Flag ="N"
Non-certified ENL	State District School	English as a Second Language (ESL) Only Teacher ="Y" OR Dual English as a Second Language (ESL) Teacher and Content ="Y"; -Use the results of the above query as fields in the below query- Certified Flag = "N"

Indicator #4: School Quality-Attendance

The attendance indicator rate is based on the percentage of students attending school for 90% or more of enrolled days (Administrative Rule 24:55:02:07). All students who are FAY and enrolled in grades kindergarten (including junior kindergarten – K1) through grade 8 are included in the attendance rate calculation for the SPI indicator. NOTE: The attendance rate of 94% was the standard in past years (before 2017-18) and FAY was not applied. In 2017-18, the attendance rate benchmark changed to 90% and FAY is applied to measure.

Attendance rates are calculated based on every unique student enrollment record. A student can have multiple enrollment records throughout the year. A unique student enrollment record is defined as unique student/district/school/enrollment period. There could exist in Infinite Campus multiple enrollment records for the same student at the same district/school for the same enrollment period – if this is so, only one of these is retained for analysis.

Students not included in the attendance rate include:

- Students who are incarcerated at the state penitentiary
- Students who attended school out-of-state
- Students who attended private school
- Students who attended summer school
- Students who attended home school
- Foreign exchange students
- Students attending out-of-state on a contract basis

Rule for Partially Enrolled Students

For the Attendance Indicator only, *students who are only partially enrolled in a school are counted*; meaning that some students will count, for attendance calculation purposes only, at more than one school.

Rules for Out-of-District SPED Placement

Students dually-enrolled will be counted at each school in which they are enrolled for attendance purposes only, *except for SPED students with enrollments equaling more than 100 percent*.

- SPED students can be dually enrolled between their resident school district at 1% and their out-of-district placement school at 100%. The attendance at the 100% enrolled school is used for Accountability. The 1% enrollment should not be considered for Accountability.
- The percent enrolled must be > 0 (no placeholder enrollments).

Calculation for FAY Attendance

The report card reports attendance only for those students who met FAY. This is called FAY attendance and is used for calculating the SPI points. FAY attendance rates are calculated separately for all levels- school, district and state. This rate is calculated out and rounded up to two decimal places. See Appendix A for rounding rules. [Appendix A: Accountability Rounding Rules](#)

Numerator = Count of FAY students who were enrolled for at least 15 consecutive school days and attended at least 90% of enrolled days

Denominator = Count of FAY students who were enrolled for at least 15 consecutive school days

Earning SPI Points

SPI points are earned by using the FAY attendance percentage for the school-level and multiplied by 10. For example, a hypothetical school with 83.54 percent of FAY students attending at least 90% of enrolled days will receive 8.35 points out of a possible 10.

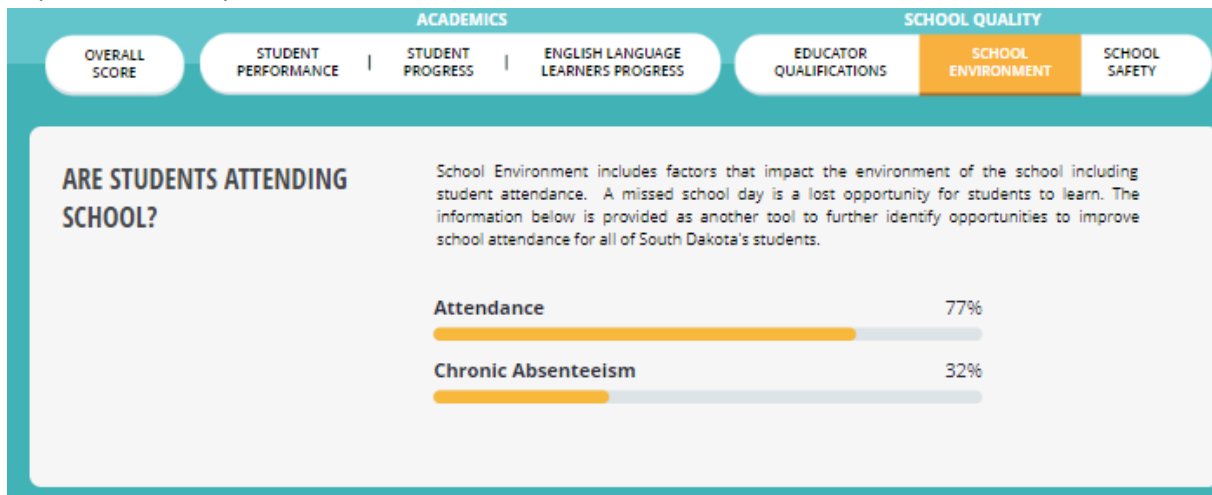
Attendance Exceptions

There may be extenuating situations, such as a severe medical condition of the student or a member of the student’s immediate family, which cause a student to miss a considerable number of days of schools.

Chronic Absenteeism

Chronic Absenteeism is reported in the elementary and middle school report cards, but no SPI points are applied for this measure for school environment (Administrative Rule 24:17:3:06). *Chronic Absenteeism measures the percentage of students that have attended more than 10 days and have missed 10% or more enrolled days in the school year.*

Report Card Examples



Collection, processing, load data files for Attendance

Data Element	Available in IC	File Processed	File Loaded
Attendance	June 30	July 10 - 12	July 12
FAY Attendance	June 30	July 10 - 12	July 12
Chronic Absenteeism	June 30	July 10 - 12	July 12

Chapter Three: The High School Accountability System

High School Accountability System Indicators

The High School Accountability System incorporates five key indicators including: student performance, on-time graduation, high school completion, college and career readiness, and English Learners progress.

Indicator #1: Student Performance

High schools are accountable for the Student Performance indicator. This indicator measures student proficiency levels on the state assessments in both English Language arts (ELA) and mathematics. Science proficiency rates are also reported in the report card per ESSA requirements; however, science is not included in the SPI points for this indicator. Refer to the details for the Student Performance indicator on page 31. Click here: [Indicator #1: Student Performance](#)

Indicator #2: On-Time Graduation Rate (4-yr adjusted cohort)

The On-Time Graduation rate is based on the number of students who graduate in four years with a regular high school diploma, divided by the number of students who form the “adjusted cohort” for that graduating class. The adjusted cohort is defined (Administrative Rule Definitions #18) as the students who entered ninth grade for the first time four years ago, minus those who transferred out of the cohort (i.e., moved out of state, transferred to a private school, etc.), plus students who joined the cohort (i.e., students who began four years ago as a ninth grader in a private school, out of state, etc.). As opposed to the completer rate, only students who graduate with a regular diploma are counted positively in this measure. Those who continue their education beyond four years, those who finish with a GED, and those who drop out are all counted against the Four-Year On-Time Graduation Rate. The state’s graduation rate goal for All Students group and all subgroups is 100 percent. Rules are below.

Rules for On-Time Graduation Rate

The Graduation Rate is defined as the number of students who graduate in four years with a regular high school diploma divided by the number of students who formed the adjusted cohort for that graduating class.

A student who takes longer than four years to graduate with a regular high school diploma:

- Must be included in the denominator of the four-year graduation rate but may not be included in the numerator.
- May not be removed from the cohort in the four-year graduation rate (i.e., cohort year reassignment is not permitted).

Early Graduate

A student who graduates in less than four years is “banked” for a year or until the year that his or her cohort is expected to graduate. The student is then included in both the numerator and the denominator the year his or her cohort is included in accountability calculations.

Newly enrolled students who subsequently drop are counted in the calculation as a drop for the serving school and district if they were enrolled in the serving district for 15 or more consecutive school days.

- If the newly enrolled student has been in a school less than 15 consecutive school days, the drop is counted at the state level only.
- Conversely, if a student is enrolled for less than 15 consecutive school days and graduates, the student counts as a graduate only at the state level.

Student drops out completing less than half the academic year. A student who drops out from a public high school, having attended fewer than fifty percent of the school's scheduled days at the student's last school of attendance, shall count for the graduation rate and the completer rate at the public school in which the student was enrolled for the majority of the student's time in grades nine through 12. A student who drops out, having attended fifty percent or more of the public high school's scheduled days, shall count at the school in which the student was last enrolled. Administrative Rule 24:55:07:14.

On-Time Graduation Exceptions (4-year adjusted cohort) are listed below.

Exceptions include:

1. Transferred out
 - a) Documentation must consist of official written notice that the student is enrolled in another school or an educational program which culminated in the award of a regular high school diploma. (if transfer school is not on student record then the student is counted as a dropout at the last attended school in the next academic year's completion roster)
 - a. Official written documentation includes:
 - I. Evidence of transfer recorded in Infinite Campus (state's data system)
 - II. Request for records from the receiving high school (documentation should be entered into Infinite Campus system by the second Friday in June)
 - III. An approved application for home school for the current school year sent to state by the second Friday in June
 - IV. Letter from an official in the receiving high school acknowledging the student's enrollment
2. Emigrated to another country
 - a) A school or district must confirm in writing that a student has emigrated to another country, but it does not need to be official documentation.
 - b) Example of written confirmation might include:
 - Memo in the student's file based on a phone conversation with a parent stating that the student is leaving the country.
3. Deceased
 - a) A school or district must confirm in writing that a student has passed away but does not need to provide official documentation.
 - b) Examples of written confirmation might include:
 - An obituary
 - Letter from a parent

To remove a student from a cohort, a school or district should enter details in Infinite Campus by the second Friday in June.

South Dakota is required to follow the Title I Four-Year Adjusted Cohort methodology in determining Graduation Rate, as defined in 34 C.F.R. § 200.19(b). (Source: Elementary and Secondary Education Act of 1965-ESEA).

- This measure is based on the number of students who graduate in four years with a regular high school diploma, divided by the number of students who form the “adjusted cohort” for that graduating class.
- The adjusted cohort is defined as the students who entered ninth grade for the first time four years ago, minus those who transferred out of the cohort (i.e., moved out of state, transferred to a private school, etc.), plus students who joined the cohort (i.e., students who began four years ago as a ninth grader in a private school, out of state, etc.)
- Only students who graduate with a regular diploma are counted positively.
- Those who continue their education beyond four years, those who finish with a GED, students with disabilities that completed IEP team modified course requirements, and those who drop out are all counted against the Four-Year Graduation Rate.

NOTE: A student who is retained in a grade, enrolls in a General Educational Development (GED) program, or leaves school for any other reason may not be counted as having transferred out for calculating graduation rate and must remain in the adjusted cohort.

Infinite Campus End Status/Exit Codes Considered in the On-Time Graduation Measure

End Status/Exit codes are used by districts in ICDE to account for students that exited public schools. Dropout counts are based on Exit codes that are used to calculate the dropout rate. The list and table below describe Exit Codes used for determining who is counted and where for the On-Time Graduation calculation (denominator and numerator) based on the above rules. NOTE: Funding codes also inform where students count regarding school level, district level or state level, i.e., SPED out of district placement.

Exit Code	Exit Code Description	Include in Numerator	Include in Denominator
01	Expelled, did not return to any school	No	Yes
02	Discontinued education-dropout	No	Yes
03	In-state school transfer	No	No
04	Graduated with regular diploma	Yes	Yes
05	Deceased	No	No
06	Committed to institution	No	No

07	Reached maximum age for Special Education (21)	No	No
08	Out of state transfer	No	No
11	Student continues	No	Yes
14	Home school transfer	No	No
18	Discontinued Education/exceeds compulsory age	No	Yes
19	Continues- Completed IEP team modified course requirements	No	Yes
20	Discontinued Education – completed IEP team modified course requirements	No	Yes
21	Aged Out – completed IEP team modified course requirements	No	No

Calculation

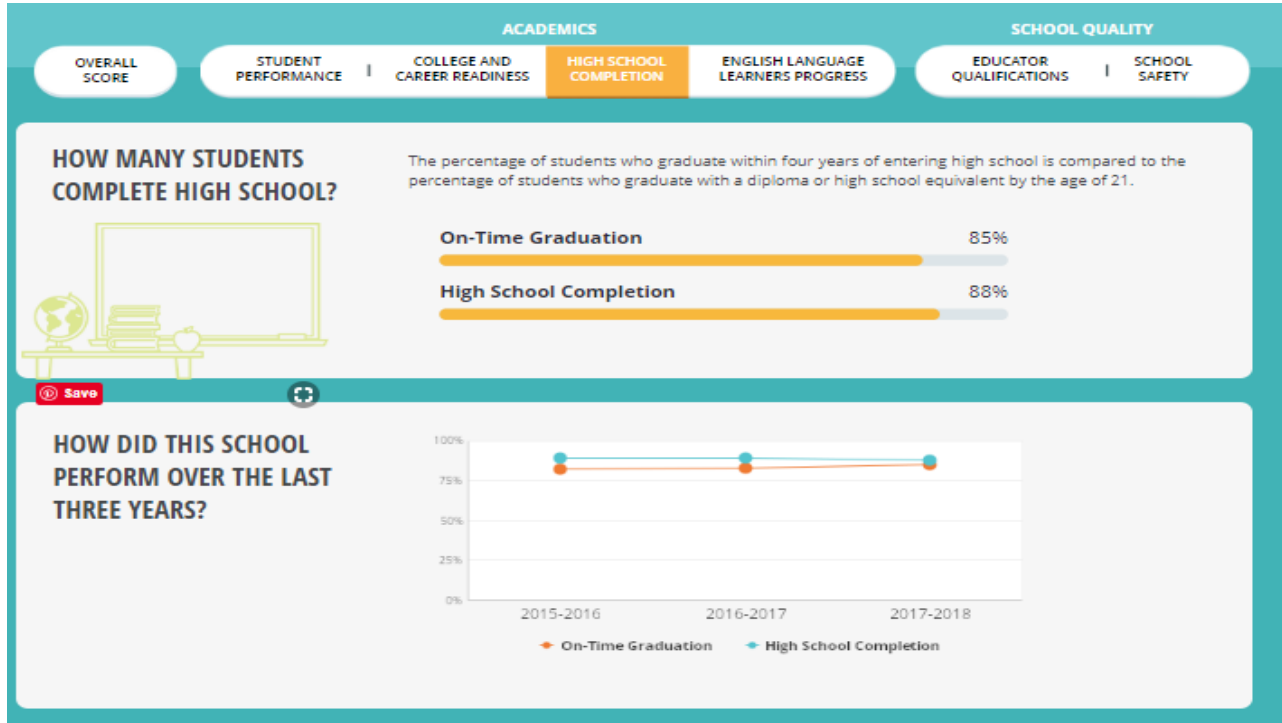
Numerator = Number of cohort members who graduate in 2019-20 within four years from their first point of entry into 9th grade (fall 2016) with a regular high school diploma

Denominator = Number of first-time ninth graders (starting cohort year-fall 2016), plus students who transfer in, minus students who are removed from the cohort during the school years 2016-17, 2017-18, 2018-19, and 2019-20

Earning SPI Points

The points for On-Time Graduation are calculated and earned based on the Four-Year Cohort Graduation Rate multiplied by 12.5 Points.

Image of the High School Completion page in the 2017-18 report card:



Indicator #3: High School Completion

The High School Completion indicator measures the percent of students in the most recently completed school year who have attained a diploma or a GED. This includes students who graduated outside of the traditional four-year timeframe (both early and late graduates). Students that dropped out in the current school year are also included in the calculation of the SPI points for this indicator.

Completer Rules

- The Completer Rate is defined as the percent of students in the most recently finished school year who have attained a diploma or a GED. The premise behind the Completer Rate is to give schools credit for working with students to obtain completion in some fashion. This may include obtaining the traditional diploma regardless of the time it takes to complete their high school course work (beyond the traditional four years) or by working with students to prepare them to get a GED.
- If students did not attend at least 50% of their last enrolled year at one school, students count at the high school they attended the longest, or the last enrolled if there are multiple enrollments with equal enrollment lengths (new rule in 17-18).

Dropout Definition

Accountability uses the dropout definition provided in Administrative Rules: Definitions Section. A student is counted as a dropout if she or he:

- a) as enrolled in school at some time during the school year and was expected to be enrolled the following year but was not enrolled
- b) Has not graduated from high school or completed a state or district approved educational program; and
- c) Has not met any of the following exclusionary conditions:
 - i. Transfer to another public school district, private school, or state or district-approved educational program
 - ii. Temporary school-recognized absence due to suspension or illness
 - iii. Death

Newly enrolled students who subsequently drop are counted in the calculation as a drop for the school and district if they were enrolled in the district for 15 or more consecutive school days.

- If the newly enrolled student has been in a school less than 15 consecutive school days, the drop is counted at the state level only.
- If a student is enrolled for less than 15 consecutive school days and completes, the student counts as a completer only at the state level.

Student drops out completing less than half the academic year. A student who drops out from a public high school, having attended fewer than fifty percent of the school's scheduled days at the student's last school of attendance, shall count for the graduation rate and the completer rate at the public school in which the student was enrolled for the majority of the student's time in grades nine through 12. A student who drops out, having attended fifty percent or more of the public high school's scheduled days, shall count at the school in which the student was last enrolled. Administrative Rule 24:55:07:14.

