



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

2021-22 School Year

Contents

- Chapter 1: Accountability System Overview..... 7
 - Introduction to South Dakota Department of Education (the department) Accountability System 8
 - School Performance Index..... 8
 - Elementary and Middle School SPI Points Distribution 8
 - High School SPI Points Distribution 9
 - State Assessments 9
 - Information 9
 - Subject Assessment Scores 9
 - English Language Proficiency Assessment 9
 - Collecting, Processing, Loading Schedule..... 10
 - Confidentiality: Protection of Student Information on Public Reports 10
 - N-Size of 10 Rule 10
 - Less than 7% suppression..... 11
 - Public Report Card Indicator Data Details for Suppression 11
 - Examples of Indicator Data Where Suppression Rules Were Applied 11
 - Date References 14
 - Full Academic Year (FAY) 14
 - End of Academic Year Process..... 15
 - Subgroup Membership 15
 - Federally Recognized Student Groups 15
 - English Learners Subgroups 17
 - Special Education Subgroups 17
 - Rules for Accountability SPI Indicators..... 18
 - Rules for Dually Enrolled Students..... 18
 - Rules for Transfer Students..... 19
 - Participation Rate 19
 - Testing Rules 19
 - Calculating the Participation Rate..... 20
 - Percent Not Tested..... 21

Participation Rules for First Year in Country Students (FYIC).....	21
WIDA Screener Review for FYIC Students	22
Procedures for Review and Validation for First in Country (FYIC) Students	23
Medical Exemptions	23
All-Assessed Proficiency Report	25
Small Schools Audit	26
Report Card Details	26
School/District EdStructures Considerations.....	27
New Schools	27
District Consolidation	27
Feeder/Receiver Schools.....	27
Redistribution of SPI Points	33
Chapter Two: The Elementary and Middle School Accountability System.....	36
Indicator #1: Student Performance	37
Proficiency Rate Rules	37
Earning SPI Points (Three-year calculation)	38
SPI and Invalidated Test Scores.....	41
Indicator #2: Student Progress	41
All-Student Progress Calculation.....	42
Lowest Quartile Progress Calculation	42
Earning SPI Points.....	43
Processing, Loading Schedule	44
Indicator #3: English Learners Progress.....	44
Creating Targets – Linear Progress Trajectory	44
Earning SPI Points.....	47
SPI Points Awarded	48
N-Size of 10 Rule for English Learners Progress Indicator	49
English Learners Progress Indicator SPI Points	50
Report Card ELP Indicator Details	55
Collecting, Processing and Loading Schedule.....	56
EL Student Roster Review	56
Teacher of English as Second Language Data	57

Indicator #4: School Quality-Attendance	58
Rule for Partially Enrolled Students	58
Rules for Out-of-District SPED Placement.....	58
Calculation for FAY Attendance	59
Earning SPI Points.....	59
Chronic Absenteeism	59
Report Card Examples	59
Collection, processing, load data files for Attendance.....	60
Chapter Three: The High School Accountability System.....	61
High School Accountability System Indicators	62
Indicator #1: Student Performance.....	62
Who needs to test?	62
Indicator #2: On-Time Graduation Rate (4-yr adjusted cohort).....	63
Rules for On-Time Graduation Rate	64
Infinite Campus End Status/Exit Codes Considered in the On-Time Graduation Measure	66
Indicator #3: High School Completion	68
Dropout Definition	68
Infinite Campus End Status/Exit Codes Considered in Completion Calculation	69
GED Rules	70
High School Completer Rate Calculation Procedures	71
Indicator #4: College and Career Readiness.....	72
CCR Rules.....	73
Earning SPI Points.....	74
Indicator #5: English Learners Progress.....	79
Chapter Four: Additional Reported Data (Enrollment Demographics, Office of Civil Rights Data Elements and Postsecondary Education Data).....	80
Enrollment Demographics.....	81
Postsecondary Enrollment Rates.....	87
Data Element I: Rates of graduates enrolling in higher education	87
Data Element II: Top Four Higher Education Institutions Attended by Graduates.....	88
Data Element III: Average ACT Scores Comparison.....	88
Chapter Five: Educator Qualifications	90

Educator Qualifications 91

Chapter Six: School Safety 111

 School Safety 112

 Data Preparation 112

Chapter Seven: Long Term Goals 113

 South Dakota Department of Education Accountability Goals 114

 Goals by Indicator 114

Chapter Eight: School Support Identification, Classifications and Supports 119

 School Support Identification 120

 Comprehensive Support and Improvement 120

 Targeted Support and Improvement 120

 Additional Targeted Support and Improvement 121

 Exit Criteria for Comprehensive Support and Improvement 121

 Exit Criteria for Targeted Support and Improvement 121

 Exit Criteria for Additional Targeted Support and Improvement 121

 Administrative Rules Reference for School Support Identification when EdStructure for school or district changes include the below rules 121

Chapter Nine: Preparing the Data 123

 Preparing the Data 124

 Enrollment Record Rules 124

 Data Management 128

 Assessment Procedures 128

 Preparing Test Results for Infinite Campus 128

 Misidentified EL Students Procedures 128

Chapter Ten: Timeline and Appeals Process 129

 Setting the Report Card Timeline 130

Things to Consider 130

End of Year Checklist and Memo for Districts 131

 Formal Appeals 133

Appendix A: Accountability Rounding Rules 137

Appendix B: School and Educator Equity 146

 Information and Descriptions used in the Report 147

Title I Designation..... 147

Poverty Status 147

Minority Status..... 147

Organization of the Report..... 147

 Method for Determining Poverty Status Level 148

 Method for Determining Minority Status Level..... 148

Calculation Details 149

 Disproportionate Rates of Access to Qualified Teachers Report Details 149

Features of the Report 149

 Report Feature Images..... 150

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 AssessmentsInformation

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 24 - Feb 25	WIDA	May 24	May24 – June 8	June 13	Current
English Language Proficiency- Alt	Jan 24 – Feb 25	WIDA	May 24	May24 – June 8	June 13	Current
SD-ELA	Mar 2 – May 6	Cambium	June 17	June 24-27	July 1	Current
SD-MATH	Mar 2 – May 6	Cambium	June 17	June 24-27	July 1	Current
SD-ELA Alt	Mar 14 – Apr 29	MSAA	June 17	June 24-27	July 1	Current
SD-MATH Alt	Mar 14 – Apr 29	MSAA	June 17	June 24-27	July 1	Current
SD-SCI	Mar 2 – May 6	Cambium	Sept 16	Sept 23-27	Oct 1	Current
SD-SCI Alt	Mar 2 – May 6	Cambium	Sept 16	Sept 23-27	Oct 1	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 fewer 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 of 10 or more 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 districts 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 do not apply in 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. As of 2020-21, there is no longer a waiver option for special schools. See the [Small School section](#) for more information.