Infinite Campus End Status/Exit Codes Considered in Completion Calculation

End status/exit codes are used by districts in Infinite Campus to record why a student leaves a school. For the completer rate, exit codes are used to determine whether a student is considered a completer or a dropout, also known as a non-completer.

The exit codes used for identifying if a student is a completer or a dropout are in the table below.

- If the exit code is indicated with a "yes" in both the numerator and denominator columns, the enrollment for that student who exit with this code is considered a completer.
- If the exit code is indicated with a "yes" in the denominator and "no" in the numerator, the enrollment for that student who exit with this code is considered a drop out, or non-completer.
- If the exit code is excluded from both the numerator and denominator, the enrollment for that student is excluded from the completer calculation entirely.

Accountability builds each roster annually for the report card data, using these exit codes.

Exit Code	Exit Code Description	Numerator	Denominator
01	Expelled, didn't return to any school	No	Yes
02	Discontinued education – dropped out	No	Yes
03	In-state school transfer	Exclude*	Exclude*
04	Student graduated	Yes	Yes
05	Student died	Exclude	Exclude
06	Committed to institution	Exclude	Exclude
07	Reached maximum age for special-ed	No	Yes
08	Out-of-state school transfer	Exclude	Exclude
09	Colony student > grade 8 – religious exemption	Exclude	Exclude
10	Student retained	Exclude	Exclude
11	Student continues	Exclude*	Exclude*
12	Persistently dangerous transfer	Exclude	Exclude
13	School improvement transfer	Exclude	Exclude
14	Home school transfer	Exclude	Exclude
15	Suspended	Exclude	Exclude
16	Home school completer	Exclude	Exclude
17	Discontinued education – completed GED	Yes	Yes
18	Discontinued education – exceeds compulsory age	No	Yes
19	Continues/Completed IEP team mod/course reqs	Exclude	Exclude
20	Discontinued/Completed IEP team mod/course reqs	No	Yes
21	Aged Out/Completed IEP team mod/course reqs	Exclude	Exclude
<p>* For these exit codes, the student must have a subsequent enrollment in a South Dakota school to be excluded. In the unlikely case that the student has this exit code but never has a subsequent enrollment proving the continued in their K12 education, then these codes can make the student a dropout, or non-completer.</p>			

Age Rules

Due to how the completer rate is calculated, student age becomes a factor. The calculation makes it possible to capture students over 21 years of age. Therefore, business rules around the age of the dropout and age of the completer are needed.

For dropouts, age is checked at the start of the dropout school year. Only dropouts under the age of 21 at the start of the dropout year count in the high school completion calculation. A student who drops out as an 18 year old 9th grader will be counted in the calculation for high school completion even though they will be 22 years old when we calculate the completer rate, 4 years later.

For completers, age is checked at the start of the completer rate year or using the student's GED test date. Only high school graduates under the age of 21 at the start of the completer rate year count in the

high school completion calculation. For GED completers, the GED test date from the Department of Labor is used to determine if the student was over 21 when they took the exam.

GED Rules

Students who obtained an alternate completion credential before age 21, namely the GED are included. This can be noted in one of two places: exit codes of 17 in Infinite Campus or in data files of GED students. In Infinite Campus, schools can note GED recipients via an exit code. This exit code is 17.

Districts do not always know if a former student has completed a GED. Subsequently, the Exit code in Infinite Campus has not been updated to = '17'. The department received data on GED recipients from the Department of Labor and Regulation. There are two files, and both files are loaded into SD-STARS, and both files are considered for accountability. By considering both the Infinite Campus exit codes and the DLR files, there are two ways accountability will mark a student as a GED completer.

Additional information about the GED files

- Department of Labor and Regulation provides GED data files two times during a school year.
- To match students in the GED file to a student in Infinite Campus, the name and date of birth must match to the most recent enrollment year of enrollment. Without this match, the student may not be counted as a GED completer.
- Any schools with students who completed a GED outside of South Dakota can submit that record to the department through the appeal process available to districts which requires documentation from the serving institution. The Department of Labor and Regulation can only pull records from GED attainment within the state. Districts that can present proof of GED attainment from another state may do so during the appeal window for inclusion in the completer count.

Collection, Processing, Loading Schedule for On-Time and High School Completion Data Files

Data Element	Provider of data file	File Received Timeline	File Processing Timeline-OES	Loaded in SD-STARS	Data Year
On-Time Graduation	OES	June 30	July 10	July 10-12	current
High School Completion	OES	June 30	July 10	July 10-12	current
Adjusted Cohort	DM Analyst	June 30	June	July 10-12	current
Dropout	DM Analyst	May 1	July 10	July 9	Previous year
GED (2 files)	DLR/DM Analyst	June 15 & July 15	July 10	July 9	current

High School Completer Rate Calculation Procedures

The completer rate allows the addition of GED completers to be added to the number of graduates in the numerator of the calculation. The denominator is the sum of graduates + GED completers + 9th grade dropouts 3 years earlier + 10th grade dropouts 2 years earlier + 11th grade dropouts’ previous year + 12th grade dropouts’ current year. The below is an explanation of the process.

Enrollment records for the relevant grades and years above, would determine the initial dropout count.

- Subsequent enrollments in both the same year as a dropout occurred and succeeding years following the dropout year would constitute a return-to-school and effectively zero out the dropout for that given year.
- This return-to-school examination process would reduce the dropout count and increase the completer rate.

Calculation

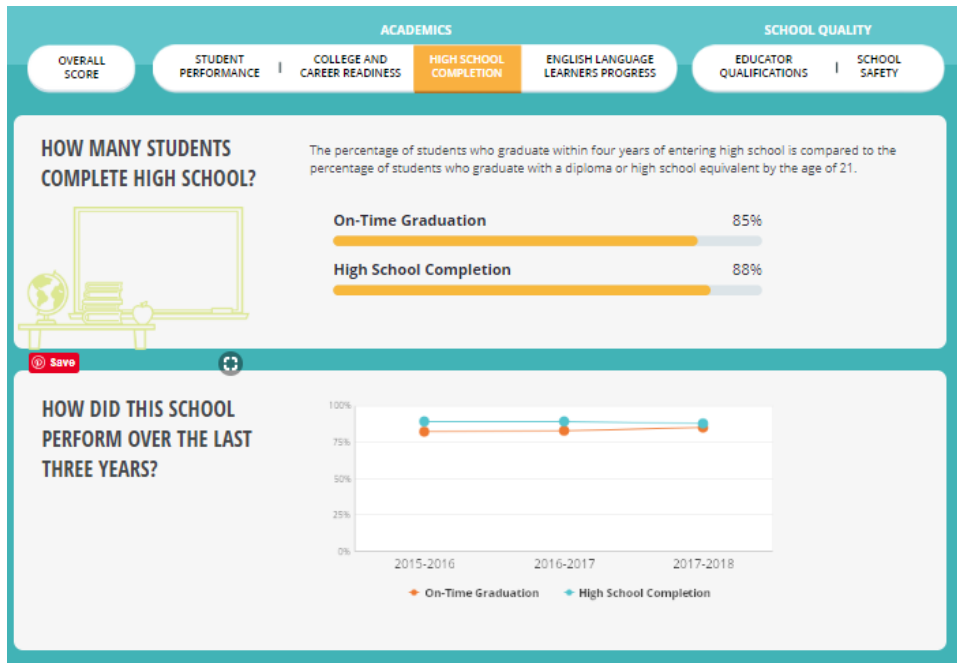
Numerator = Number of students who obtained a high school diploma or GED in the most recently completed school year (no matter when they started 9th grade)

Denominator = Dropouts (Grade 9 dropouts in 2016-17 + Grade 10 dropouts in 2017-18 + Grade 11 dropouts in 2018-19 + Grade 12 dropouts in 2019-20) + the number of students who obtained a high school diploma or GED in the most recently completed school year

Earning SPI Points

The points for High School Completion are calculated based on the Completer Rate multiplied by 12.5 Points.

Image of the High School Completion page in the 2017-18 report card:



Indicator #4: College and Career Readiness

The College and Career Readiness indicator changed in 2017-18 school year, and the indicator for 2019-20 stayed the same. The CCR indicator is a comprehensive measure that includes assessments and coursework for both college and career readiness. Students are required to meet both assessment readiness and coursework readiness for a school to earn full points on this indicator.

Assessment Readiness and Coursework Readiness (Administrative Rule 24:55:02:09)

Three measures are reported in the report card for CCR: assessment readiness, coursework readiness, and both assessment AND coursework readiness.

CCR Data Elements and Measures Table (view details in report card)

Assessment Readiness for College or Career	Coursework Readiness for College or Career*
<i>Student must meet 1 readiness indicator</i>	<i>Student must meet 1 readiness indicator</i>
<ul style="list-style-type: none"> • College English Readiness- meet 1 of the 3 options: <ol style="list-style-type: none"> 1. State Assessment-ELA (Level 3 or 4) 2. ACT English (sub-score 18) 3. Accuplacer-Sentence Skills (score 86-120) <u>OR</u> Accuplacer NextGen**Writing (score 263+) • College Math Readiness- meet 1 of 3 options: <ol style="list-style-type: none"> 1. State Assessment-Math (Level 3 or 4) 2. ACT Math (sub-score 20) 3. Accuplacer-Algebra (score 76-120) <u>OR</u> Accuplacer NextGen-Quantitative Reasoning, Algebra & Statistics (score 255-300) 	<ul style="list-style-type: none"> • CTE Concentrator <ul style="list-style-type: none"> ✓ 2 credits within 1 career cluster
	<ul style="list-style-type: none"> • Dual credit <ul style="list-style-type: none"> ✓ 1 course completed with a C or higher
<ul style="list-style-type: none"> • Career English and Math Readiness- earn silver or higher <ul style="list-style-type: none"> ✓ National Career Readiness Certificate 	<ul style="list-style-type: none"> • Advanced Placement exam <ul style="list-style-type: none"> ✓ 1 course completed with an exam score of 3 or higher

* Progress towards post-high school credentials is labeled as "Coursework Readiness for College or Career" in this table.

** Accuplacer NextGen is a new assessment that will replace the former Accuplacer.

Details of CCR indicator measures in the above table as reported on the report card:

1. **Coursework Readiness (includes college and career coursework options)**
 - a. Students must meet one of the following criteria to be counted as coursework ready:
 - i. Career and Technical Education concentrator, which means the student completed 2 credits within 1 career cluster
 - ii. Completion of a state-sponsored dual credit course with a C or higher
 - iii. Score of 3 or higher on an Advanced Placement exam
2. **Assessment Readiness (includes college and career assessment options)**
 - a. Students are Assessment Ready if they meet the benchmark on one of the assessment options for both English/reading and mathematics or earn a silver or higher NCRC certificate. See section about Assessment Readiness for more information.
3. **College AND Career Readiness**
 - a. This measure reflects students who met both the criteria for Coursework Readiness AND Assessment Readiness measures.

CCR Rules

1. Unlike other indicators, the student cohort is comprised of the previous year's completer roster.
2. A student will count for the college and career readiness key indicator at the school for which the student counted for the purposes of the prior year completer rate.
3. Identify all assessment and coursework taken anytime during a student's high school career for each student by matching student ID.

4. Identify if the student met any of the benchmarks. Each of the assessment readiness and coursework readiness measures has its own benchmark.
5. If an assessment or course is taken multiple times, only the best mark is considered.

Earning SPI Points

The College and Career Readiness indicator has a value of 25 points. To award points for this indicator, the prior year’s completer roster data will be examined, and students will be classified into one of three categories with their point value:

- No Indicators met = 0 point
- **Either** Assessment Readiness met **OR** Coursework Readiness met = 0.5 points
- Both Assessment Readiness **AND** Coursework Readiness measures met = 1.0 point

This is an example of how to calculate College and Career Readiness indicator:

	No Indicators Met	One Indicator Met	Both Indicators Met	Totals	Total Points Earned
N-size	20	60	120	200	
% of All Students	10.00%	30.00%	60.00%	100%	
Point value	0.00	0.50	1.00		
% of Points Earned	0.00	15.00%	60.00%	75.00%	18.75

The points for College and Career Readiness are calculated by taking the total percentage of points earned multiplied by 25.

N-Size Rule of 10

N-sizes and subgroup information will be reported for this indicator-both for assessment and coursework readiness. N-size suppression rules will apply. If the number of students who met the different measures (ex: South Dakota state assessments, ACT, Accuplacer, and/or NCRC) is less than 10, the number and rates of readiness will be suppressed in the public report card. SPI points associated with college and career readiness will still be calculated and displayed, regardless of N-size.

Redistribution of SPI Points for CCR

Sometimes a school will have no students in assessment readiness. That means no students took the South Dakota state assessments, ACT, Accuplacer, or NCRC. Sometimes a school will have no students in coursework readiness. That means no students participated in state-sponsored dual credit program, took the AP exam, or was a CTE concentrator. In these cases, schools are exempt from this part of the indicator.

- If a high school has no students in CCR, then those 25 points are redistributed equally to the other three Academic Indicators:
 - Student Performance would be 48.3 Points (40 + 8.3 = 48.3)
 - On-Time Graduation would be 20.83 Points (12.5 + 8.3 = 20.8)

- English Learners Progress would be 18.4 Points (10 + 8.4 = 18.4)
- High School Completion would stay as 12.5 Points, because it is a **non-academic/School Quality** measure

Assessment Readiness

The South Dakota state assessments, ACT, and Accuplacer assessments are used to measure college assessment readiness, a component of the College and Career Readiness key indicator in the SPI. The state's goal is that 100 percent of students taking a college readiness assessment will meet the Board of Regents cut scores listed below:

- South Dakota Assessments:
 - ELA: Level 3 or 4
 - Math: Level 3 or 4
- ACT:
 - English: 18
 - Math: 20
- Accuplacer
 - Sentence Skills: 86
 - Algebra: 76
- Accuplacer NextGen
 - Writing: 263+
 - Quantitative Reasoning, Algebra & Statistics 255-300
- NCRC Workkeys
 - Applied Math: 76-79 (Level Score 4; Certificate Silver)
 - Graphic Literacy: 76-77 (Level Score 4; Certificate Silver)
 - Workplace Documents: 77-80 (Level Score 4; Certificate Silver)

Students can also qualify for assessment readiness if they earn a silver or higher certificate on the NCRC. To earn a certificate, a student must successfully complete three WorkKeys assessments: Applied Math, Graphic Literacy, and Workplace Documents. The student's scores on these WorkKey assessments are then used to assign a certificate level. Students who do not score a Level 3 or higher on all three exams do not earn a certificate. There are four NCRC levels.

- Platinum – scores of Level 6 or higher on all three exams
- Gold – scores of Level 5 or higher on all three exams
- Silver – scores of Level 4 or higher on all three exams
- Bronze – scores of Level 3 or higher on all three exams

Students can retake one, two, or all of the WorkKey assessments over their high school careers. However, the certificate file received by Department of Labor and Regulation is based on the year. Because of this, Accountability considers the highest score on each of the WorkKey assessments and can assume a certificate level considering multiple years even if the student isn't noted in the yearly data file as having received a certificate. That means:

- If any of the WorkKey assessment scores taken over the student’s high school career is not a score of 4, then the student will not have earned a silver certificate and, therefore, is not considered assessment ready.
- If all of the WorkKey assessment scores taken over the student’s high school career are a score of 4 or higher, the student is considered assessment ready.

In the CCR roster found in the private report card, these “retake” student will show as having earned high enough scores on their WorkKey assessments and as counting in assessment readiness calculation, but the certificate level will be blank.

State Assessment Procedures:

The vendor will use the South Dakota Assessment scores on file from the appropriate years for the cohort, including possibilities that the student took the assessment either as an 11th or 12th grader. If the student took the South Dakota Assessments multiple times, the maximum score for ELA and the maximum score for mathematics will be used.

ACT Procedures:

Two types of ACT files are received by the department and loaded into SD-STARS:

1. Test-taker files– Received in December, February, April, June, and September – which include all tested students, regardless of year of graduation, and all test results
2. Graduating class (graduate) file– From previous year, which contains public school students who indicated a year of graduation. Test scores in this file are from the most recent test taken by a given student - August of previous year

Both types of files are loaded into SD-STARS and are considered for accountability. After files are loaded, records in the ACT file are matched to a student in Infinite Campus.

Analysis for this indicator is based on the percentage of school students who received a mathematics sub score of 20 or greater and the percentage of students who received an English sub score of 18 or higher.

Accuplacer Procedures:

To ensure consistency, the department requests Accuplacer files covering the span during which students in the previous year would have taken the Accuplacer (16-month date range). The Board of Regents file is requested by the Office of Learning and Instruction and the BOTE (technical institutes) files are requested by the Accountability Office. In 2019-20 school year, the new Accuplacer NextGen assessments were introduced and the data files from BOR and BOTE include both sets of assessment data.

All Accuplacer files are loaded into SD-STARS and considered for Accountability. When the department loads the file, records in the Accuplacer file are matched to a student in Infinite Campus.

Like the ACT, analysis for Accuplacer or NextGen data is based on the percentage of students taking the Accuplacer sentence skills assessment who scored at an 86 or above or those taking the NextGen writing assessment who scored 263 or above, and the percentage of students taking the Accuplacer algebra assessment who scored at a 76 or higher, or those taking the NextGen Quantitative Reasoning, Algebra & Statistics who scored 255-300, out of the total number of students who took each respective assessment.

National Career Readiness Certificate (NCRC):

National Career Readiness Certificate file is loaded into SD-STARS and considered for accountability. When the department loads the file, records in the NCRC file are matched to a student in Infinite Campus. The analysis for NCRC is based on the percentage of students that earned a silver level or higher certificate. For those handful of students who retake any of the WorkKey assessments, accountability looks across multiple years, to see if the student earned a score of 4 or higher on all of the three WorkKey assessments (Work Documents, Graphic Literacy, and Applied Math). Those students who did are considered assessment ready. Adding the silver certificate earners plus those retakers who scored high enough to earn a certificate over multiple years are counted against the total number of students who took the WorkKey assessments.

Compiling Assessment Readiness

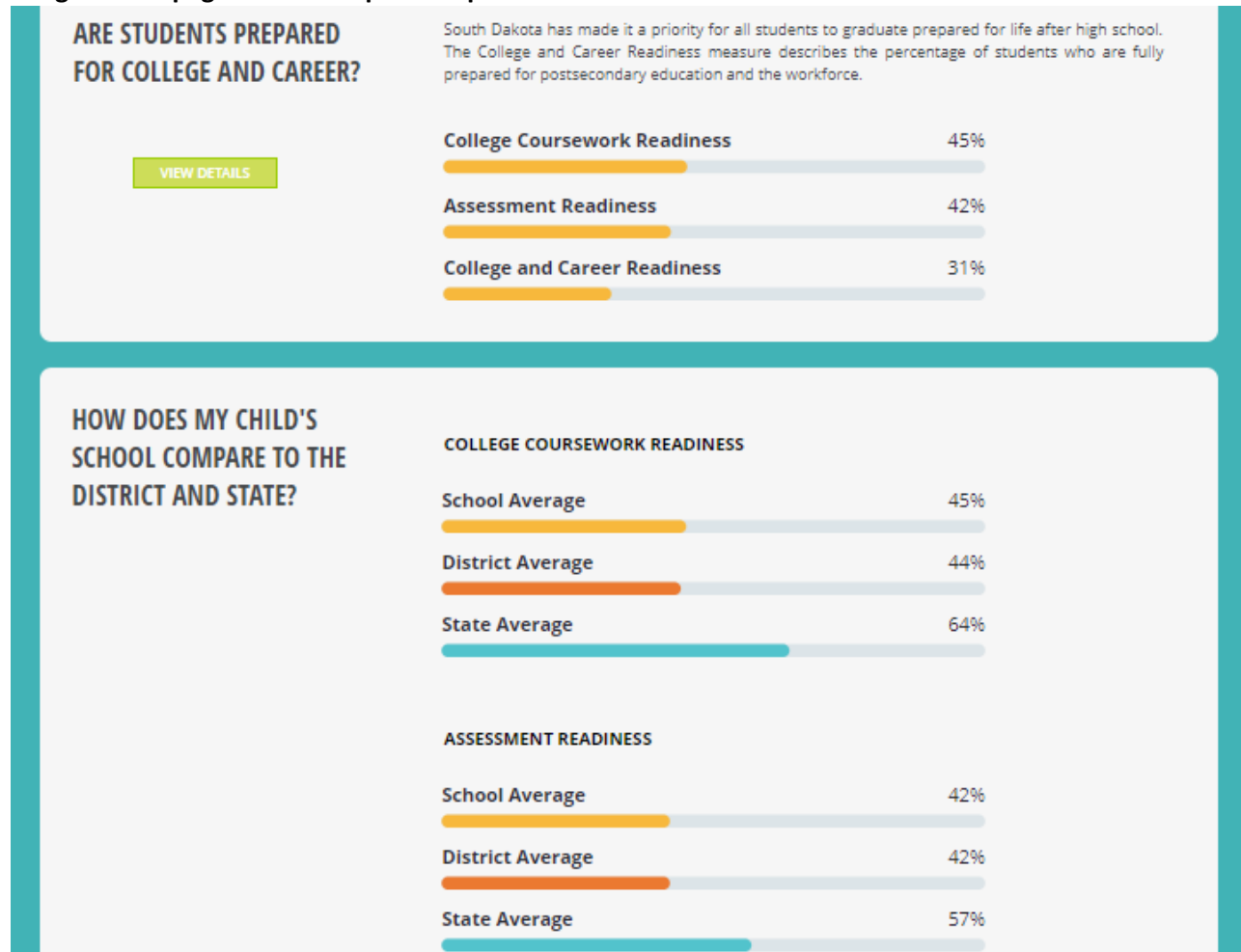
The prior year high school completion roster is matched against the South Dakota state assessment files, the ACT graduate and testing files, the Accuplacer files, and NCRC. When a student appears in the roster and in any of these files, data are combined. This measure will use the maximum test scores achieved in the areas of mathematics and English for South Dakota state assessments, ACT, and Accuplacer, as well as a certificate of silver or higher on NCRC. For example:

- If a student earned an ACT English sub-score of 19 and an Accuplacer Algebra score of 81, then the student is considered Assessment Ready
- If a student earned a silver certificate or higher on the NCRC, then the student is considered Assessment Ready

Collection Schedule -CCR Data Files

Data Element	Provide data file	Request data file/ provide file specs	Date for data file	Timeline File Load	Data Year
NCRC	Department of Labor and Regulation	Accountability Team	2018-19	January	Previous year
SD state assessments	AIR	Assessment Team	2018-19	June 30	Previous year
Accuplacer/BOR	BOR	Division of Learning and Instruction	July 1, 2018 to Aug 1, 2019	September	Previous year
Accuplacer/BOTE	BOTE	Accountability Team	July 1, 2018 to Aug 1, 2019	September	Previous year
ACT test files	Clive/DM	SD-STARS Team	2018-19	September	Previous year
ACT grad files	Clive/DM	SD-STARS Team	2018-2019 August Composite File	September	Previous Year
State-Sponsored Dual Credit	BOTE/BOR via CTE Team	SD-STARS Team	2018-19	October	Previous year
AP Exams	College Board	Division of Learning and Instruction	2018-19	January	Previous year
Career Concentrator	Perkins	CTE Team	2018-19SY	December	Previous year

Image of CCR page in 2017-18 public report card:



Indicator #5: English Learners Progress

This indicator is the same for high schools as the elementary/middle schools. Click here: [Indicator #3: English Learners Progress](#)

Chapter Four: Additional Reported Data (Enrollment Demographics, Office of Civil Rights Data Elements and Postsecondary Education Data)

ESSA requires states to report additional data elements in the report card including enrollment demographics. However, SPI points are not awarded for these data elements. Data elements are described in this section based on where these data can be found in the report card.

Enrollment Demographics

Demographical characteristics are reported on the About the School page in the report card. Data sources include Fall Enrollment Census Count and Office of Civil Rights/CRDC data survey results (preschool enrollment, chronic absenteeism and AP coursework). ESSA requires counts and rates disaggregated by subgroups where data are available. OCR/CRDC data results are two years behind the current year report card. ESSA also requires states to breakout per pupil expenditures data at the school, district and state levels. Expenditures data will be reported once these data become available (2021). Currently, the department reports general fund expenditures for districts, schools, and the state. Those reports are available at <https://doe.sd.gov/ofm/statdigest.aspx>.

For the Student Enrollment and Additional Services data reported on the About the School, District or State pages, the following table explains the sources for these data.

Data Element	Numerator Source	Denominator Source
Student Enrollment Count	Fall Enrollment Census Count	Not applicable
School Diversity Enrollment Rate	Enrollment by Race/Ethnicity in Fall Enrollment Census Count	Fall Enrollment Census Count
Students with Disabilities Rate	Dec 1 Child Count for Students with Disabilities	Fall Enrollment Census Count
Economically Disadvantaged Rate	Enrollment by ED found in Fall Enrollment Census Count	Fall Enrollment Census Count
English Learners Rate	Enrollment by EL found in Fall Enrollment Census Count	Fall Enrollment Census Count
Foster Care Rate	Enrollment by Foster Care in Accountability data (end of school year)	Accountability data (end of school year)
Homeless Rate	Enrollment by Homeless- Accountability data (end of school year)-school/state	Accountability data (end of school year)
Migrant Rate	Enrollment by Migrant- Accountability data (end of school year)	Accountability data (end of school year)
Military Connected Rate	Enrollment by Military Connected- Accountability data (end of school year)	Accountability data (end of school year)

There are some additional data elements on About the School pages based on the school level.

Data Elements Elem/Middle	Business Rule	Source
Preschool Enrollment count	Count	OCR/CDRC (biennially-April release) https://ocrdata.ed.gov/DistrictSchoolSearch#
Data Elements High Schools	Business Rule	Source
Chronic Absenteeism Rate	The number of students who attended school for more than 10 days and who also missed 10% or more of the enrolled days in school year	Attendance data file
Chronic Absenteeism Count	The number of students who are absent 15 or more days	OCR/CDRC (biennially -April release) https://ocrdata.ed.gov/DistrictSchoolSearch#
Dropout Rate for District and State Comparison	Use EdFacts definition (7 th – 12 th grades)	Dropout data file from Data Management
Dropout Rate for High Schools	Use 9 th – 12 th grades	Dropout data file from Data Management
Advanced Placement Enrollment Count	Number of students that took AP courses (two years behind in reporting year)	OCR/CDRC (biennially-April release); https://ocrdata.ed.gov/DistrictSchoolSearch#
School/district contact information;	Administrator name/school/district address/phone; URL to school/district webpage;	Ed Directory via STARS.
Interactive school/district location map	latitude/longitude data file to locate schools on map	1. SD-STARS - latitude/longitude data file 2. District Maps provided by BIT

Elem/Middle School image of About the School page:

SCHOOL INFORMATION

CONTACT INFO
 (605) 555-1234
 www.District X.k12.sd.us

PRINCIPAL
 First Last
 first.last@k12.sd.u

MESSAGE FROM THE PRINCIPAL
 The school's key priority is creating a safe learning environment for all students to succeed. Please join our efforts in supporting all students and staff during this school year.

SCHOOL STATUS
 Elementary School
 Grade Levels PK-05
 Title I
[Comprehensive Support](#)
 High Minority
 High Poverty

601 S Main St
NoName, SD 57642

STUDENT ENROLLMENT

Enrollment is the official census count of students enrolled in South Dakota's public schools as of the last school day in September. Gap students are students in groups which have historically experienced achievement gaps. These groups include Black/African American, American Indian/Alaska Native, Hispanic/Latino, Economically Disadvantaged, Students with Disabilities, and English Learners.

Students

196

SCHOOL DIVERSITY

Student Subgroup Percentage

SCHOOL SIZE

Year	Gap Students	Non-Gap Students
2015-2016	~180	~220
2016-2017	~180	~210
2017-2018	~180	~200

STUDENTS RECEIVING ADDITIONAL SERVICES

South Dakota has made it a priority to ensure that the educational needs of all students are met. Schools are provided the tools and additional support in the educational programs designed to meet the needs of students who have historically experienced achievement gaps.

Preschool Enrollment

27

SURVEY RESULTS

Category	School (%)	State (%)
Economically Disadvantaged	~100	~40
English Learners	~5	~10
Students with Disabilities	~25	~15
Gap	~100	~50

EDUCATION SPENDING

South Dakota is committed to ensure that all schools have the financial support needed to provide quality education to all students attending public schools. The details below are based upon the school district's annual finances.

Per Pupil Spending

Federal Funding

State and Local Funding

South Dakota will report financial information in future report cards.

High School Image-About the School page:

SCHOOL INFORMATION

CONTACT INFO
 (605) 555-1234
www.District.X.k12.sd.us

PRINCIPAL
 First Last
first.last@k12.sd.us

MESSAGE FROM THE PRINCIPAL
 The school's key priority is creating a safe learning environment for all students to succeed. Please join our efforts in supporting all students and staff during this school year.

SCHOOL STATUS
 Elementary School
 Grade Levels PK-05
 Title I
[Comprehensive Support](#)
 High Minority
 High Poverty

601 S Main St
 NoName : SD 57642

STUDENT ENROLLMENT

Enrollment is the official census count of students enrolled in South Dakota's public schools as of the last school day in September. Gap students are students in groups which have historically experienced achievement gaps. These groups include Black/African American, American Indian/Alaska Native, Hispanic/Latino, Economically Disadvantaged, Students with Disabilities, and English Learners.

Students

149

SCHOOL DIVERSITY

Student Subgroup Percentage

SCHOOL SIZE

Year	Gap students	Non-Gap students
2015-2016	~100	~100
2016-2017	~100	~100
2017-2018	~100	~100

STUDENTS RECEIVING ADDITIONAL SERVICES

South Dakota has made it a priority to ensure that the educational needs of all students are met. Schools are provided the tools and additional support in the educational programs designed to meet the needs of students who have historically experienced achievement gaps.

Service	School (%)	State (%)
Economically Disadvantaged	100	~35
English Learners	~5	~5
Students with Disabilities	~15	~15
Gap	100	~45

ADDITIONAL SCHOOL DETAILS

South Dakota's objective is to ensure that all students graduate high school, ready to succeed in college, career and life. High schools have programs to assist all students who need additional support.

Chronic Absenteeism Rate

72%

SURVEY RESULTS

Dropout Rate

10%

Advanced Placement Enrollment

0

SURVEY RESULTS

* Survey data not available from this school for this year from the Office for Civil Rights.

EDUCATION SPENDING

South Dakota is committed to ensure that all schools have the financial support needed to provide quality education to all students attending public schools. The details below are based upon the school district's annual finances.

Per Pupil Spending

Federal Funding

State and Local Funding

South Dakota will report financial information in future report cards.

Postsecondary Enrollment Rates

ESSA law requires states to report postsecondary enrollment rates for students that graduated from high school in a given school year, including students that graduated in the summer session. The department defines a program of postsecondary education as: in and out of state higher education institutions including technical institutions, two and four -year institutions. States must report the rate of graduates enrolled in postsecondary institutions by subgroups including: all students, race/ethnicity, students with disabilities, English Learners, and economically disadvantaged. Enrollment rates must be disaggregated by private, public in-state, and if data are available, out-of-state types and by two and four year and public technical institutions. The top four institutions that graduates attended and the average ACT composite score comparisons for school and state are reported in the report cards. The department uses “higher education institution” instead of postsecondary in the report card because the public is more familiar with that term. Three data elements are reported on the CCR report card page. These are described below.

Data Element I: Rates of graduates enrolling in higher education

SD-STARS submits the high school completer roster to National Student Clearinghouse (NSCH) every year. NSCH then provides the state postsecondary enrollment information for these students. These data show if the student enrolled in any higher education institution in the nation, given that institution is a data sharing member of NSCH.

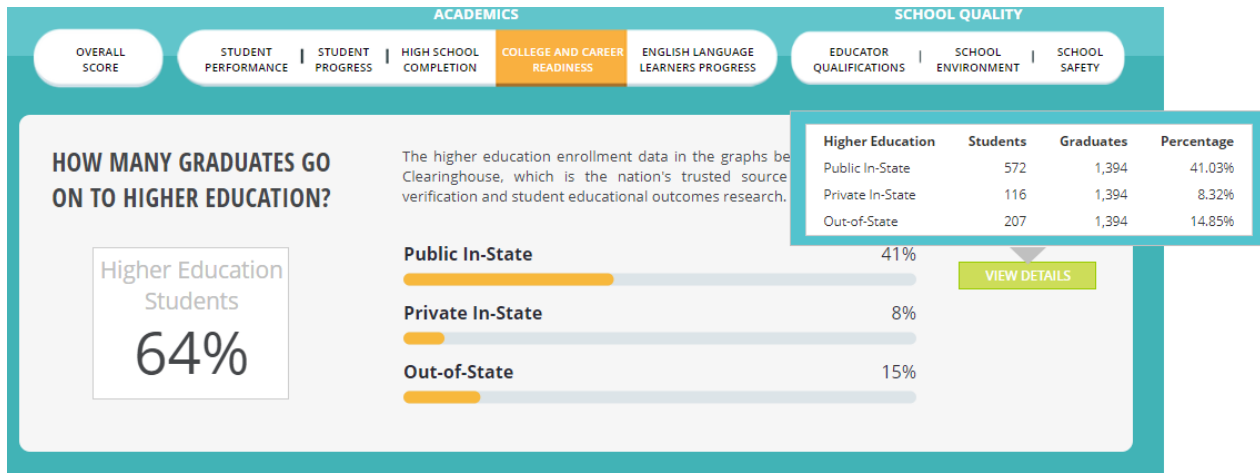
If the student has an enrollment record in NSCH within a 16-month period of graduating from high school, the student will count as enrolling in higher education. The denominator includes those students whom we were unable to track.