Less than 7% suppression

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.

Accountability uses an asterisk (*) to denote suppression when the rate is less than 7% (range is 0% to 7%). Also, when the indicator performance level data are suppressed for any rate that are below 7% that suppression is applied to other data elements on the same indicator page and as well in the interactive analysis dashboards. This rule is applied inverse to the above situation with rates of Chronic Absenteeism at the extreme range of above 93% (range is 93% to 100%). Images below provide examples of data where suppression was applied.

Public Report Card Indicator Data Details for Suppression

N-size and less than 7% suppression rules are applied to the data reported for the following indicators and other reporting information:

- Student Performance
- Student Progress
- English Learners Progress
- School Environment-Attendance
- College and Career Readiness
- On-Time Graduation
- High School Completion
- Long Term Goals

Examples of Indicator Data Where Suppression Rules Were Applied

When the N-size of the All Student subgroup is zero, a message is shown on the page instead of data. See example in the image below.

Image of a school with no English learners.

OVERALL SCORE | STUDENT PERFORMANCE | COLLEGE AND CAREER READINESS | HIGH SCHOOL COMPLETION | **ENGLISH LEARNERS PROGRESS** | EDUCATOR QUALIFICATIONS | SCHOOL SAFETY

ENGLISH LEARNERS HAVE THEY MET EXPECTATIONS? scores and those who have exited the program. District data are being shown when schools have less than 10 English Learner students.

There were not any English Learners at this School during the 2021-2022 school year.

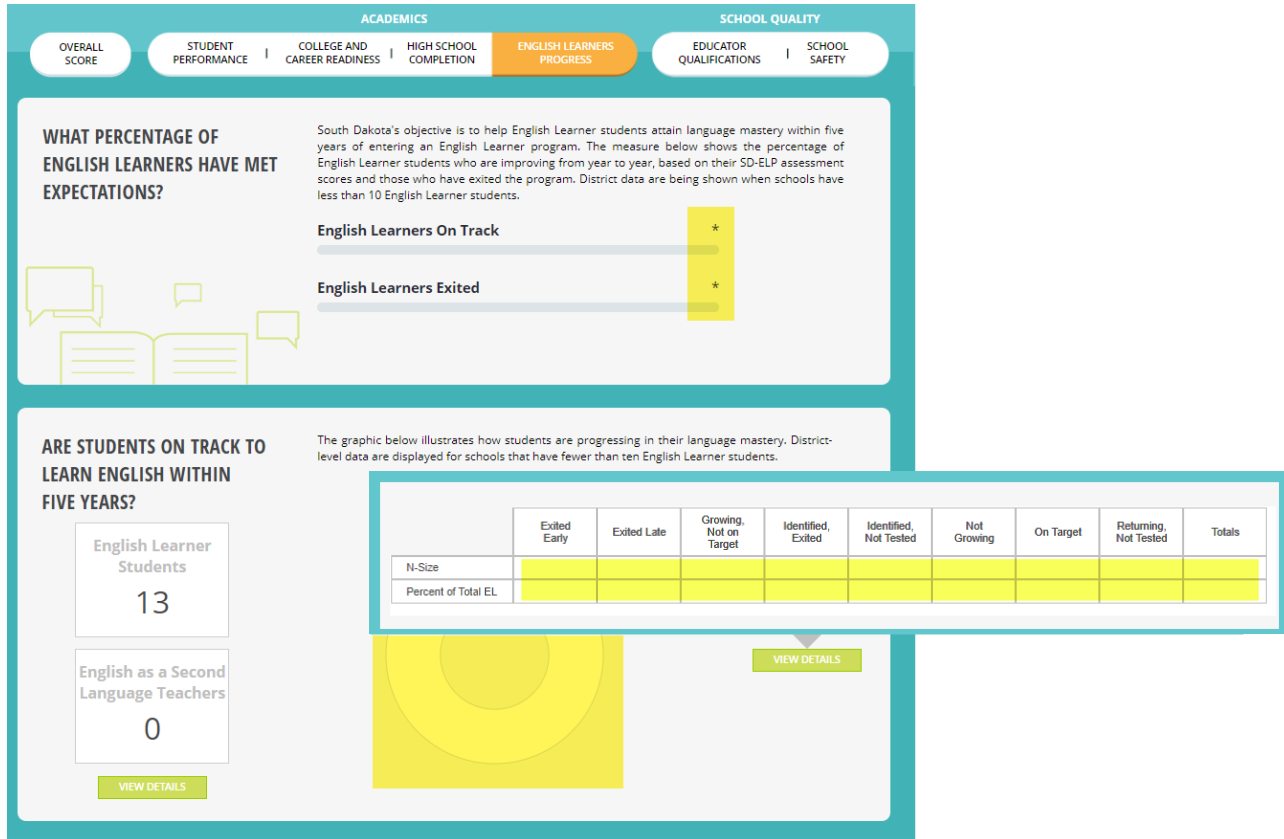
ARE STUDENTS ON TRACK TO LEARN ENGLISH WITHIN FIVE YEARS? The graphic below illustrates how students are progressing in their language mastery. District-level data are displayed for schools that have fewer than ten English Learner students. Only percentages that are greater than 1% will appear in the radial graph.

VIEW TIMELINE

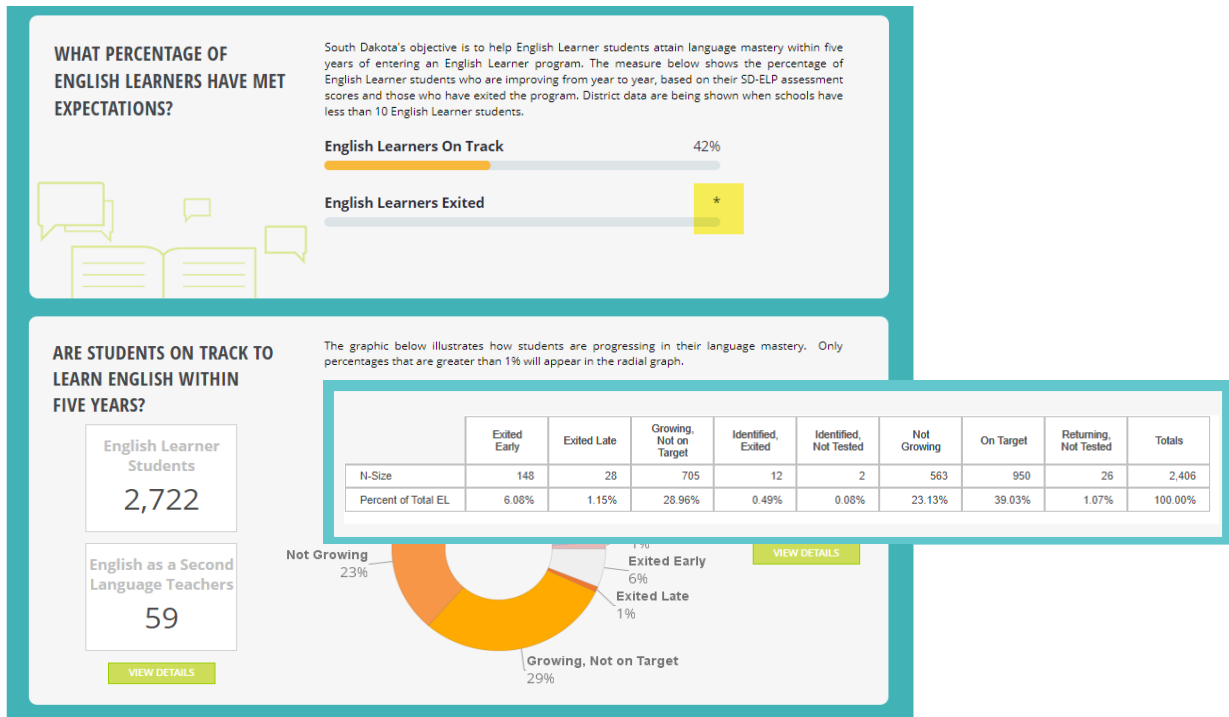
VIEW DETAILS

There were not any English Learners at this School during the 2021-2022 school year.

The image below is an example of suppression pertaining to less than 7% rule. In this example, both On-Track and Exited rates are suppressed. When On-Track rates are suppressed the view details table and radial data are also suppressed.



The image below represents the “less than 7%” suppression rule applied for the EL Exited rate. When Exited rates are the only measure suppressed on the ELP page, data will display in the radial and table.



Date References

For all references to dates in this manual, if the date is on a weekend or holiday, the next business day will apply.

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. The assessment window typically goes from the first Wednesday in March to the first Friday in May. However, if the first Friday in May lands on May 1, then May 4 will be used.

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 be 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

Subgroup	Indicator	Definition
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
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	All rosters	Special Ed status as of May 1

* For the 2021-22 school year, all schools are marked as 100% free and reduced lunch if they show up on the CANS CEP or internal Provisional lists.

Where May 1st is listed in the table above, 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. For all references to dates in this manual, if the date is on a weekend or holiday, the next business day will apply.

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 does 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. For all references to dates in this manual, if the date is on a weekend or holiday, the next business day will apply.

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.

Dually Enrolled Students (source: Student Data Desk Guide for Infinite Campus)

Overlapping enrollments are permissible for up to 90 consecutive days according to South Dakota Administrative rule 24:17:03:05 if the student is dually enrolled at any of the following entities:

Short Term Group Care

1. Keystone Treatment Center – Canton – 41001
2. Chief Gall Alternative – Adolescent Treatment Center – Aberdeen – 06901
3. Our Home Rediscovery – Huron – 02002
4. ARISE Shelter Care – Sioux Falls – 49005
5. Summit Oaks Day Program – Sioux Falls - 49005
6. Wellfully – Rapid City - 51004

JDC's (Juvenile Detention Centers)

1. Aberdeen JDC – 06001
2. Huron JDC – 02002
3. Pierre JDC – 32002
4. Rapid City JDC – 51004
5. Sioux Falls JDC – 49005
6. Wanbli Wiconi Tipi (Todd County) JDC - 66001

Resident District – is to keep the student enrolled at 100% with the Service Type field marked as P: Primary. The resident district needs to track how long the student is placed at the Short Term Group

Care or JDC facility and must drop the student at the resident district on the 91st consecutive school day if the student is still attending the Short Term Group Care or JDC facility.

Attending District – will create an enrollment record showing their district as both the Resident and the Serving/Attending district for the period in which the student is attending the Short Term Group Care or JDC facility. The Percent Enrolled field should be marked as 100% and the Service Type field should be marked as S: Partial.

****This will allow for State Aid to be paid to both the Resident and the Attending District if the student is dually enrolled in both districts on the last Friday in September.*

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). Only students with a valid test score will be included in the calculation of the participation rate.

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 24:55:07:02 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 transfers in-state to a public school from another public school during the testing window and has not yet been tested, the receiving school is obligated to test the student.
- If a student transfers in-state to a public school from another public school during the testing window and was tested at their previous school, the receiving school is not required to test the student.

- If a student transfers to a public school from an out-of-state school, BIE school or home school, they are required to test even if they already tested in their previous school; this rule applies only to students in grades 3-8, and 11, not 12.
- If a 12th grade student transfers during the testing window, they are exempt and do NOT need to test.

However, only those students enrolled as of May 1st will count in the participation rate calculation. Students who transfer within the testing window, but after the May 1st deadline will not be counted in the receiving school's participation rate. For all references to dates in this manual, if the date is on a weekend or holiday, the next business day will apply.

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.
- Students who qualify for an alternate assessment but take a regular assessment will have their alternate assessment scores invalidated. If a student can take a regular assessment, they are not a student who should have taken an alternate assessment.
- If a student takes the South Dakota Math Alternate Assessment but does not take any 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 ELA.

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 responded to at least one item on 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.
- Students that tested in 11th grade and repeat 11th grade the next school year, will NOT be required to take the test again; per ESEA Law (section 1111(b)(2)(B)(v)(I)).

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 Year 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
 - The 12-month timeline means a student is FYIC if he or she first entered US schools after the 'Must Test Day' last year and before or on the 'Must Test Day' of the current year.
 - In other words, any student enrolled on or before the 'Must Test Day' could qualify for a FYIC waiver for the current year. Any FYIC student enrolled after the 'Must Test Day' could qualify for the FYIC waiver in the next year.
 - The 'Must Test Day' is May 1st unless May 1st falls on a weekend or holiday, in which case, the next business day applies.
 - Here are the FYIC enrollment timelines for the next two report cards:
 - May 3, 2022 – May 1, 2023
 - May 2, 2023 - May 1, 2024
 - May 2, 2024 - May 1, 2025

- Students from Puerto Rico 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 denominator only.	
	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. NOTE: If the student enrolled in school after the SD-ELP test window, they need a WIDA screener; If they do NOT take the WIDA screener, the school will not get the FYIC waiver.

The Accountability Office's process to identify FYIC students who enroll after the ELP assessment testing window includes the following steps. As noted, if the May 1 date is on a weekend or holiday, the next business day will apply.