Calculation

Numerator = Number of graduates who enrolled in postsecondary institution within 16 months of completing high school

Denominator = Number of students that graduated in the previous school year including summer graduates

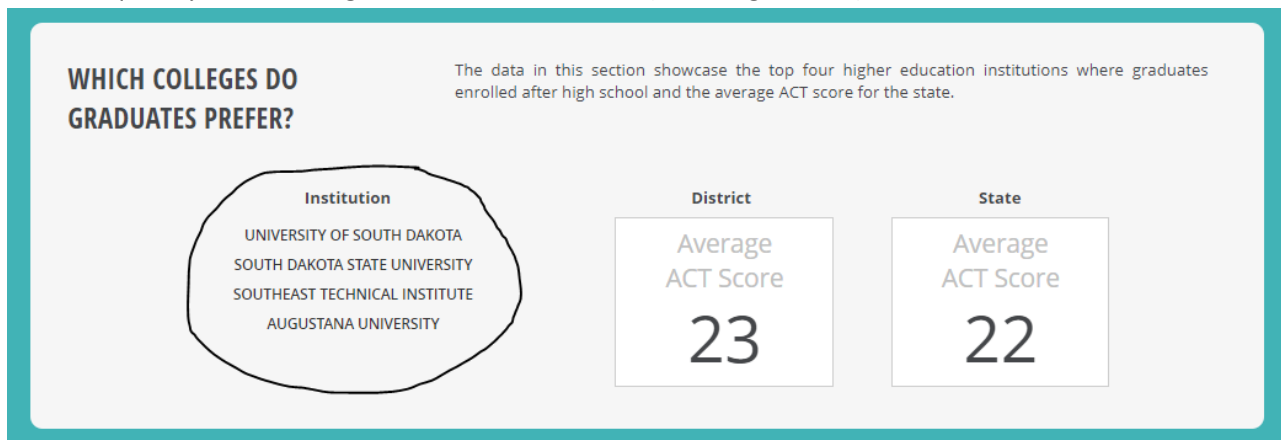
Image of CCR Page/Percentage of Graduates Attending Higher Education within 16 months following Graduation:



Data Element II: Top Four Higher Education Institutions Attended by Graduates

Based on NSCH data, the top four most frequently attended institutions are reported based on a list of all the institutions attended by graduates during the 16- month date range. We use the first institution attended by student to avoid students who attended multiple institutions in the 16-month date range. This eliminates duplications in count.

Most frequently attended high education institutions (see image below)



Data Element III: Average ACT Scores Comparison

Data collection sources and procedures:

- Data Management (Clive Bremser) provides average ACT scores for schools, districts, and the state.

Calculation – School Level

Numerator = Sum of composite scores for all students who tested in the school

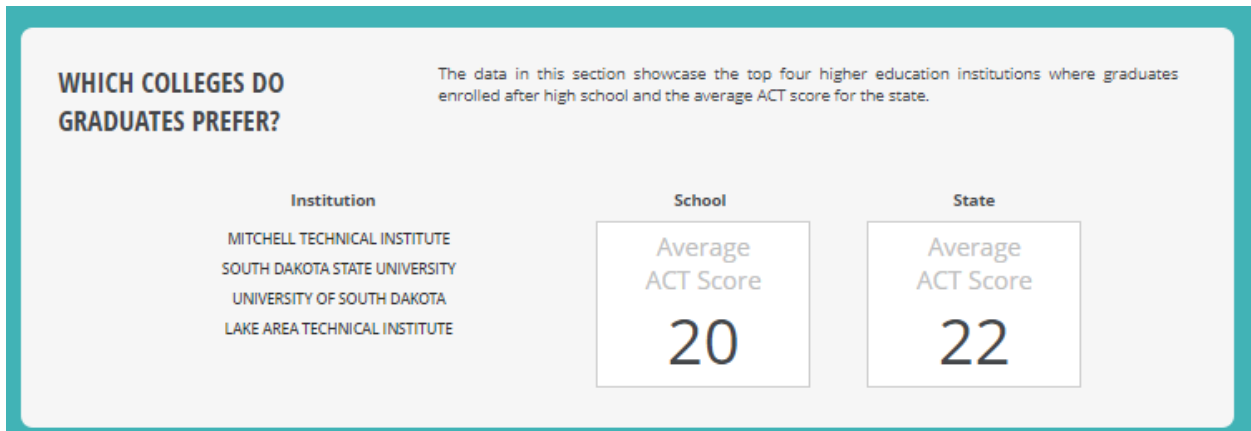
Denominator = Number of students who tested in the school

Calculation – District and State Level

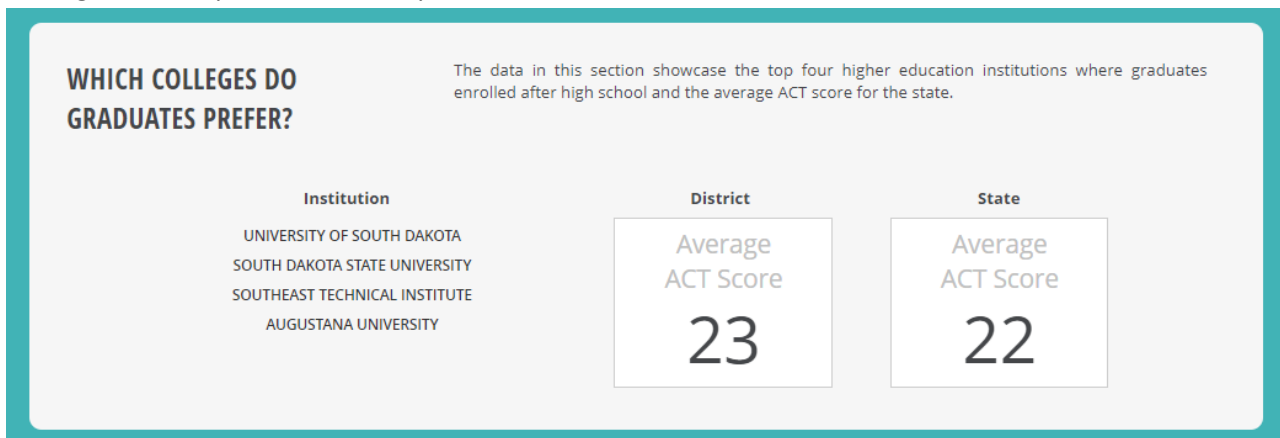
Numerator = Sum of composite scores for all students **attending a public school** who tested in the district or state

Denominator = Number of students **attending a public school** who tested in the district or state

Average ACT composite score comparison for school/state



Average ACT composite score comparison for district and state



Chapter Five: Educator Qualifications

Educator Qualifications

The report card includes data measures for educator qualifications as required by ESSA and described in the department's ESSA State Plan approved in June 2018 (<https://doe.sd.gov/ESSA/>). Data measures include: number and rate of inexperienced (3 or less years of experience); number and rate of out of field (teaching or leading without correct credentials for the subject or grade level in which they are teaching or for the position they hold); number and rate with no certification; number and rate with provisional or temporary certification; and number and rate with alternative certification or educator permit.

There are five types of certification (teacher, administrator, education specialist, educator permit and alternative certification p. 87 State Plan). The certification status categories are valid, expired, invalid, temporary, provisional, p. 87). The data source for all educator qualifications is the Personnel Record Form (PRF) system. The department's Data Analyst for the PRF database system provides the data file used to calculate the measures for educator qualification for teachers and administrators per ESSA State Plan. Comparisons for school, district and state are provided in the report card for each of the measures for educator qualification. Data results are disaggregated by teachers and administrators in the report card.

Staffing data are sourced from the PRF and Certification database systems by the Certification Office Data Analyst and provided to Office of Accountability. Each year the PRF system closes on the second Friday of June. Individuals working in the schools across the state are responsible for monitoring their data in the system; and can contact the Certification office to provide documentation or to make inquiries about their data. The following tables outline the column headings, descriptions and business rules for data in the PRF Database and used in the calculations. The left column of each table uses abbreviations for teacher and administrator, T and A.

	Column Heading	Description	Business Rule (Formula)
T, A	Academic Year	School Year	"2017-" & [School Year]
T, A	Unique ID	Unique Idea for staff based on a combination of SSN and Birthdate	Right([DE69(2018)]![SSN],4) & Mid([DE69(2018)]![Birthdate],1,2) & Mid([DE69(2018)]![Birthdate],4,2) & Mid([DE69(2018)]![Birthdate],7,4)
	SSN	Social Security Number	This is used in initial pull of data but is deleted before the data is given to the contractor.
T, A	First Name	First name of staff person	
T, A	Middle Name	Middle name or initial of staff person	
T, A	Last Name	Last name of staff person	
T, A	District Name	Full Name of District	
T, A	District ID	District Number	Five-digit district number
T, A	School Name	School/Attendance Center	
T, A	School ID	Combination of 5-digit district number and 2-digit school number. Ombudsman school in Sioux Falls is removed.	[District Number] & [Attendance Center No] <>"49005999" Ombudsman

	Column Heading	Description	Business Rule (Formula)
T, A	Schools Removed	Identifies when schools are included in the file for other purposes but should be removed from Report Card calculation. <ul style="list-style-type: none"> Ombudsman School is removed from the file 	Y = Yes, school should be removed N = No, school should not be removed (If([School ID]="49005999","Y","N"))
T, A	Highest Degree	Identifies the highest degree the individual has received.	No Degree/Unknown Associate degree Bachelor's degree Master's degree Education Specialist Degree Doctorate Degree Highest Degree Earned: (((((If([Doctorate Degree] Is Not Null,"Doctorate",(If([Specialist Degree] Is Not Null,"Specialist",(If([Masters Degree] Is Not Null,"Masters",(If([bachelors Degree] Is Not Null,"Bachelors",(If([associate Degree] Is Not Null,"Associate","Unknown"))))))))))))
T, A	Salary	Assignment Salary EDEN 059 File: Report staff in terms of FTE (full-time equivalent). FTE should be counted in hundredths. For example, if a teaching position is filled by 4 people, each working the same amount of time, each person would count as a .25 FTE. The total FTE counts for instructional staff must be reported to the nearest hundredth, with an EXPLICIT decimal (e.g., 59.20).	For full time employees, the assignment salary based on the % of FTE for the assignment multiplied by the full salary For part time employees, calculate their overall full-time equivalency (FTE) to determine their part-time wage per assignment. The overall FTE represents the total number of actual paid hours during a period, so it is divided by the total salary (Total Salary/Total FTE)]. Then calculate the assignment salary by taking your base rate of pay and multiplying it by the assignment FTE ((Total Salary/Total FTE) *Assignment FTE). Tchr Assignment Salary: If([Total Instructional FTE]<0.009,0,If([Total Instructional FTE]<1,[Instructional Salary]/[Total Instructional FTE]*[Assignment FTE],[Instructional Salary]*[Assignment FTE])) Admin Assignment Salary: If([Total Admin FTE]<0.009,0,If([Total Admin FTE]<1,[Administrative Salary]/[Total Admin FTE]*[Assignment FTE],[Administrative Salary]*[Assignment FTE]))

	Column Heading	Description	Business Rule (Formula)
T, A	FTE Percent for the Teacher/Admin Assignment	Assignment FTE	By each assignment, the percent of the assignment is based on the total FTE.
T, A	Position Code	Code for the position type	Five-digit Position Code
T, A	Position Description	Description of the Position	Example is Elementary Teacher, Middle School Teachers, Elementary Principal, School Counselor
T, A	Position Code w/Non-Authorized	Non-authorized position means the individual is certified but does not have the endorsement for a position. An example is an elementary teacher who is teaching a high school assignment. This person has met the requirements for the Elementary Position but not the High School Position.	Position w/o 99999 88888 Criteria for the file Jantina provided to Otised: <>"25400" And Like "2*" Criteria when checking the report card figures: <>"23002" And <>"25400" And Like "2*"
T, A	Assignment Code	Code identifying the assignment. Also referred to as a course code.	Five-digit assignment code number.
T, A	Assignment Description	The name of the assignment/course	
T	Preschool Teacher	Preschool teachers are included in this file because they are used in the EDEN reports. They are not included in the Report Card files	Y = Yes, preschool teacher N = No, not a preschool teacher (If([Position Code w/Non-Authorized]="23002","Y","N"))
T	Special Education (SPED) Only Teacher	Teachers who are working in a self-contained classroom or provide support in a resource room with special education students. This can include case management services.	Y = SPED Only Teacher N = No, not a SPED Only Teacher Assignment Code = 20601. (((If([DE69(2019)]! [Position w/o 99999 88888]="25100","Y", (If([DE69(2019)]! [Position w/o 99999 88888]="25000","Y","N"))))))

	Column Heading	Description	Business Rule (Formula)
T	Dual Special Education (SPED) Teacher and Content	Teachers who are teaching SPED and a content subject	Y = Yes, SPED/Content teacher N = No, not a SPED/Content teacher ((((If([DE69(2019)]!Core SPED)="Qualified","Y",(If([DE69(2019)]!Core SPED)="Not Qualified","Y","N"))))))
T	English as a Second Language (ESL) Only Teacher	Teachers who are working a self-contained classroom or provide support in a resource room with ESL students.	Y = ESL Only Teacher N = No, Not an ESL Only Teacher Assignment Code = 01508 or 01008 or 01608 (((If([DE69(2019)]!Assignment Code)="01008","Y",(If([DE69(2019)]!Assignment Code)="01508","Y",(If([DE69(2019)]!Assignment Code)="01608","Y","N"))))))
T	Dual English as a Second Language (ESL) Teacher and Content	Teachers who are teaching ESL and a content subject	Y = Yes, ESL/Content teacher N = No, not an ESL/Content teacher ((((If([DE69(2019)]!Core ESL)="Qualified","Y",(If([DE69(2019)]!Core ESL)="Not Qualified","Y","N"))))))
T	Dual Blind/Visually Impaired Teacher (BV) and Content	Teachers who are teaching BV and a content subject	Y = Yes, BV/Content teacher N = No, not an BV/Content teacher ((((If([DE69(2019)]!Blind/Visually Impaired)="Qualified","Y",(If([DE69(2019)]!Blind/Visually Impaired)="Not Qualified","Y","N"))))))
T	Dual Deaf/Hearing Impaired (DH)Teacher and Content	Teachers who are teaching DH and a content subject	Y = Yes, DH/Content teacher N = No, not an DH/Content teacher ((((If([DE69(2019)]!Deaf/Hearing Impaired)="Qualified","Y",(If([DE69(2019)]!Deaf/Hearing Impaired)="Not Qualified","Y","N"))))))
T, A	National Board Certification	Teachers or Administrators who have completed National Board Certification	Y = Yes, have received National Board Certification N = No, have not completed National Board Certification

	Column Heading	Description	Business Rule (Formula)
T	Average Years of Experience – Teaching	Years of Experience as a Teacher <i>Years of experience includes teaching experience at the school, district, another district in South Dakota or out-of-state, and time on the alternative certification program.</i>	0 = 0 to 1 year of experience as a teacher 1 = 1 to 2 years of experience as a teacher 2 = 2 to 3 years of experience as a teacher Multiply each “years of experience” times the weight, then all products together then divided by total headcount. SUMPRODUCT(\$D\$1:\$BA\$1,D2:BA2)/C2
T	First Year Teacher	First year of Teaching	Y = Yes, the teacher is in their first year of teaching N = No, the teacher is not in their first year of teaching Tchr First-Year Flag: IIf([Instructional Experience]=0,"Y","N")
A	First Year Administrator	First year as an Administrator	Y = Yes, the administrator is in their first year of being an administrator N = No, the administrator is not in their first year of being an administrator Admin First-Year Flag: IIf([DE69(2018)]![Administrative Experience]=0,"Y","N")
T,A	Inexperienced	3 or less years of experience.	Y = Yes, the staff person is inexperienced N = No, the staff person is not inexperienced Includes all teachers or administrators where years of experience = 0, 1, or 2 Teacher Inexperienced: IIF([Instructional Experience]<3,"Y","N") Administrator Inexperienced: IIF([Administrative Experience]<3,"Y","N")
T,A	Certified Flag	Staff person has an educator certificate. Staff who are certified include individuals with a valid, provisional, or temporary certificate. Staff who have an Alternative Preliminary Certificate are not included.	Y = Certified N = Non-Certified Not to include a staff person who has only the Alternative Preliminary Certificate. Certificate status is Y (yes). (IIf([DE69(2018)]![CertificateStatus]= "certified", "Y", "N"))

	Column Heading	Description	Business Rule (Formula)
T	Required Dual-Certification Flag	<p>When staff teach double courses, for example SPED/Algebra I, the staff person must be authorized for both SPED and the content to receive a Yes in this column.</p> <p>These teachers are required to hold dual-certification in the content area plus additional certification in special education (SPED), English as a second language (ESL), Blind/ Visually Impaired, or Deaf/Hearing Impaired.</p>	<p>Y = Certified N = Not Certified in SPED, or ESL, or Blind/ Visually Impaired, or Deaf/Hearing Impaired Blank = Not required to be Dually Certified</p> <p>IIf([DE69(2019)]![Core SPED]="Not Qualified","N",IIf([DE69(2019)]![Core ESL]="Not Qualified","N",IIf([DE69(2019)]![Blind/Visually Impaired]="Not Qualified","N",IIf([DE69(2019)]![Deaf/Hearing Impaired]="Not Qualified","N",IIf([DE69(2019)]![Core SPED]="Qualified","Y",IIf([DE69(2019)]![Core ESL]="Qualified","Y",IIf([DE69(2019)]![Blind/Visually Impaired]="Qualified","Y",IIf([DE69(2019)]![Deaf/Hearing Impaired]="Qualified","Y",""))))))))))))</p>
T,A	Authorized Flag	<p>Staff are certified and have the endorsement required for the assignment.</p>	<p>Y = Yes authorized N = No, not authorized</p> <p>No - Staff person has a Plan of Intent or Position Code is non-authorized.</p> <p>(((((IIf([position code]="00000","N",IIf([position code]="11111","N",IIf([position code]="55555","N",IIf([position code]="66666","N",IIf([position code]="77777","N",IIf([position code]="88888","N","Y"))))))))))))</p>
T,A	Plan of Intent	<p>Staff are on a Plan of Intent for the assignment</p>	<p>Y = Yes N = No</p> <p>Plan-of-Intent: IIf([DE69(2019)]![Position w/o 99999 88888]="30002","N",IIf([DE69(2019)]![Position w/o 99999 88888]="30102","N",IIf([DE69(2019)]![Position w/o 99999 88888]="30202","N",IIf([DE69(2019)]![Position w/o 99999 88888]="30302","N",IIf([Out of Field]="Y","Y","N"))))))))</p> <p>Plan-of-Intent: IIf([DE69(2019)]![Position w/o 99999 88888]="23002","N",IIf([Out of Field]="Y","Y","N"))</p>

	Column Heading	Description	Business Rule (Formula)
T	Out of Field	<p>Staff who do not have the endorsement required for an assignment/course and are on a Plan of Intent.</p> <p>Required Dual Certification Recommendation: Whether they are on a POI for one, or both areas, it should be identified as one Yes.</p> <p>Note: This requirement impacts teachers who are teaching SPED, ESL, Deaf, and Blind cohorts of students and the content area such as mathematics.</p> <p>Example:</p> <p>1. A staff person is teaching SPED /Mathematics for .25 FTE:</p> <ul style="list-style-type: none"> • Authorized (not on a POI) to teach SPED but not authorized (on a POI) to teach Mathematics = .25 FTE is used in the calculation for Out-of-Field. • Not authorized to teach SPED or Mathematics = .25 FTE is used in the calculation for Out-of-Field. • Authorized to teach SPED and Mathematics = .00 FTE is used in the calculation for Out-of-Field. 	<p>Y = Yes, Out of field N = No, not out of field</p> <p>Out of Field: IIf([Certified Flag]="N","Y",(IIf([Authorized Flag]="N","Y",(IIf([Required Dual-Certification Flag]="N","Y","N")))))</p> <p>The following formula was used for the 17-18 school year: IIf([Certified Flag]="Y" And [Authorized Flag]="N","Y","N")</p>
A	Out-of-Field	<p>Staff who do not have the endorsement required for an assignment/course and are on a Plan of Intent.</p>	<p>Y = Yes, Out of field N = No, not out of field</p> <p>Out of Field2: IIf([Certified Flag]='N',"Y",(IIf([Authorized Flag]='N',"Y","N")))</p>

	Column Heading	Description	Business Rule (Formula)
T,A	Inexperienced and Out-of-Field	Staff who are both inexperienced and are out-of-field.	<p>Y = Yes, inexperienced and out-of-field N = No, not inexperienced and out-of-field</p> <p>Staff person will have both indicators: Inexperienced Column = Y Out-of-Field Column = Y</p> <p>Ilf([Out of Field]="Y" And [Inexperienced]="Y","Y","N")</p>
T, A	Provisional	<p>Staff, who have a Provisional Certificate and have previously received an educator certificate in another state.</p> <p>Must currently have a valid Provisional certificate.</p> <p>Provisional Certificate includes individuals who have requested a South Dakota Educator Certificate through reciprocity with another state, and, need to complete the South Dakota Indian Studies course required by state statute. Applicants may renew this certificate one time. This is referred to as Provisional Renewal.</p>	<p>Y = Yes, Provisional Certificate N = No, does not have a Provisional Certificate</p> <p>Provisional: (Ilf([reason]="Provisional (1 year)" And [Certificate Status]="certified","Y","N"))</p>

	Column Heading	Description	Business Rule (Formula)
T, A	Temporary Certificate	<p>Staff who have a Temporary Certificate have previously received an educator certificate in South Dakota.</p> <p>Must currently have a valid Temporary certificate.</p> <p>Temporary Certificate includes individuals who have previously met the South Dakota certification requirements but did not renew their certificate by the date that it became Invalid. When this occurs, the individual may apply for a Temporary Certificate in order to complete the increased renewal requirements resulting from their certificate becoming invalid.</p>	<p>Y = Yes, Temporary Certificate N = No, does not have a Temporary Certificate</p> <p>Temporary Certificate: (IIf([reason]="Temporary (1 year)" And [Certificate Status]="certified","Y","N"))</p>
A	Alternative Certification Superintendent	<p>Staff who have an Alternative Superintendent Preparation with a Not Completed Level.</p> <p>Must have a valid certificate.</p>	<p>Y = Yes, has a Superintendent Alternative Certificate N = No, does not have a Superintendent Alternative Certificate</p> <p>Alt Cert Superintendent: IIf([Alt Cert]="Y" And [Superintendent]="Y" And [Certified Flag]="Y","Y","N")</p>
A	Alternative Certification Principal	<p>Staff who have an Alternative Principal Preparation with a Not Completed Level.</p> <p>Must have a valid certificate.</p>	<p>Y = Yes, has a Principal Alternative Certificate N = No, does not have a Principal Alternative Certificate</p> <p>Alt Cert Principal: IIf([Alt Cert]="Y" And [Principal]="Y" And [Certified Flag]="Y","Y","N")</p>
A	Administrator Alternative Certification	<p>Staff who have Not Completed Alternative Certification Principal or Not Completed Alternative Certification Superintendent</p>	<p>This gets deleted before we give the file to Otis Ed.</p> <p>Y = Yes, has a Alternative Certificate that is not complete N = No, does not have a Principal Alternative Certificate</p> <p>Alt Cert: (IIf([Cert Type Code 1]="Administrator Alternative Certification - Not Completed","Y",(IIf([Cert Type Code</p>

	Column Heading	Description	Business Rule (Formula)
			2]="Administrator Alternative Certification - Not Completed", "Y", (IIf([Cert Type Code 3]="Administrator Alternative Certification - Not Completed", "Y", (IIf([Cert Type Code 4]="Administrator Alternative Certification - Not Completed", "Y", "N"))))))))
A	Principal	Staff has a Position Code of a Principal. This data is used specifically for the administrator data table.	This gets deleted before we give the file to Otis Ed. Principal: (IIf([DE69(2018)]![Preparation 1]="AC40", "Y", (IIf([DE69(2018)]![Preparation 2]="AC40", "Y", (IIf([DE69(2018)]![Preparation 3]="AC40", "Y", (IIf([DE69(2018)]![Preparation 4]="AC40", "Y", (IIf([DE69(2018)]![Preparation 5]="AC40", "Y", (IIf([DE69(2018)]![Preparation 6]="AC40", "Y", (IIf([DE69(2018)]![Preparation 7]="AC40", "Y", "N"))))))))))))

	Column Heading	Description	Business Rule (Formula)
A	Superintendent	Staff has a Position Code of Superintendent. This data is used specifically for the administrator data table.	This gets deleted before we give the file to Otis Ed. Superintendent: (IIf([DE69(2018)]![Preparation 1]="AC39","Y",(IIf([DE69(2018)]![Preparation 2]="AC39","Y",(IIf([DE69(2018)]![Preparation 3]="AC39","Y",(IIf([DE69(2018)]![Preparation 4]="AC39","Y","N"]))))))))))
A	CEO	Staff has a Position Code of CEO. This data is used specifically for the administrator data table. Staff is identified as an administrator and preparation is CEO. Must have a valid certificate.	Y = Yes, is reported as a CEO N = No, staff is not reported as a CEO CEO: IIf([Position w/o 99999 88888]="33333" And [CEO]="Y" And [Certified Flag]="Y","Y","N")
T	Teacher Permit	Staff has a certificate type of Educator Permit with a certificate type of: <ul style="list-style-type: none"> • CTE Instructor; • Performing Artist; • Expert Lecturer; • American Sign Language Instructor; • Braille Education Instructor; • Eminent Scholar; • International Teacher; • Junior ROTC; or • Native American Language and Culture certificate type Must have a valid certificate.	Y = Yes, is teaching with a valid Educator Permit N = No, is not teaching based on a valid Educator Permit Teacher Permit2: IIf([Teacher Permit]="Y" And [Certified Flag]="Y","Y","N")
T	Alternative Certification for Teachers	Staff who have an Alternative Certification Preparation with a Not Completed Level. Must have a valid certificate. <u>Alternative Certification Options for Teachers:</u> <ul style="list-style-type: none"> • General Education Alternative Certification 	Yes – Yes, holds a valid Alternative Certificate No – No, doesn't hold an Alternative Certificate Alt Cert2: IIf([Alt Cert]="Y" And [Certified Flag]="Y","Y","N")

	Column Heading	Description	Business Rule (Formula)
		<ul style="list-style-type: none"> Teach for America Alternative Certification CTE Alternative Certification 	
T, A	Provisional or Temporary	Staff who have either a Provisional or Temporary Certificate.	<p>Yes = Yes, has a Provisional or Temporary Certificate</p> <p>No = No, does not have a Provisional or Temporary Certificate.</p> <p>If([Provisional]='Y','Y',(If([Temporary Certificate]='Y','Y','N'))))</p>
T	Alt Cert OR Permit	Staff who have either an Alternative Certificate or a Teacher Permit	<p>Yes = Yes, has an Alternative Certificate or Teacher Permit</p> <p>No = No, does not have an Alternative Certificate or Teacher Permit.</p> <p>If([Alt Cert2]='Y','Y',(If([Teacher Permit2]='Y','Y','N'))))</p>
A	Alt Cert OR CEO	Administrators who are on Alternative Certification or have a CEO Educator Permit	<p>Yes = Yes, has an Alternative Certificate for Administrators or a CEO Educator Permit</p> <p>No = No, does not have an Alternative Certificate for Administrators or a CEO Educator Permit.</p> <p>If([Alt Cert Superintendent]='Y','Y',(If([Alt Cert Principal]='Y','Y',(If([CEO2]='Y','Y','N')))))</p>

The Teacher Qualifications table below consists of data elements reported on the Report Card. Data are pulled from the Staffing Table in the database system.

Data Element	Reporting Level	Business Rule (number and rate reported)
Preschool Teachers	State District School	Preschool Teachers column = Y then do not include.
Schools Removed	State District School	If Schools Removed column = Y then do not include.
Number of teachers	State District School	Total FTE of teacher table and round to the nearest hundredth. <ul style="list-style-type: none"> • All teachers by FTE <ul style="list-style-type: none"> ○ Column - FTE Percent for the Teacher/Admin Assignment <ul style="list-style-type: none"> ▪ Total the FTE and round to the nearest hundredth. ○ Included Librarians in 2017-18. Need to determine if we will exclude librarians in 2018-19. Librarians will be excluded going forward.
Average years of experience	State District School	This was not on the report card for SY 2017-18. This is a weighted calculation that will be done by the following: Step 1: Multiply each “years of experience” times the weight, then add all the products together. Step 2: The number from Step 1 will be divided by the total headcount to calculate the average years of experience by state, district and school. The business rule is =SUMPRODUCT(\$D\$1:\$BA\$1,D2:BA2)/C2. Office of Educator Certification will calculate average years of experience and report these to Accountability.
Inexperienced (3 or less yrs)	State District School	Inexperienced Teacher column = Y. <ul style="list-style-type: none"> • Total FTE and round to the nearest hundredth. • Determine percentage based on FTE of Number of Teachers Column and FTE of Inexperienced column.

Out-of-Field	State District School	<p>Out-of-Field Column = Y.</p> <ul style="list-style-type: none"> Total FTE and round to the nearest hundredth. Determine percentage based on FTE of Number of Teachers Column and FTE of Out-of-Field column. <p>NOTE: Use new definition per 2019 amended State Plan</p> <p>Out-of-field teacher is a teacher who is not properly certified to teach the subject to which he is assigned and who is placed on a Plan of Intent pursuant to state administrative rules. The Plan of Intent outlines the steps the teacher will take to become properly certified for a specific subject.</p>
Data Element	Reporting Level	Business Rule (number and rate reported)
Inexperienced and Out-of-Field	State District School	<p>Inexperienced and Out-of-Field column = Y.</p> <ul style="list-style-type: none"> Total FTE and round to the nearest hundredth. Determine percentage based on FTE of Number of Teachers Column and FTE of Inexperienced/Out-of-Field column. <p>3 or Less Years Experienced AND Outside of Certification Area Flag: IIf([Out of Field]="Y" And [Inexperienced]="Y","Y","N")</p>
<p>Additional Information South Dakota will provide according to the amended State Plan: The district and school report cards provide information about teachers and administrators. The report cards help paint a picture of teacher effectiveness including:</p> <ul style="list-style-type: none"> Number of teachers Average years of experience Highest degrees attained by educators <p>Report cards will include information about:</p> <ul style="list-style-type: none"> Total number of teachers teaching outside their area of certification Number of teachers teaching on Special Permits Number of teachers within their first three years in the classroom <p>The rates of teachers in each of these categories will be examined by the state to ensure that Title I schools do not have disproportionate rates.</p>		
Provisional or Temporary cert	State District School?	<p>Provisional or Temporary Column = Y.</p> <ul style="list-style-type: none"> Total FTE and round to the nearest hundredth. Determine percentage based on FTE of Number of Teachers Column and FTE of Provisional/Temporary Column.
Alternative Certification	State District School	<p>Alt Cert or Permit for Teachers Column = Y.</p> <ul style="list-style-type: none"> Total FTE and round to the nearest hundredth.

and Educator Permit		Determine percentage based on FTE of Number of Teachers Column and FTE of Alt Cert or Permit Column.
Certified teachers	State District School	<p>Certified Flag Column = Y.</p> <ul style="list-style-type: none"> • Total FTE and round to the nearest hundredth. • Determine percentage based on FTE of Number of Teachers Column and FTE of Certified Teachers Column.
Highest degree earned	State District School	Highest degree by type; Disaggregate by No Degree/Unknown, Associate, Bachelors, Masters, Doctorate, Specialist. Headcounts are used as denominator; number of degrees by degree type is numerator. Reported by headcount to the hundredth.