1. In mid-May, the Data Management Office will pull the WIDA Screener Adhoc data report from ICSE and send that report to the 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. The Title III Office uses the ICSE and the WIDA Assessment Management System to validate FYIC student data in WIDA Screener Adhoc report.
4. The Title III Office will contact districts and schools as needed (i.e., two districts use a paper screener).
5. The Title III Office will provide a list of students that need to be designated as FYIC to the Accountability Office.
6. The Accountability Office will create the overrides and provide 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 student receives instruction during the testing window, the request for a medical exemption will be denied.
- 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 SD-ELP; second 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 and they 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 details for all medical exemption requests (use the Medical Exemption table) with student ID, district ID, and school ID to the Accountability Office with the approved exemptions and list of assessments relevant to those exemptions (by June 10).
- Step 5: The Accountability Office will add medically exempt student data to the overrides that are shared with the vendor by mid-June.
- Step 6: The vendor will use the overrides to make changes to the report card.
- Step 7: The Assessment Office and the Accountability Office will work to validate medically 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 the 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. For all references to dates in this manual, if the date is on a weekend or holiday, the next business day will apply.
- Assessment data results must be reported in state, district, and school level report cards. The one exception is **feeder schools**. Feeder schools don’t need an All-Assessed Proficiency Report because these schools do not have tested grades.
- The report provides a breakdown of data by subgroup and by each tested 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 Schools Audit

All public schools are required by ESSA to have a public report card. The exception is when a school is designated as a small school. A small school or district is defined as having a participation N-size that is fewer than 10 students in tested grades in the current school year. The participation N-size is defined as students eligible to test within the tested grades. 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 a participation N-size that is fewer than ten students in the current school year that are 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, including zero students, in tested grades in the current school year. 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 AYP_Schools table and report cards.

Once identified, the department's cross-divisional team will evaluate each small school. The team will evaluate the school's performance, the current and past years' data, to identify trends in the Accountability indicators. Should promising or concerning trends become evident through this individualized examination, small schools will be eligible for school improvement designation.

Report Card Details

Schools designated as small 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 schools will be able to see the SPI points by indicator and overall score in their private report cards. The public report card will show only the top section of the About the School page including a map, Title I status, school support status, small school

designation, grade span, poverty status, and minority status information. A list of small schools is available from the public report card in the Data Download dropdown list.

School/District EdStructures Considerations

New Schools

For Accountability, a new school is defined as:

1. A school in its first year of operation that 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	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

	serve 4th grade or beyond. In this case, both Feeder and Receiver Schools will display a “data not available” message on the Student Progress page.		
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’s science rate bar graph will display an asterisk (*) even if the 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/receiver 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

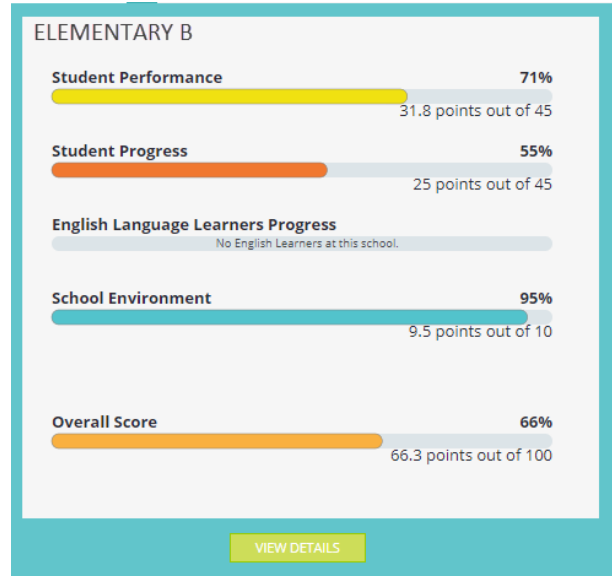
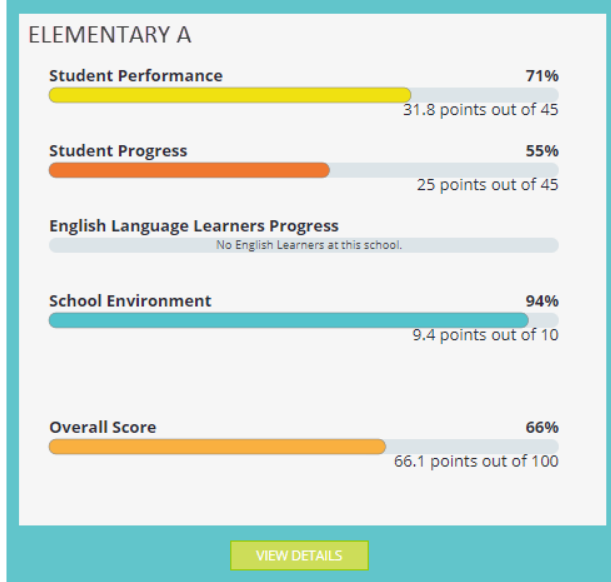
When determining school support classifications for Feeder schools, there are some rules to keep in mind.

- 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 to be identified as TSI.
- A 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.