Image of the Teacher Qualifications Data in report card:

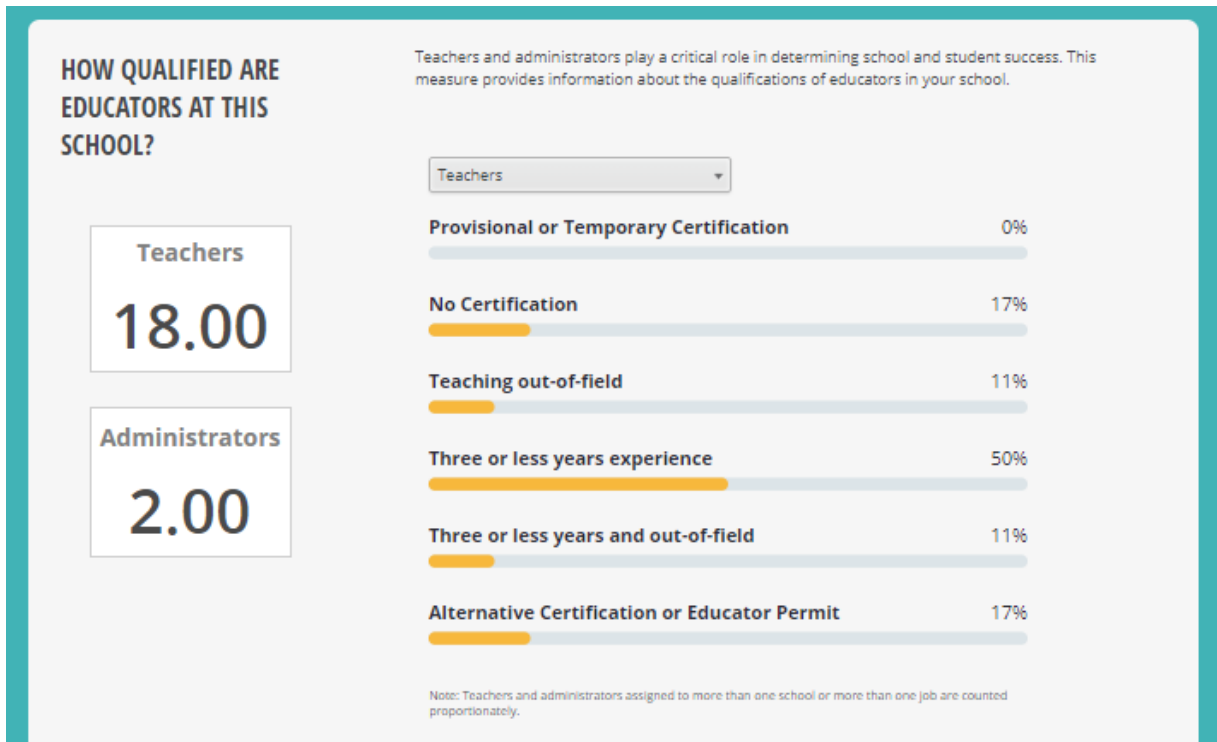
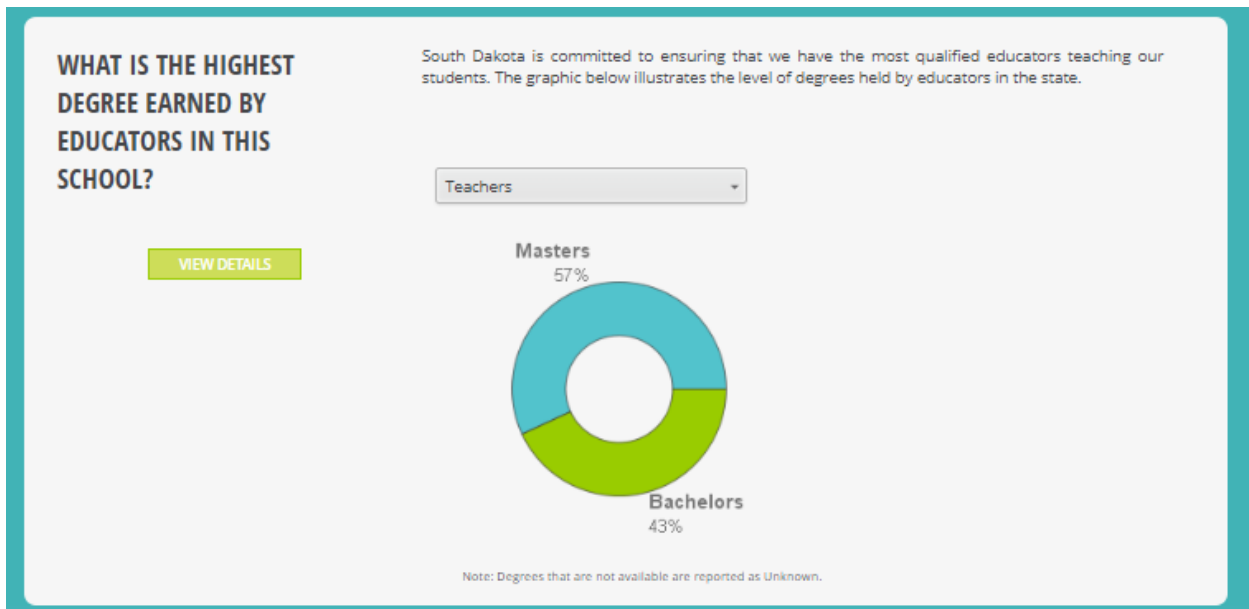


Image of the highest degree earned by degree type in the 2017-18 report card:



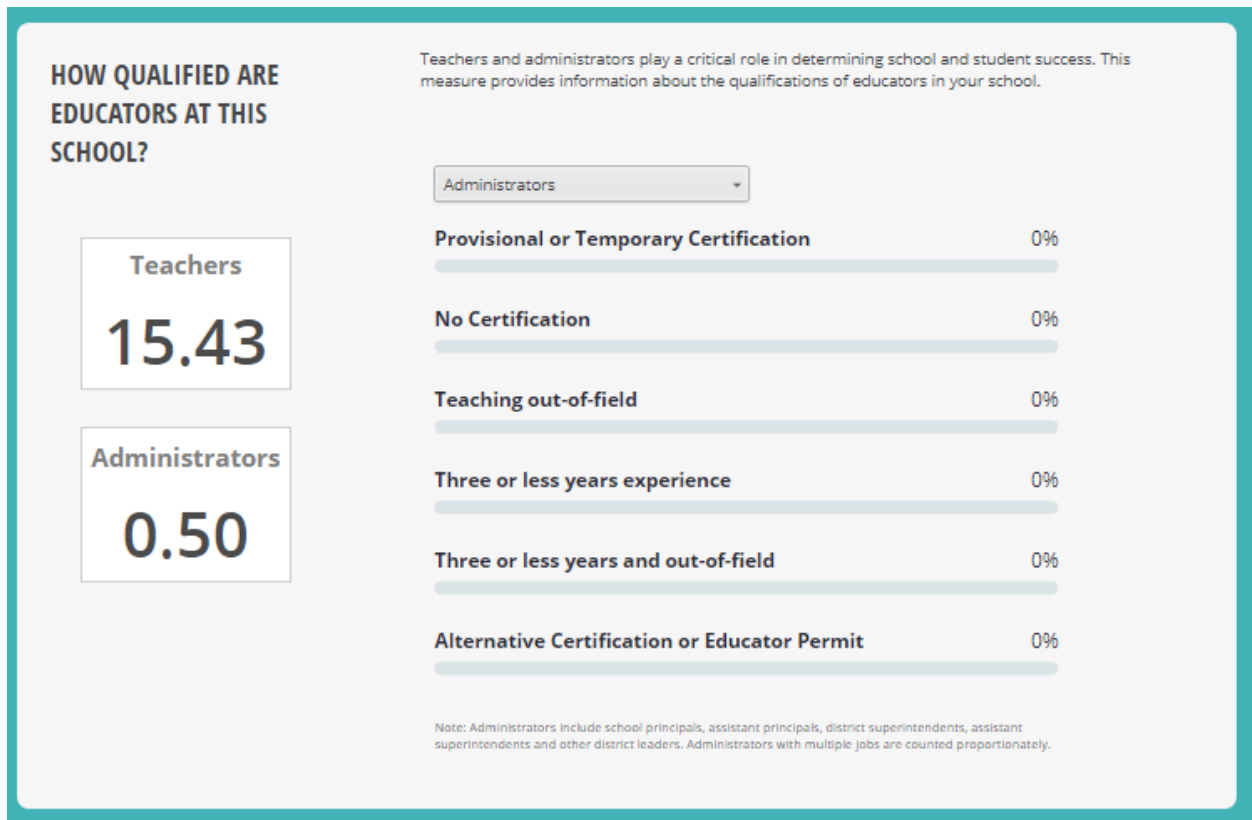
Administrator Qualifications.

The following data elements are reported on the Report Card. Data is pulled from the Staffing Table.

Data Element	Reporting Level	Business Rule (number and rate reported)
Schools Removed	State District School	If Schools Removed column = Y then do not include.
Number of administrators	State District School	Total FTE of administrator table and round to the nearest hundredth. Number of full-time equivalent KG-12 teaching positions to the nearest hundredth. <ul style="list-style-type: none"> • All administrators by FTE <ul style="list-style-type: none"> ○ Column - FTE Percent for the Teacher/Admin Assignment <ul style="list-style-type: none"> ▪ Total the FTE and round to the nearest hundredth.
Inexperienced (3 or less yrs)	State District School	Inexperienced Administrator column = Y. <ul style="list-style-type: none"> • Total FTE and round to the nearest hundredth. • Determine percentage based on FTE of Number of Administrators Column and FTE of Inexperienced column.
Out-of-Field	State District School	Out-of-Field Column = Y. <ul style="list-style-type: none"> • Total FTE and round to the nearest hundredth. • Determine percentage based on FTE of Number of Administrators Column and FTE of Out-of-Field column.
Inexperienced & Out of field	State District School	Inexperienced and Out-of-Field column = Y. Total FTE and round to the nearest hundredth. <ul style="list-style-type: none"> • Total FTE and round to the nearest hundredth. • Determine percentage based on FTE of Number of Administrators Column and FTE of Inexperienced/Out-of-Field column. 3 or Less Years Experienced AND Outside of Certification Area Flag: If{([Out of Field]="Y" And [Inexperienced]="Y","Y","N")}
Provisional or Temporary cert	State District School?	Provisional or Temporary Column = Y. <ul style="list-style-type: none"> • Total FTE and round to the nearest hundredth. • Determine percentage based on FTE of Number of Administrators Column and FTE of Provisional or Temporary Cert column.

Data Element	Reporting Level	Business Rule (number and rate reported)
Alternative Certification and CEU Educator Permit	State District School	Alternative Certification or CEO column = Y. Total FTE and round to the hundredth. <ul style="list-style-type: none"> Total FTE and round to the nearest hundredth. Determine percentage based on FTE of Number of Administrators Column and FTE of Alternative Certification or CEO column
Certified Administrators	State District School	Certified Flag Column = Y. Total FTE and round to the hundredth. <ul style="list-style-type: none"> Total FTE and round to the nearest hundredth. Determine percentage based on FTE of Number of Administrators Column and FTE of Certified Administrators Column.
Highest degree earned	State District School	Highest degree by type; Disaggregate by No Degree/Unknown, Associate, Bachelors, Masters, Doctorate, Specialist. Headcounts used for denominator; number of degrees by degree type is numerator. Reported by headcount to the hundredth.

Image of Administrators data:



Chapter Six: Long Term Goals

South Dakota Department of Education Accountability Goals

I. Long Term Goals

The department worked with its Technical Advisory Committee, Regional Education Lab partners, and experts from the Council of Chief State School Officers (CCSSO) to re-evaluate the state's long- and interim accountability goals to better align with the ultimate aspiration that all students leave the K-12 system college, career and life ready, and incorporating the following milestones:

- Students enter 4th grade proficient in reading.
- Students enter 9th grade proficient in mathematics.
- Native American students experience increased academic success, and the performance gap for this population will be closed.
- Students graduate high school ready for postsecondary and the workforce.

At the outset, the department has set a preliminary trajectory for where it wants the educational system to be in 13 years, when the fall cohort of kindergarteners is ready to leave the educational system. The long term goals will not be reset. However, every 13 years, the state will evaluate the goals holistically in assessing how well schools performed in meeting their trajectories.

II. Interim Goals

Inherent in the design is a system of continuous improvement for all students and all schools. Interim progress goals are set to both: ensure that all groups are expected to grow or maintain proficiency levels and set the expectation that those student groups and schools with the lowest levels of proficiency will grow more quickly as they work to close the performance gap.

Goals by Indicator

A. Long Term Goals – Student Performance

These goals are aspirational in nature and are directly aligned to the above goals such that in 2030-31, 100 percent of students will be proficient in English language arts and mathematics, detailed as:

- 100 percent of 3rd graders will demonstrate proficiency on the statewide summative English language arts assessment, regardless of subgroup membership.
- 100 percent of 8th graders will show proficiency on the statewide summative mathematics assessment, regardless of subgroup membership.
- There will no longer be a performance gap as measured by graduation or proficiency rates for our Native American student population.

B. Interim Goals – Student Performance

In this trajectory of milestone years and grades, 4th and 9th grades are slated as the five and ten -year markers in a student’s educational experience and serve as key markers in the state’s continuous improvement model. Interim targets are aligned to these grade expectations:

- In five years (2022-23), the proficiency expectation will be that all student groups, schools, and subgroups will demonstrate both mathematics and English language arts proficiency levels equal to the all students performance percentage as measured at the 50th percentile of public schools on the 2017 summative assessment.
- In ten years (2027-28), the proficiency expectation will be that the all students group, subgroups and schools will demonstrate both mathematics and English language arts proficiency levels equal to the all students performance percentage as measured at the 75th percentile of public schools on the 2017 summative assessment.
- Goals are set with the expectation that all student groups and subgroups will perform at these levels with the intent that in 2030-31, the aspirational goal is that All Students will demonstrate both English language arts and mathematics proficiency.

For schools performing above the 50th percentile and 75th percentile, respectively, interim goal targets will be set to meet the next milestone. A school’s trajectory will be reset at five and ten-years to align with annual targets each school will need to hit to meet the next milestone.

Goals are set to ensure that all groups are expected to grow or maintain proficiency levels and set the expectation that those student groups and schools with the lowest levels of proficiency will grow more quickly as they work to close the performance gap. The aspirational goal is such that there will be no performance gap, but that all groups of students will be performing at the same level.

C. Long Term Goals – On-Time Graduation

Baseline data were set with the 2016-17 cohort graduation rates. The long term goals are aligned to the state’s goals such that in 2030-31:

- 100 percent of students will graduate on time.
- There will no longer be a performance gap as measured by graduation or proficiency rates for South Dakota’s Native American student population.

D. Interim Goals – On-Time Graduation

Interim goals set for On-Time Graduation are five and ten years and serve as key markers in the state’s goal system. Interim targets are aligned to these expectations:

- In five years (2022-23), the expectation will be that the all students group, subgroups and schools will demonstrate graduation rates equal to the all students graduation rate as measured at the 50th percentile of public schools in 2017.
- In 10 years (2027-28), the expectation will be that the all students group, subgroups and schools will demonstrate graduation rates equal to the all students graduation rate as measured at the 75th percentile of public schools in 2017.
- Goals are set with the expectation that the all students group and subgroups will graduate in 2030-31, the aspirational goal is that all students will graduate on time.

For schools performing above the 50th percentile and 75th percentile, respectively, interim goal targets will be set to meet the next stepping stone. A school's trajectory will be reset at the five and ten -year marks to align with what yearly targets each school will need to hit to meet the next milestone.

E. Long-Term ELP Goals – English Learners Progress (state, district, school-level)

South Dakota's overall goals for English Learners progress will use baseline data beginning with the 2016-17 assessment results. The 2017-18 assessment results will be re-examined to ensure that targets remain appropriate.

The long term goals for ELP are 100 percent of students will be on track to exit ELP status on time by 2030-31. Inherent in the design is a system of continuous improvement for all students and all schools. Every 13 years, the state will evaluate the goals holistically in assessing how well schools performed in meeting their trajectories.

F. Interim ELP Goals

Similar to milestone years for Student Performance goals, 4th and 9th grades are interim targets in a student's educational experience and serve as key markers in the state's goal system. Interim targets are:

- In five years (2022-23), the expectation will be that all schools will demonstrate at least 50 percent progress towards meeting ELP proficiency expectations.
- In 10 years (2027-28), the expectation will be that all schools will demonstrate at least 75 percent progress towards meeting ELP proficiency expectations.
- Goals are set with the expectation that All Students will be on track to exit EL status on time by the 2030-31 school year.

For schools performing above 50 percent progress and 75 percent progress, respectively, towards meeting ELP proficiency expectations, interim goal targets will be set to meet the next stepping stone. A school's trajectory will be reset at the five and ten -year marks to align with yearly targets each school will need to hit to meet the next milestone.

Chapter Seven: School Support Identification, Classifications and Supports

School Support Identification

Schools are identified for one of the following four categories of support on an annual basis.

<p>General Support All schools not identified for extra support</p>
<p>Targeted Support and Improvement (TSI) Schools with subgroups that are performing in the bottom of each statewide subgroup across all indicators over three year</p>
<p>Additional Targeted Support and Improvement (ATSI) TSI Schools with subgroups that are underperforming on all indicators than the aggregate performance of Title I schools whose SPI score is at or below the bottom 5%</p>
<p>Comprehensive Support and Improvement (CSI) Title I school whose SPI score is at or below the bottom 5% OR High schools with On Time Graduation Rate below 67% OR Title I ATSI schools not meeting exit criteria within four years of identification</p>

Comprehensive Support and Improvement

In accordance with ESSA, the South Dakota Department of Education (the department) will identify the lowest-performing five percent of Title I schools as CSI based on the results of the School Performance Index¹ (SPI) indicators. Also, the department will examine the four-year cohort graduation rates of all public high schools in the state. Those public high schools that do not graduate at least one-third of their students will be identified as CSI. Additionally, any Title I school identified as ATSI that does not meet the exit criteria within a 4-year period will be designated as CSI. Schools that are identified as Comprehensive Support and Improvement will not be identified for Targeted Support and Improvement.

Targeted Support and Improvement

Comparing like subgroups will ensure the lowest performing subgroups throughout the state are being identified for support. Subgroups for schools identified as Comprehensive Support and Improvement will be removed prior to ranking the performance of each subgroup.

The department will start by looking at Full Academic Year (FAY) subgroup N size of the current tested year to determine if the subgroup meets the N size of 10 per SPI indicator. Then the DOE will look at subgroup performance in all eligible indicators over the most recent three years for all subgroups in the state, ranking the performance for each subgroup. Schools with one or more subgroup(s) in the bottom

¹ SPI indicators for elementary and middle schools are student performance, student progress, English Learners progress, and attendance; high school indicators are student performance, high school completion, on-time graduation, college and career readiness, English Learners progress (see Calculation Guide for more details)

will be designated a Targeted Support and Improvement School. Only subgroups performing below the state's average for each indicator will be identified for Targeted Support and Improvement.

Additional Targeted Support and Improvement

From the list of schools with consistently underperforming subgroups (TSI schools), any public school with a federally defined subgroup performing no better on all eligible indicators than the aggregate performance by schools designated for the bottom 5% of Title I schools in that academic year over a period of three years. Only those subgroups with 10 or more students in the current school year will be used to identify underperformance.