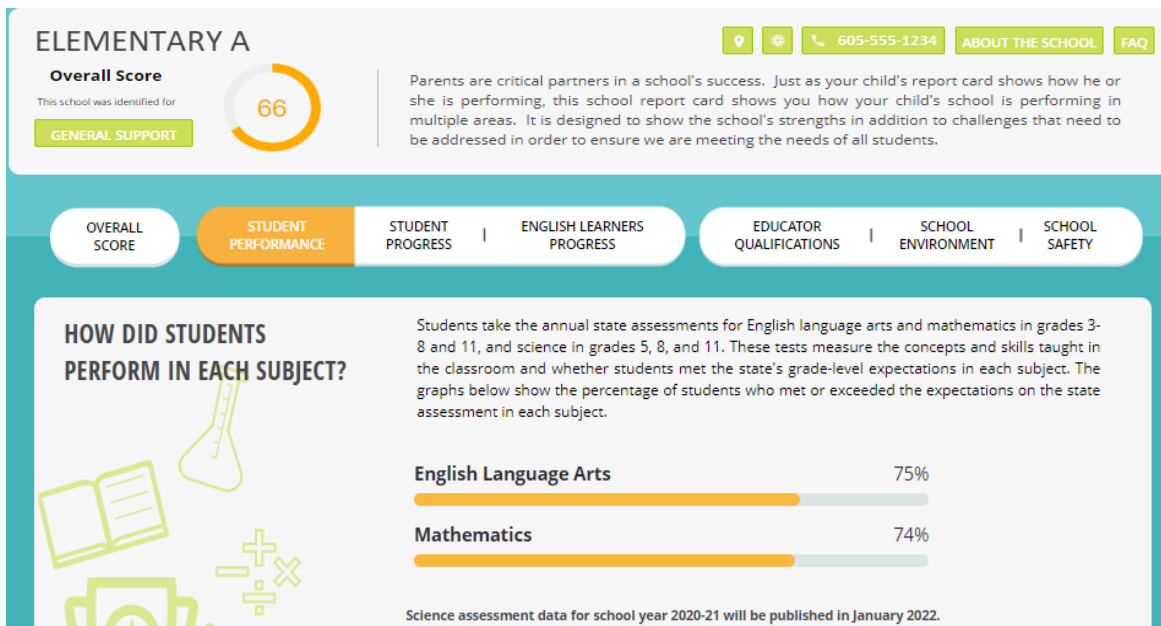
Example Public Report Card

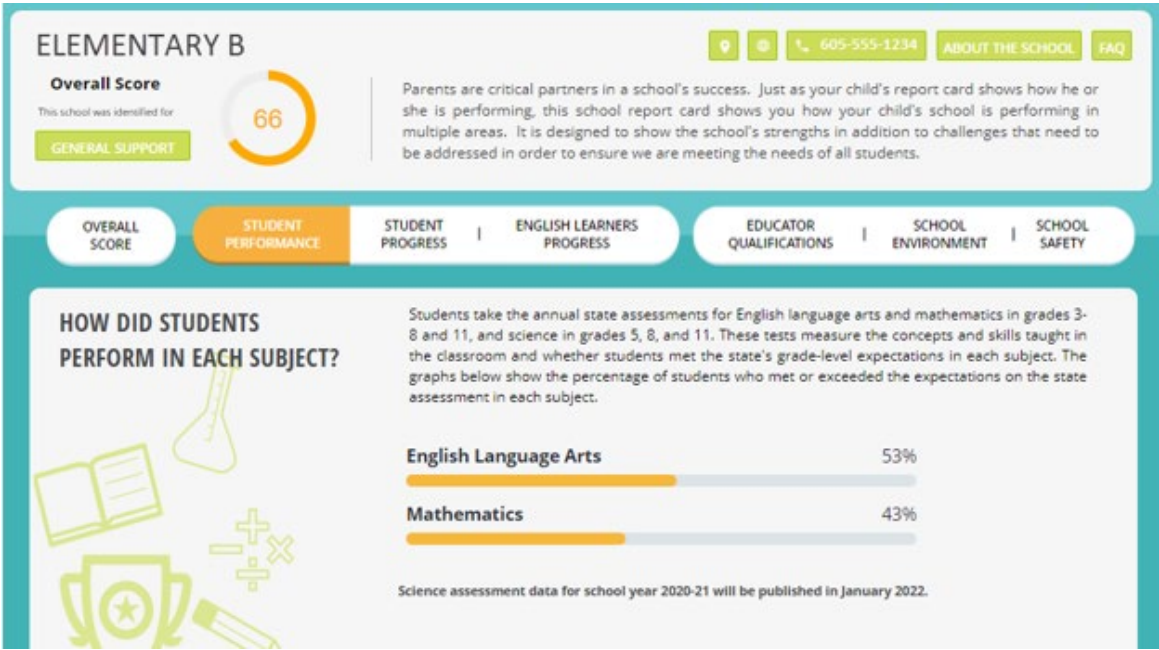
In School District X, Elementary A is a Feeder for Elementary B (Receiver). All kids from Elementary A continue onto Elementary B for 3rd grade. Therefore, the Student Performance and Student Progress rates from Elementary B will be reported in Elementary A's report card.

- 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.





- Student Progress for Elementary A (feeder) is the same as Student Progress for Elementary B (receiver). 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. The School Environment indicator is Attendance. Data are based on each 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.

OVERALL SCORE

STUDENT PERFORMANCE

STUDENT PROGRESS

ENGLISH LEARNERS PROGRESS

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 98%

Chronic Absenteeism 3%

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.

OVERALL SCORE

STUDENT PERFORMANCE

STUDENT PROGRESS

ENGLISH LEARNERS PROGRESS

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 11%

Example Private Report Card

The screenshot shows a web interface for a 'ROSTER VIEWER'. At the top left, it says 'ELEMNTARY A' and '2021-2022 Report Card'. There are two dropdown menus: 'DISTRICT' with 'Fake District' selected and 'SCHOOL' with 'ELEMNTARY A' selected. A green 'VIEW' button is to the right. Below these are several filter dropdowns: 'District' (All), 'School' (All), 'Grade Level' (All), 'Student Population' (All), and 'Accountability Level' (All). A search bar with a magnifying glass icon and the text 'Search' is on the right. In the top right corner, there are buttons for 'VIEW EXPANDED' and 'EXPORT'. The word 'In' is partially visible on the right edge of the screenshot.

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.

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 and 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:

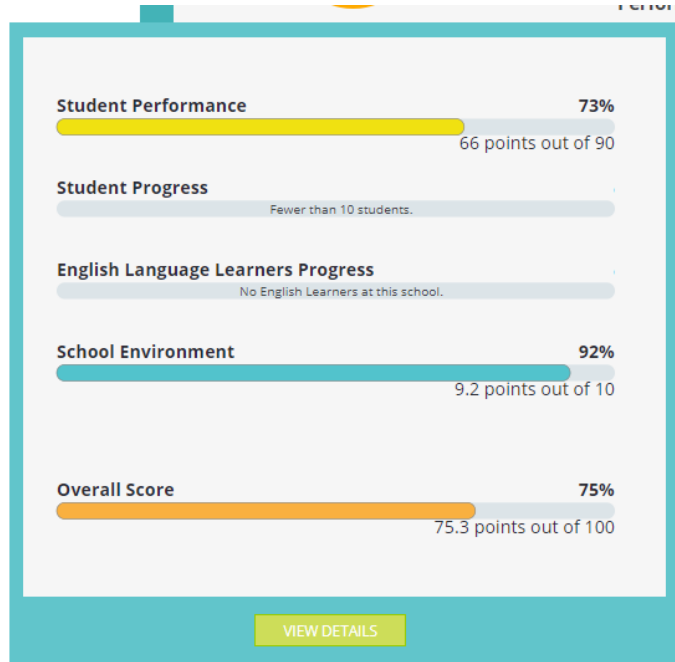
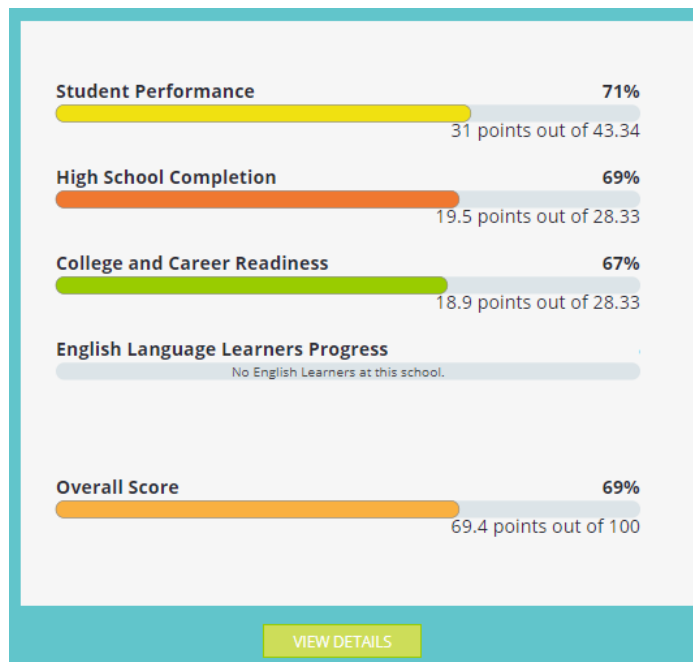


Image of SPI points from ELP to other academic indicators:



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.