Exit Criteria for Comprehensive Support and Improvement

Schools identified as CSI will have a **period of four years** to improve their performance. Exit Criteria are:

- School is no longer in the **bottom 5% of overall SPI points; Graduation rate is above 67%**; and/or subgroup performance has improved.
- School performance on **all SPI indicators** over the period of designation demonstrate a positive overall trajectory.
- School **demonstrated improvement on the identified prioritized need(s)**, as agreed between the School Success Facilitator and the school based on the results of the comprehensive needs assessment conducted in the first year of designation.

Exit Criteria for Targeted Support and Improvement

Schools identified as TSI have a **period of two years** to improve the performance of underperforming identified subgroup(s). Exit Criteria are:

- School no longer meets the definition under which it was identified as TSI.

Exit Criteria for Additional Targeted Support and Improvement

Schools identified as ATSI have a **period of two years** to improve the performance of underperforming subgroup(s). Exit Criteria are:

- School no longer meets the definition under which it was identified as TSI.
- Subgroup SPI indicator that led to the initial designation demonstrates a positive overall trajectory.

Administrative Rules Reference for School Support Identification when EdStructure for school or district changes include the below rules.

Administrative Rule 24:55:08:01. Public school or district changing grade span or physical status. A public school or public school district that proposes to change its grade span or physical building capacity must submit a request to the department to explain the reasons for the proposed change. The

department shall review the request and either approve or deny. Regardless of changes made in student population, a school identified as a comprehensive support and improvement, or targeted support and improvement school is not eligible for a new accountability status while in the identified classification.

Administrative Rule 24:55:08:02. Students attending public school or district in first year of operation -- Included in accountability classification. Students attending a public school district in its first year of operation are included in the accountability classification at the public school level.

Administrative Rule 24:55:08:03. Accountability classification determination starts with first year of operation. Accountability classifications for new public schools are made by the department within their first year of operation.

Administrative Rule 24:55:08:04. Public school boundaries altered -- Prior academic progress goals and targets recalculated. If a public school district that has two or more attendance centers per grade span changes boundaries such that at least 50 percent of the student population of the attendance center, or students in the grade spans assessed in that attendance center, moved and have been replaced with students from another attendance center within the district:

1. The academic progress goals and targets of the affected public schools shall be recalculated using the methodology in § 24:55:05:03 and shall be applied for the remaining years of the current cycle; and

2. If one or more of the affected schools has been classified as a comprehensive support and improvement school, the classification shall be removed by the department, notwithstanding the provisions of § 24:55:04:06.

Administrative Rule 24:55:08:05. School district consolidation -- Prior academic progress goals and targets recalculated. If two or more public school districts consolidate under the provisions of SDCL chapter 13-6:

1. The academic progress goals and targets of the affected public schools shall be recalculated using the methodology in § 24:55:05:03 and shall be applied for the remaining years of the current cycle; and

2. If one or more of the affected schools has been classified as a comprehensive support and improvement school, the classification shall be removed by the department, notwithstanding the provisions of § 24:55:04:06.

Chapter Eight: Preparing the Data

Preparing the Data

Accountability and SPI determinations are required for all public districts and schools in South Dakota. The state’s Student Information Management System (SIMS) (Infinite Campus) is used to collect the data for public school districts as well as private and BIE districts within the state. It is therefore necessary to designate business rules for pulling only the public school student data out of Infinite Campus.

Within Infinite Campus are different sort codes for the districts and the schools. We use the sort codes along with the state funding codes (or enrollment status) that are found on the enrollment tab to help create business rules for including or excluding students.

In general, most students in public school districts will count at the state level, at their attending district, and at their attending school. However, there are some exceptions in which public school students being served at a non-public facility or program need to be counted at their resident district and at the state levels.

Enrollment Record Rules

The below rules are based on the May 1 enrollment record for the student.

Y = Yes

N = No

A = Attending District

R = Resident District

For students enrolled in public school districts (district type 10) as of May 1:

<p>Students enrolled >50% in Public School Districts</p> <ul style="list-style-type: none"> • Default to All Students counted at their Attending School, Attending District and State Level 	<p>includeInState = ‘Y’ includeInDistrict=‘A’ includeInSchool = ‘Y’</p>
<p><u>EXCEPTIONS:</u></p>	
<p>Student enrollments at the following schools within a public district are excluded completely:</p> <ul style="list-style-type: none"> • School number 88 (JDC’s - students will have another enrollment record at their resident districts where they will be counted. If the student does not have a subsequent enrollment, the student will count at the state only). **Exception – Parkston Our Home is coded with a school number of 88 but is NOT a JDC. • School number 99 (home-schooled students) • School numbers 61, 73, 98, 97 	<p>includeInState = ‘N’ includeInDistrict=‘N’ includeInSchool = ‘N’</p>

Exclude Foreign Exchange Students, Citizenship Status =2	includeInState = 'N' includeInDistrict='N' includeInSchool = 'N'
Exclude All Students in district ID 36001 <i>(this is a dummy district (Alpena) used for testing)</i>	includeInState = 'N' includeInDistrict='N' includeInSchool = 'N'
All Students in District 49005, School Number 64 should be included in the state numbers only (the State Penitentiary)	includeInState = 'Y' includeInDistrict='N' includeInSchool = 'N'
Exclude all Summer School Enrollments School numbers 69, 95, and 98	includeInState = 'N' includeInDistrict='N' includeInSchool = 'N'
<ul style="list-style-type: none"> Exclude All Students with Funding Code of B 	includeInState = 'N' includeInDistrict='N' includeInSchool = 'N'
Students with State Funding Code of E, J or S These students are included at the State Level only	includeInState = 'Y' includeInDistrict='N' includeInSchool = 'N'
<ul style="list-style-type: none"> When the funding code is P, exclude from the school level but count at State and Resident district 	includeInState = 'Y' includeInDistrict='R' includeInSchool = 'N'
When the funding code is P for Iowa students enrolling in SD public school; Resident District = 99087; Attending District = 61001, count students at school, district and state levels.	includeInState = 'Y' includeInDistrict='Y' includeInSchool = 'Y'
If Attending District is 49002 (Brandon Valley) and the funding code is T, exclude from the school level but count at State and Resident district (School for the Deaf students)	includeInState = 'Y' includeInDistrict='R' includeInSchool = 'N'
Students with State Funding Code of G: Whole Grade Sharing in District 26002 (Burke and South Central).	includeInState = 'Y' includeInDistrict='R' includeInSchool = 'Y'
If Resident District is out of state but the Attending district type is 10, count them at state, district, and school level	includeInState = 'Y' includeInDistrict='Y' includeInSchool = 'Y'

For students in Non-Public districts (district type 20):

Students with State Funding Code of E, J or S Include at the State Level only	includeInState = 'Y' includeInDistrict='N' includeInSchool = 'N'
--	--

Students whose funding code is <u>not</u> E, J, S, or P are excluded	includeInState = 'N' includeInDistrict='N' includeInSchool = 'N'
When the funding code is P, exclude from the school level but count at State and Resident district	includeInState = 'Y' includeInDistrict='R' includeInSchool = 'N'

For student in tribal districts (district type 30):

If attending District ID is 20302, Resident District is 20001 and State Funding Code is T, student will count at the Resident District (20001 Eagle Butte)	includeInState = 'Y' includeInDistrict='R' includeInSchool = 'Y'
All other students are excluded	includeInState = 'N' includeInDistrict='N' includeInSchool = 'N'

For student in Non-public tribal contract school districts (district type 93):

If attending District ID 54302 (Tiospa Zina is now a BIE funded school), District Type 93, students are excluded from all rosters	includeInState = 'N' includeInDistrict='N' includeInSchool='N'
---	--

For students in Cooperative/Multi-districts (district type 40), Special Population districts (district type 60), Community Support Providers (district type 70), and Alternative Programs (district type 90):

Students whose funding code is not E, J, P, or S are excluded completely	includeInState = 'N' includeInDistrict='N' includeInSchool = 'N'
Students whose funding code is E, J, or S are excluded from the district and school count but included at the State	includeInState = 'Y' includeInDistrict='N' includeInSchool = 'N'
When the funding code is P, then exclude from the school level but count at State and Resident district	includeInState = 'Y' includeInDistrict='R' includeInSchool = 'N'

For students in State Special Schools (district type 80) e.g. School for the Blind:

Students whose funding code is not E, J, S, or W are excluded completely	includeInState = 'N' includeInDistrict='N' includeInSchool = 'N'
Students whose funding code is E, J or S are excluded from the district and school count but included at the State	includeInState = 'Y' includeInDistrict='N' includeInSchool = 'N'

Students who are attending SD School for the Blind and whose funding code is "W" are included at the State level and at their Resident district, not at the school level	includeInState = 'Y' includeInDistrict='R' includeInSchool = 'N'
--	--

For out of state students:

If the attending district ID starts with 99 (e.g. '99xxx') then the student is excluded completely	includeInState = 'N' includeInDistrict='N' includeInSchool = 'N'
--	--

For out of state students in Cooperative/Multi-districts (district type 40):

When the funding code is P, then exclude from the school level but count at State and Resident district (Iowa out of state students)	includeInState = 'Y' includeInDistrict='R' includeInSchool = 'N'
--	--

NOTE: Once appeals are completed, the department will work with vendor to handle coding exceptions

Data Management

Assessment Procedures

- In December/January/February of each school year the Data Management (DM) office prepares pre-id files for ACCESS 2.0 -ACCESS 2.0 ALT (English Learners assessments), SD-SCI, SD-SCI Alt (science assessments), and South Dakota Alternate Assessments based on the specifications and file layouts received from the Division of Assessments (DA) via Data Request forms. For the South Dakota Assessments, pre-id files are created through nightly extract process that was developed. The extracts come from SD-STARS and are passed to the South Dakota Assessments vendor.
- After the test administration period has ended, each vendor provides the Assessment Office a "results file." The Assessment Office reviews and saves each file to a predetermined Assessment folder on the N Drive where DM reviews and cleans the file before placing a final file to the same folder for DA approval. Once approved, the DA informs SD-STARS Team that the results files are ready for loading. This is considered the final data.
- All results files are loaded into SD-STARS.
- Once eMetric has finalized their data, DM prepares an additional results file for each assessment for BIE, and places it on the BIE SFTP site.
- DM begins the process of loading the student scores to Infinite Campus-State Edition (ICSE), then pushing them down to each student's record in Infinite Campus – District Edition (ICDE).

Preparing Test Results for Infinite Campus

- Prior to the opening of the test windows, DM staff create the Test Setups within ICSE. These test structures are used to upload the test results to IC. There are individual Test Setups for each of the student assessments given each year.
- DM receives and saves Data Request Forms including file specification documents from the DA who receive final assessment results files from various vendors based on the assessment type.

- DM opens and saves each file to a working EXCEL database and cleans each file based on the file specs, to include but not limited to identifying any duplicate records which go to the DA for adjudication, confirmation of filled and accurate data elements, i.e. gender, race, and another program match.
- Once approved, DM loads the test results for each given assessment to the ICSE and then pushes down the test results to each student's record on the District Edition of Infinite Campus.

Misidentified EL Students Procedures

Data Management works with Title III staff to examine English Learners student records as needed to see if there are students who are misidentified as EL. These procedures are:

- DM works with Title III director to validate EL student roster and identify students who were misidentified by districts (ongoing throughout the school year)
- Per Title III staff, DM will correct the information in the student record in Infinite Campus
- For Accountability purposes, Title III/DM will provide a list of misidentified students to Accountability to use for validation of report card data (rosters)
- Accountability provides a list of misidentified students in the Overrides file for the vendor to make changes in the data results files used for reporting data in the report card.

Chapter Nine: Timeline and Appeals Process

Setting the Report Card Timeline

The new Every Student Succeeds Act Law requires states to report more than 2000 data points in Accountability Report Cards. The Accountability Report Card requires cooperation from multiple vendors, multiple Department teams, districts, and schools to be successful. The first step of establishing cooperation is to set a timeline that has key dates and tasks. This timeline is a high-level document that is disseminated to all parties involved with the Accountability Report Card and throughout the Department. See an example of an annual Accountability Report Card timeline on page 108.

Things to Consider

Key considerations for creating the annual report card timeline are listed below.

1. Timeline for Data Loads

- Perkins data is due May 31st. Then the Perkins Team works with districts to clean up any data and address any concerns. Typically, it takes an additional 3-weeks.
- Per SD Administrative Rule 24:17:03:02: School districts are required to have their year-end data finalized no later than the 2nd Friday in June of each year (June 14, 2019). Then Data Management and the PRF Teams review the data and work with districts to resolve any outstanding items. Typically, it takes an additional 2-week to verify and validate the data in Infinite Campus and PRF are correct.
- Assessment files come from various vendors. Typically, this isn't until late-June, early-July. Sometimes the assessment files have errors like wrong scores or missing students. Therefore, the timeline should consider a deadline for loading corrected assessment data **OR** the Department must decide that the first file is the final file.
- Growth calculations cannot be done until after the assessment files are loaded into SD-STARS. This is because an extract of the SD-STARS assessment data is used to produce the growth calculations.

2. Beginning of the School Year

Districts are very busy in mid-August through the end of September. In addition to the workings of a school to start a new school year with new staff, new students, and new systems, schools also are required to report key data to the Department needed for State Aid and to comply with state statutes.

One key district stakeholder is the STARS Account Manager (SAM). These people are responsible for assigning the accountability permissions to their districts' users. Many of the SAMs are school or district secretaries that are off during the summer and don't return until August. If the report card is released during the summer or before the SAMs come back to the district, it can cause problems for districts users who need to review the data.

The beginning of a new academic year is also busy for key teams at the Department.

- Data Management monitors, supports, and validates that the data for the new school year is correctly entered. They also offer beginning-of-the-year trainings to districts.
- SD-STARS Team rolls over the SD-STARS system to the new school year on August 1st. This takes a few weeks to confirm and validate.

3. *Work Schedules*

When considering the timeline, consider district staff and department staff work schedules. A few things to note:

- Department and district staff typically do not work on weekends.
- Many district staff do not work during June-August. These staff only have 9-month contracts. They include principals, school secretaries, counselors, and more.
- Friday releases cause issues with how to handle user tickets/issues (ex: locked out, forgotten passwords) over the weekend. Consider non-Friday releases if possible.

There are conferences that occur during the typical report card release schedule that affect the availability of the Department and key district/school personnel. These dates should be considered.

- CTE Conference – Typically the last Monday-Tuesday of July. Attendees include teachers as well as school and district administrators.
- ASBSD/SASD – Typically the first or second Thursday-Friday of August. Attendees include school and district administrators and school boards.
- Labor Day – The first Monday in September.

Data Accuracy and Sign Off with Districts

The department sends out the annual End of Year Signoff form with instructions to districts in early May as a requirement for districts to finalize their schools' data in several database systems (Infinite Campus, PRF and Perkins). These database systems close on the second Friday of June each year. The department uses these database systems as the data source for state and federal reports (report cards, EdFacts, Title programs, etc.).

End of Year Checklist and Memo for Districts

In preparation for the end of the year, the department sends to districts three documents

- i. Memo
- ii. Checklist
- iii. Directions for assigning the Accountability Permissions in SD-STARS

End of Year Updates Relevant to the Department Offices and Program Teams

- Data Management Team –information relevant to Infinite Campus, EdStructure, and Safe Drug and Gun Free
- Title Program Managers
- PRF Manager - Certification Office
- CTE Team - Perkins data manager
- SD-STARS Team (provide updated information on how to assign the accountability permissions)

Process and Timeline

- December – Report Card Team creates draft ARC timeline with Vendor input
- Early February – Management Team reviews draft timeline and gives feedback
- Mid-February - Department leadership reviews and approves timeline
- March 15 – Department staff provide any changes needed for the year-end signoff document
- January 15 - Accountability finalizes timeline
- Early May – Communications office sends memo and year-end signoff checklist to districts.
- 2nd Friday in June – Districts send signed completed year-end signoff checklist to Data Management Office.
- June 30 – Department Offices finalize review of the data and communicate issues to districts.

Formal Appeals

The department follows state administrative rules to establish timelines for district to review, validate and as needed, to appeal student level data in the report card (Administrative Rule 24:55:09:01).

Private Report Card Release to Districts and Appeals Process

The department determines and releases the preliminary Accountability/SPI determinations for all districts and schools (see timeline table above). Within 10 business days of the initial public release of the report card, the district/school reviews its data and may challenge student level data based on documentation that a student’s data should or should not be counted in the accountability indicator calculation/s that determines SPI points. The Accountability office provides a set of concise instructions for districts and schools to appeal indicator data and responds directly to report card and appeals questions by phone or through email- DOE.Accountability@state.sd.us.

Within 30 calendar days of the receipt of the appeal, the department is tasked with reviewing all appeals and making final Accountability/SPI determinations. Accountability Office works with vendor to make the final changes to the Accountability Report Cards and validate SPI points for each school.

Releasing the Accountability Report Card

The Accountability office coordinates the release of the Accountability Report Card to the public with the department's Communications office and BIT. When possible, we try to ensure that districts have time to share annual report cards with their school boards a few days prior to the public release.

Communication Process

The department will establish a communication plan that outlines when these determinations will be released so that both districts and the department can make internal personnel work schedule arrangements and districts can determine their own communication strategies. Tentative release dates will be announced prior to the end of the school year.