Note: A new state assessment (Smarter Balance, at that time) was piloted in 2013-2014 for the field test and the summative assessment was fully implemented in 2014-2015; D-STEP was the previous state assessment.

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.
- 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. For all references to dates in this manual, if the date is on a weekend or holiday, the next business day will apply.
- 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

****For the 2021-22 Report Card, in response to an addendum to the ESSA State Plan for South Dakota, only one year of student performance data are being utilized to calculate proficiency.***

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: Due to the COVID-19 pandemic, state assessments were not administered in the spring of 2020. Therefore, multi-year proficiency will not be reported in the 2021-22 report card.

Numerator = Count of FAY students who tested at Level 3 or 4 in 2019-20 + count of FAY students who tested at Level 3 or 4 in 2020-21 + count of FAY students who tested at Level 3 or 4 in 2021-22

Denominator = Count of FAY students who tested in 2019-20 + count of FAY students who tested in 2020-21 + count of FAY students who tested in 2021-22

Earning SPI Points (Three-year calculation)

****For the 2021-22 Report Card, in response to an addendum to the ESSA State Plan for South Dakota, only one year of student performance data are being utilized to calculate SPI points.***

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 a participation N-size of fewer than 10 students in the current year, the school is considered a Small School (see Small 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. High school students are required to test only once, typically in 11th grade. See more details at [Who needs to test?](#) For all references to dates in this manual, if the date is on a weekend or holiday, the next business day will apply.

If a school did not meet the 95% participation requirement for the All Students group, determine the number of additional students the school would have needed to test to reach the 95% requirement. The students represented here are assigned a zero point value in the calculation of student performance.

Federal and state law requires that 95% of students, at the school, district, and state levels, and across every subgroup, participate in the state assessment (Administrative Rule 24:55:07:02). Participation data are reported for all the ESSA subgroups.

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% 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*, the denominator is equal to the number of students assessed.

- 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% 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 1. 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 1. 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 1. 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 1. These students are given a value of 1.25 point value.
6. Add the counts of non-participants (if applicable) and Level 1-4 together to get a total count.
7. Divide non-participants (if applicable) 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 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

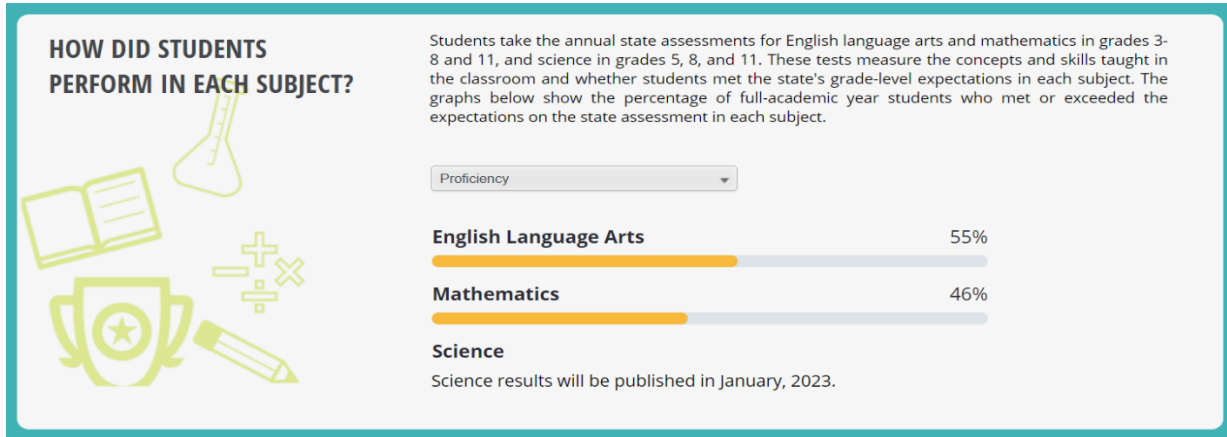
Phase II steps for calculating points:

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 multiply the percentage of points earned by 20. Details for rounding rules are found in [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 not count in the denominator when calculating multi-year and current year proficiency. However, 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 higher current year 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 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% of scores on the previous year’s assessment. These students need to grow 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% of scores who also earned a designation of Keeping Up, Catching Up, or Very High Growth

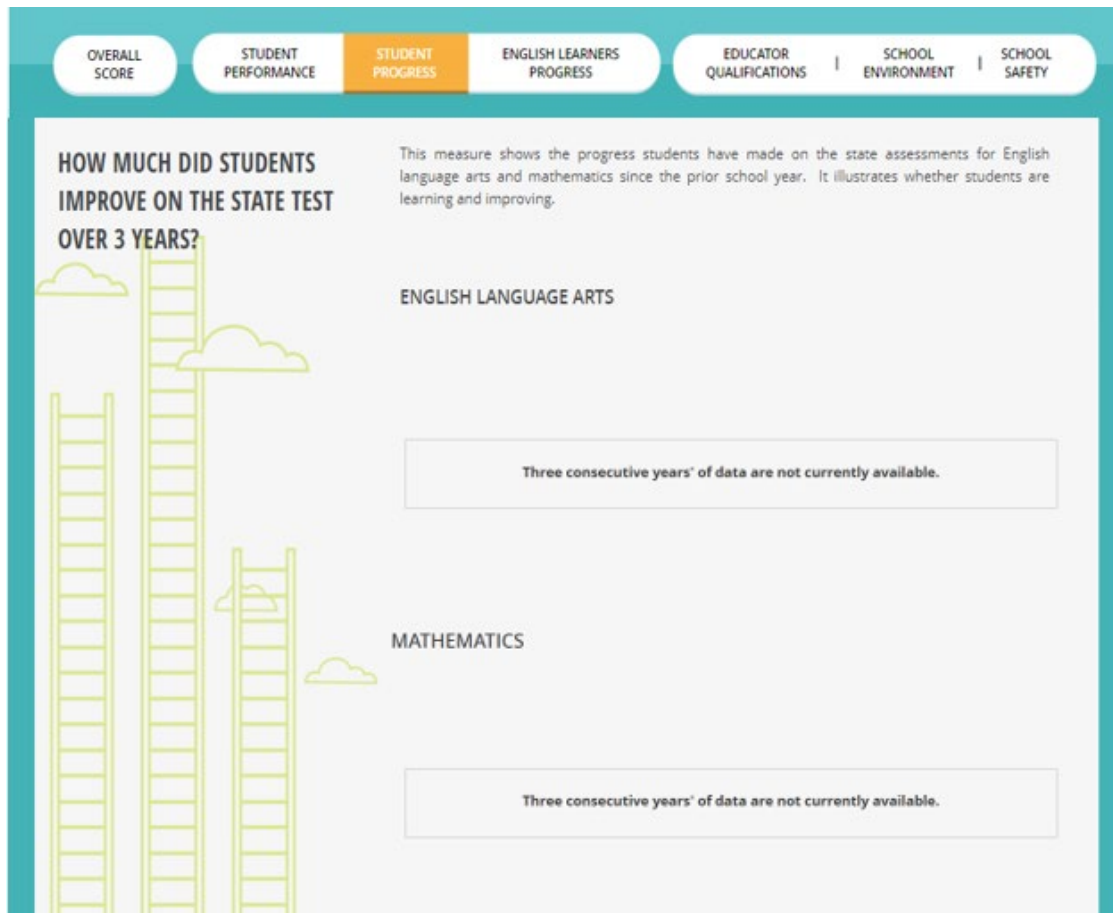
Denominator: Number of current eligible year FAY students with a previous year’s assessment score that was in the lowest 25% of scores

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 15	July 19	current
SD-MATH	eMetric	4-day turnaround	July 15	July 19	current
SD-ELA Alt	eMetric	4-day turnaround	July 15	July 19	current
SD-MATH Alt	eMetric	4-day turnaround	July 15	July 19	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 like 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 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. Students may exit the program if they score a 5.0 on the SD-ELP assessment or they score a 4.0 on the SD-ELP assessment and a 3 or 4 on the SD-ELA assessment. However, EL students in their first year of enrollment in the United States may qualify for a waiver to not take the SD-ELA assessment, in which case, they must earn a 5.0 on the SD-ELP assessment to exit in their first year.

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
4.0 to 4.9 AND 3 or 4 on SD-ELA	Exit
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). Details for rounding rules are found in [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):

- Newly identified students who were not tested are assigned to the category worth 0 points.
- 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 the ELP Assessment as required but a) lost proficiency, b) failed to make progress, or c) did not take the SD-ELP Assessment when first identified but then took the assessment for the first time this year will be assigned to the category worth 0.25 points.
- 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 points.

- 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 nine 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
Previously Identified, First time testing	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	Previously Identified, First time tested	Returning EL, tested, no growth	Returning EL, growing but not meeting goals or Exited Late	Returning EL, tested, late exit	Newly-identified EL exiting	Returning EL, tested, meeting growth goals	Returning EL, tested, early exit	Total	Total Points Earned (lesser of 10.0 or sum of all points)
N-size	10	10	10	10	10	10	10	20	10	100	
Percent of total EL	10.00%	10.00%	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

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).

The table below shows what data will show in the private and public report cards 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 Learners Progress Indicator SPI Points

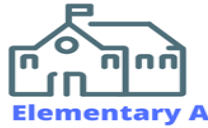
Several scenarios are possible when calculating SPI points for a school or district. Each scenario uses a table and diagram to describe how the N-size determines if the school or district earn SPI points for the ELP measure.

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.

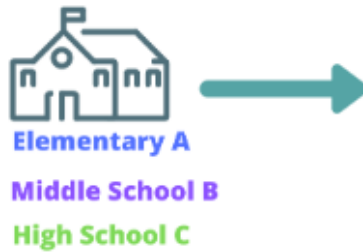


I will receive district ELP SPI points. The number of EL students at my school will be added to the number of EL students at other schools in my district.

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 who score 5.0 or higher on the SD-ELP assessment OR EL students who score a 4.0 on the ELP Assessment AND score a level 3 or 4 on the ELA 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
Previously Identified, First Time Tested	Identified Last Year, First Time Tested	Returning EL students who did not take the SD-ELP Assessment 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
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	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

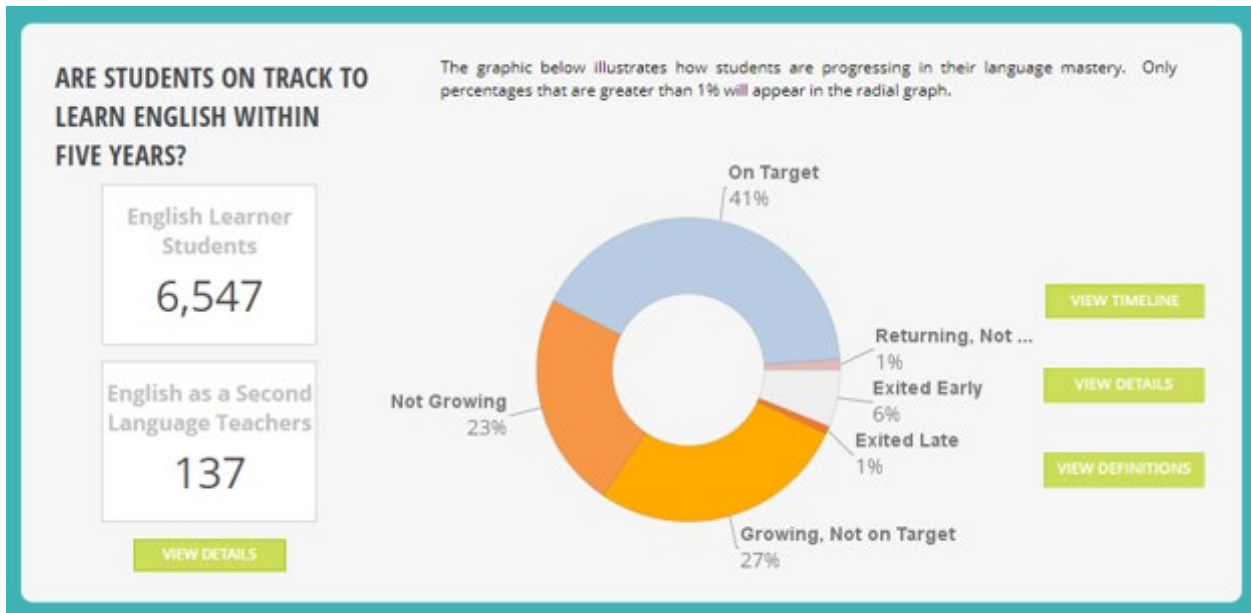
Returning EL, tested, meeting growth goals	On Target	Returning EL students who are either on track to exit within the prescribed time frame OR Returning EL students who exited on time OR Students who have a gap of regular assessment for 2 years, then took the test and exited	Num = Yes Den = Yes	Num = 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