2019-20 ARC Timeline – Revised 05/06/2020

- April 30, 2020:** SDDOE Receives Access/Access Alt Data (Yutzil will provide to Randy)
- May 15, 2020:** Accountability provides messaging for 2020 ARC (Covid-19 message on School Finder)
- May 30, 2020:** Integration with Blender complete (STARS team/Blender upgrade)
- May 30, 2020:** Accountability provides messages/remove report card page from 2020 ARC (public only)
- June 12, 2020:** Access 2.0 and Access Alt loaded in STARS
- June 12, 2020:** IC/PRF closes for 2019-2020
- June 15, 2020:** GED file 1 due from DOL/Data Management
- June 15, 2020:** Development ends of all enhancement's for visualizations
- June 19, 2020:** All District Sign Offs done (ICSE) - (via email by School District to DOE.Accountability)
- June 15-July 15, 2020:** Creation/validation Adjusted Cohorts (OtisEd/cleanup; DOE/validate/edit)
- June 22, 2020:** Medical Exemptions for Access and WAPT overrides provided to OtisEd
- July 10-July 12, 2020:** AYP Roster loaded, Grad/Completer Roster Loaded, EL Roster loaded
- July 15, 2020:** GED File #2 due (June test takers)
- July 15, 2020:** Accountability Staffing (Admin/Teacher Rosters) data provided to OtisEd by Jantina
- July 20-24, 2020:** Megan and Sara testing week
- July 29, 2020:** All ARC SNAP tables processed
- July 29-31, 2020:** STARS Rollover for the 2020-2021 School Year
- July 31, 2020:** Prelim School Support Calculated/Equity Tables produced
- August 3, 2020:** Private Report Card loaded with 2019-2020 data loaded in UAT
- August 10-August 13, 2020:** DOE/OES Virtual Large Group Data Reviews/testing private ARC
- August 19 - September 1, 2020:** Appeal Window (5PM CT)
- October 1, 2020:** SDDOE finalizes all Appeals decisions
- October 1, 2020:** SDSchools.SD.GOV displays Maintenance Message (Report Cards will be Offline)
- October 2, 2020:** All appeals processed/loaded in the Private Report Card (Public/Prod tests)
- October 3-5, 2020:** SDDOE Finalizes testing of the Public Report Cards
- October 7, 2020:** Public Report Card Release
- October 15, 2020:** Work and planning begins for the 2020-21 report cards
- October 30, 2020:** Tables for EdFacts that are sourced from Accountability will be prepared and loaded (No reporting required for 2021)

February 2021: 2019-2020 Report Cards loaded into the STARS training environment (using 2018-2019 redacted data)

Additional Accountability Reports

Data Download Reports completed	October
Preliminary Data Report (Becky Nelson request preliminary Accountability data)	September
Legislative Data Report (Mary Stadick Smith request finalized Accountability data)	November
EdFacts CSPR 1 Reporting Deadlines (2020 waiver)	October-November
EdFacts CSPR 2 Reporting Deadlines (2020 waiver)	January-February
EdFacts CSPR revalidate and respond to USED questions (2020 waiver)	March-April

Appendix A: Accountability Rounding Rules

Attendance

A student met the 90% if the student's attendance percentage can be rounded to the nearest one hundredth decimal to equal 90%.

- 90% equals 89.99999%
 89.51000%
 89.50000%
- 90% does NOT equal 89.49999%

Determining SPI Points:

Numerator = Count of FAY students who attended at least 90% of his or her enrolled days

Denominator = Count of all FAY students who were enrolled for at least 15 consecutive school days

- Example:
 - $56/57 = 0.982456$ or Rounded to **98.25%**

Multiple the Attendance Rate by the points allocated to the indicator. This will arrive at the **Total Attendance SPI Points**. The SPI Points are rounded to the hundredth decimal place.

- Example:
 - $0.9825 * 10 = 9.825$ or **9.80 Total Attendance SPI Points**

Student Performance

Determining SPI Points:

Step #1: Calculate the Total FAY Multi-Year (3 Years) Student Population

- Example:
 - 65 FAY Students Tested in 2015-2016 + 75 FAY Students Tested in 2016-2017 + 60 FAY Students Tested in 2017-2018 = **200 Students in Denominator**

Step #2: Take the number of Students that are non-participants, Level 1, Level 2, Level, and Level 4 and divide each of those numerators by the Total Student Population Denominator. This gets you the Percent of Total. The Percentages are rounded to the hundredth decimal place.

- Example:
 - 2 out of 200 Students are Nonparticipants = **1.00%** of Total
 - 27 out of 200 Students Achieved Level 1 = **13.50%** of Total
 - 50 out of 200 Students Achieved Level 2 = **25.00%** of Total
 - 100 out of 200 Students Achieved Level 3 = **50.00%** of Total
 - 21 out of 200 Students Achieved Level 4 = **10.50%** of Total

Step #3: Multiple the Percent of Totals by their weight. The Percentages are rounded to the hundredth decimal place.

- Example:
 - $0.01 * 0.00 = \mathbf{0.00\%}$ of Points Earned
 - $0.1350 * 0.25 = \mathbf{3.38\%}$ of Points Earned
 - $0.2500 * 0.50 = \mathbf{12.50\%}$ of Points Earned
 - $0.5000 * 1.00 = \mathbf{50.00\%}$ of Points Earned
 - $0.1050 * 1.25 = \mathbf{13.13\%}$ of Points Earned

Step #4: Add the percentages from Step #3 together and multiple by the points available for that subject area. The Subject Area Points are rounded to the hundredth decimal place.

- Example:
 - $0.00\% + 3.38\% + 12.50\% + 50.00\% + 13.13\% = \mathbf{79.01\%}$
 - $79.01\% * 20 = \mathbf{15.80 Points}$

Step #5: Add the Total Points from both Subject Areas to arrive at the Student Performance SPI Points. The SPI Points are rounded to the hundredth decimal place. If the SPI Points are over the maximum points allocated to the indicator, then they are defaulted to the maximum.

- Example:
 - $15.80 + 17.60 = \mathbf{33.40 Student Performance SPI Points}$

	Nonparticipants to get up to 95%	Level 1	Level 2	Level 3	Level 4	Total	Total Points Earned (% x 20 points possible by subject area)
N-size	2	27	50	100	21	200	
Percent of total	1.00%	13.50%	25.00%	50.00%	10.50%	100%	
Point value	0.00	0.25	0.50	1.00	1.25		
% of points earned	0.00%	3.38%	12.50%	50.00%	13.13%	79.01	15.80

	% of Points Earned	Points Earned	Total Points for Student Performance
Mathematics	79.00%	15.80	33.40
ELA	88.00%	17.60	

Student Progress

Determining SPI Points:

Numerator: Number of FAY students with a previous year's assessment score who also earned a designation of Keeping Up, Catching Up, or Very High Growth

Denominator: Number of FAY Students with a previous year's assessment score

Step #1: Add the number of students who are Keeping Up, Catching Up or Very High Growth in English Language Arts divided by the Number of FAY Students for English Language Arts with a previous year's assessment score. This percent is rounded to the hundredth decimal place.

- Example:
 - 150 Total Number of FAY Students with a previous year's assessment score
 - 50 Students are Keeping Up, 60 Students are Catching Up and 7 Students are Very High Growth = 117 Students have Met Growth for English Language Arts
 - $117 / 150 = \mathbf{78.00\% \text{ Met Growth}}$ for English Language Arts

Step #2: Add the number of students who are Keeping Up, Catching Up or Very High Growth in Mathematics divided by the Number of FAY Students for Mathematics with a previous year's assessment score. This percent is rounded to the hundredth decimal place.

- Example:
 - 150 Total Number of FAY Students with a previous year's assessment score
 - 40 Students are Keeping Up, 50 Students are Catching Up and 3 Students are Very High Growth = 93 Students have Met Growth for Mathematics
 - $93 / 150 = \mathbf{61.33\% \text{ Met Growth}}$ for Mathematics

Step #3: Determining Lowest Quartile – Take the Number of FAY Students with a previous year's assessment score English Language Arts and Mathematics and multiple it by 0.25. This will be the number of students in the Lowest Quartile for English Language Arts and Mathematics respectively.

- Example: If the number is a decimal with .5000 or above, round up to the next whole number. If the number is a decimal with .49999 or below, round down to the nearest whole number.
 - If the calculation yields 78.501, the school's lowest quartile would be comprised of 79 students.
 - If the calculation yields 23.49, the school's lowest quartile would be comprised of 23 students.

Step #4: Add the number of students who are Keeping Up, Catching Up or Very High Growth in English Language Arts Lowest Quartile divided by the Number of FAY Students Lowest Quartile for English

Language Arts with a previous year’s assessment score. This percent is rounded to the hundredth decimal place.

- Example:
 - 38 Total Number of FAY Students Lowest Quartile with a previous year’s assessment score
 - 10 Students are Keeping Up, 15 Students are Catching Up and 3 Students are Very High Growth = 28 Students who have Met Growth for Lowest Quartile English Language Arts
 - $28 / 38 = 73.68\%$ **Met Growth** for Lowest Quartile English Language Arts

Step #5: Add the number of students who are Keeping Up, Catching Up or Very High Growth in Mathematics Lowest Quartile divided by the Number of FAY Students Lowest Quartile for Mathematics with a previous year’s assessment score. This percent is rounded to the hundredth decimal place.

- Example:
 - 38 Total Number of FAY Students Lowest Quartile with a previous year’s assessment score
 - 5 Students are Keeping Up, 15 Students are Catching Up and 2 Students are Very High Growth = 22 Students who have Met Growth for Lowest Quartile Mathematics
 - $22 / 38 = 57.89\%$ **Met Growth** for Lowest Quartile Mathematics

Step #6: Take all the Percentage Met Growth for all 4 sub-indicators above and multiple them by the allocated points to that subsection to get the SPI Points for that subsection. Then, you add all those subsection points together to equal the **Total Student Progress SPI Points**. The SPI Points are rounded to the hundredth decimal place.

- Example:
 - $78.00\% \times 10 \text{ points} = 7.80 \text{ Points}$ (rounded to the hundredth decimal place)
 - $61.33\% \times 10 \text{ points} = 6.13 \text{ Points}$ (rounded to the hundredth decimal place)
 - $73.68\% \times 10 \text{ points} = 7.68 \text{ Points}$ (rounded to the hundredth decimal place)
 - $57.89\% \times 10 \text{ points} = 5.79 \text{ Points}$ (rounded to the hundredth decimal place)
 - $7.80 + 6.13 + 7.68 + 5.79 = 27.40$ **Total Student Progress SPI Points**

Student Groups	ELA		Mathematics		Total SPI Points
	% Meeting Standard	SPI Points	% Meeting Standard	SPI Points	
All Students	78.00%	7.80	61.33%	6.13	27.40
Lowest Quartile	73.68%	7.68	57.89%	5.79	

English Learners Progress

Rounding Rule for Growth Goals: Growth Goals are **rounded down** after the Linear Growth Trajectory has been calculated.

- Example:
 - A Student achieves a **2.2 Composite First ACCESS 2.0 Score**. A Composite Score of 5.0 is required to exit the English Learners Program
 - $(5.0 - 2.2) / 5 = 0.56$ **Linear Growth Trajectory**
 - $2.2 + 0.56 = 2.76$ or **2.7 Year 1 Goal**
 - $2.76 + 0.56 = 3.32$ or **3.3 Year 2 Goal**
 - Etc....

Determining SPI Points:

Step #1: Determine the number of students that are in each category and divide by the total number of English Learners Students accountable by the indicator. This percent is rounded to the hundredth decimal place.

Step #2: Multiply the Percent of Total ELs in the category by the Point Value by that category. This percent is rounded to the hundredth decimal place.

Step #3: Add together the Percent of Points Earned for each category.

Step #4: Multiply the Total Percent of Points Earned by the total number of points allocated by the indicator. This will arrive at the **Total English Learners Progress SPI Points**. The SPI Points are rounded to the hundredth decimal place. If the SPI Points are over the maximum points allocated to the indicator, then they are defaulted to the maximum.

	Newly-identified EL, not tested	Returning EL, not tested	Returning EL, tested, no growth	Returning EL, growing but not meeting goals	Newly-identified EL exiting	Returning EL, tested, meeting growth goals	Returning EL, tested, early exit	Totals	Total Points Earned (lesser of 10.0 or sum of all points)
N-size	10	10	20	20	10	20	10	100	
Percent of total EL	10.00%	10.00%	20.00%	20.00%	10.00%	20.00%	10.00%	100%	
Point value	0		0.25	0.5	1.00		1.25		
% of Points Earned	0		5.00%	10.00%	30.00%		12.50%	57.5%	5.75

College and Career Readiness

Determining SPI Points:

Step #1 – Determine the unduplicated number of students who are proficient in English Language Arts and Mathematics with any combination of South Dakota Assessments, ACT or Accuplacer scores **AND** the students that have achieved a Silver Certificate or Higher on NCRC. These are the students that are Assessment Ready.

Step #2 – Determine the unduplicated number of students who achieved CTE Concentrator Status, Completed Dual Credit with a C or better and Completed an Advanced Placement Exam with a score of 3 or higher. These are the students that are Coursework Ready.

Step #3 – Add the number of students who are **NEITHER** Assessment and Coursework Ready divided by the Number of Students in the previous year's High School Completion Roster (rounded to the hundredth decimal place). Then, multiple that percentage by 0.00 Points. This is the percent of points earned for students with **No Indicators Met**.

- Example:
 - 200 Total Students from the previous year's High School Completion Roster
 - 20 Students have **No Indicators Met**
 - $20 / 200 = 10.00\%$
 - $0.1000 * 0.00 = 0.00\%$ of Points Earned

Step #4 – Add the number of students who are **ONLY** Assessment Ready and **ONLY** Coursework Ready divided by the Number of Students in the previous year's High School Completion Roster (rounded to the hundredth decimal place). Then, multiple that percentage by 0.50 Points. This is the percent of points earned for students with **One Indicator Met**.

- Example:
 - 200 Total Students from the previous year's High School Completion Roster
 - 60 Students have **One Indicator Met**
 - $60 / 200 = 30.00\%$
 - $0.3000 * 0.50 = 15.00\%$ of Points Earned

Step #5 – Add the number of students who are **BOTH** Assessment Ready and Coursework Ready divided by the Number of Students in the previous year's High School Completion Roster (rounded to the hundredth decimal place). Then, multiple that percentage by 1.00 Points. This is the percent of points earned for students with **Both Indicators Met**.

- Example:
 - 200 Total Students from the previous year's High School Completion Roster
 - 120 Students have **Both Indicator Met**

- $120 / 200 = 60.00\%$
- $0.6000 * 1.00 = 60.00\%$ of Points Earned

Step #6 – Add up the percentage of points earned in the steps above and multiple that by the points allocated to this indicator. This will arrive at the **Total College and Career Readiness SPI Points**. The SPI Points are rounded to the hundredth decimal place.

- Example:
 - $0.00 + 15.00 + 60.00 = 75.00\%$
 - $0.7500 * 25 = 18.75$ **Total College and Career Readiness SPI Points**

	No Indicators Met	One Indicator Met	Both Indicators Met	Totals	Total Points Earned
N-size	20	60	120	200	
% of All Students	10.00%	30.00%	60.00%	100%	
Point value	0.00	0.50	1.00		
% of Points Earned	0.00	15.00%	60.00%	75.00%	

On-Time Graduation

Determining SPI Points:

Step #1: Determine the number of Students that are in the adjusted cohort and who graduated on time with a High School Diploma. Take the students that graduated on time divided by the students in the adjusted cohort. This percentage is rounded to the hundredth decimal place.

- Example:
 - Original Cohort – Transfer Out – Removed from Cohort = Adjusted Cohort
 - $70 - 3 - 2 = 65$
 - 62 Students Graduated on time
 - $62 / 65 = 95.38\%$

Step #2: Multiple the Graduation Rate by the points allocated to the indicator. This will arrive at the **Total On-Time Graduation SPI Points**. The SPI Points are rounded to the hundredth decimal place.

- Example:
 - $0.9538 * 12.50 = 11.92$ **Total On-Time Graduation SPI Points**

High School Completion

Step #1: Determine the number of Students that are in the High School Completer Roster and whop completed High School with a High School Diploma or GED. Take the students that Completed High

School divided by the students in the High School Completer Roster. This percentage is rounded to the hundredth decimal place.

- Example:
 - 80 Students in the High School Completer Roster
 - 70 Students Completed High School
 - $70 / 80 = \mathbf{87.50\%}$

Step #2: Multiple the High School Completion Rate by the points allocated to the indicator. This will arrive at the **Total High School Completion SPI Points**. The SPI Points are rounded to the hundredth decimal place.

- Example:
 - $0.8750 * 12.50 = \mathbf{10.94 \text{ Total High School Completion SPI Points}}$

Participation Rate

The number of students tested divided by the number of students eligible to be tested equals the Participation Rate. This percentage is rounded to the hundredth decimal place.

- $194 / 200 = \mathbf{97.00\% \text{ Participation Rate}}$