Report Card ELP Indicator Details

Image of the ELP page in the 2020-21 report card:

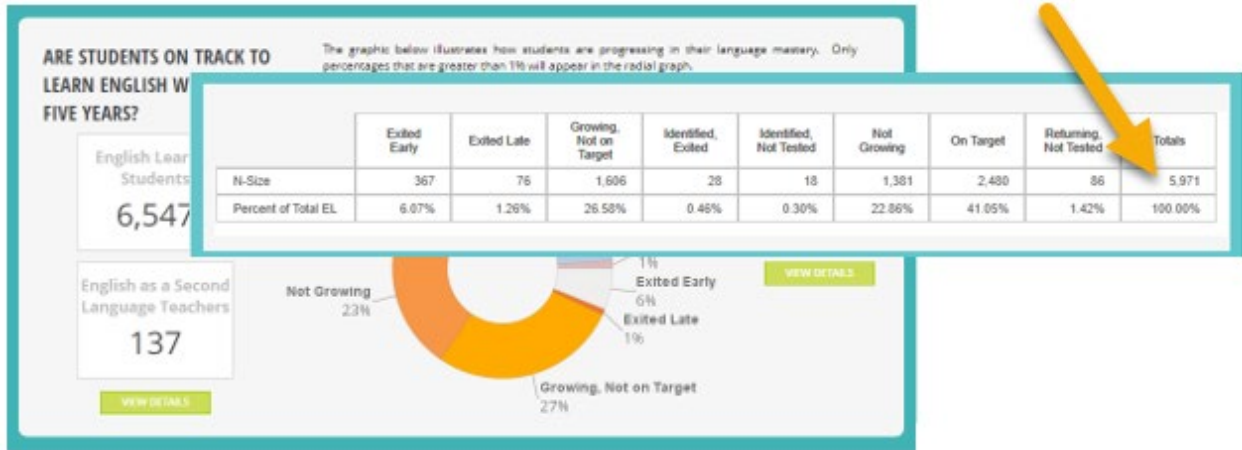


Image of the circle shows the rates of students disaggregated by progress (growth) categories and the number of EL students :



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	May 24 – June 8	June 13	Current
English Language Proficiency Alt	DRC	Title III to DM	May 24 – June 8	June 13	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. The vendor will provide a data file to the Accountability and Title III offices.
2. The Title III Office will validate EL students in the district and school student rosters for the ELP indicator and provide results to the Accountability Office.
3. The 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. Details for rounding rules are found at [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.

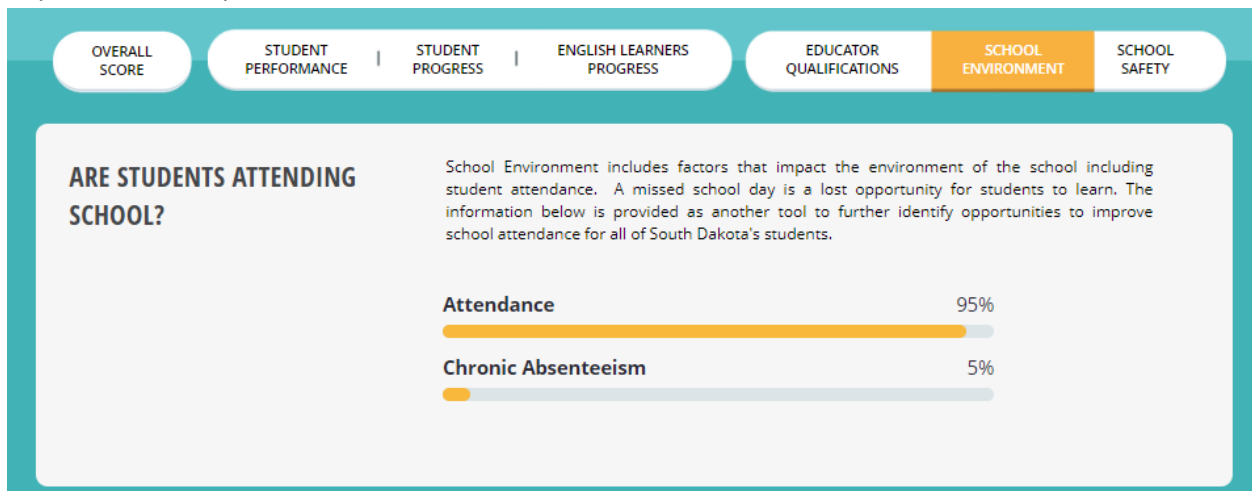
Attendance Exceptions

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 more than 10% of 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 by clicking this link: [Indicator #1: Student Performance](#).

High school students only need to test once. The table below describes the different grade scenarios.

Who needs to test?

	Scenario	Testing Expectations
Typical Progression	<u>Example 1</u> Year 1: Student in 9 th Grade Year 2: Student in 10 th Grade Year 3: Student in 11th Grade Year 4: Student in 12 th Grade	<u>Example 1</u> Year 1: No Test Expected Year 2: No Test Expected Year 3: Test Expected Year 4: If no test in Year 3, Test Expected
11th Grade Repeater	<u>Example 1</u> Year 1: Student in 9 th Grade Year 2: Student in 10 th Grade Year 3: Student in 11th Grade Year 4: Student in 11th Grade Year 5: Student in 12th Grade Year 6: Student in 12th Grade	<u>Example 1</u> Year 1: No Test Expected Year 2: No Test Expected Year 3: Test Expected Year 4: If no test in Year 3, Test Expected Year 5: If no test in Years 3 or 4, Test Expected Year 6: If no test in Years 3 or 4, Test Expected
11th Grade Skipper	<u>Example 1</u> Year 1: Student in 9 th Grade Year 2: Student in 10 th Grade Year 3: Student in 10 th Grade Year 4: Student in 12th Grade <u>Example 2</u> Year 1: Student in 9 th Grade Year 2: Student in 10 th Grade Year 3: Student in 12th Grade Year 4: Student in 12th Grade	<u>Example 1</u> Year 1: No Test Expected Year 2: No Test Expected Year 3: No Test Expected Year 4: Test Expected <u>Example 2</u> Year 1: No Test Expected Year 2: No Test Expected Year 3: Test Expected Year 4: If no test in Year 3, Test Expected
12th Grade Repeater	<u>Example 1</u> Year 1: Student in 9 th Grade Year 2: Student in 10 th Grade Year 3: Student in 11th Grade	<u>Example 1</u> Year 1: No Test Expected Year 2: No Test Expected Year 3: Test Expected

	<p>Year 4: Student in 12th Grade Year 5: Student in 12th Grade</p> <p>Example 2 Year 1: Student in 9th Grade Year 2: Student in 10th Grade Year 3: Student in 11th Grade Year 4: Student in 12th Grade Year 5: Student in 12th Grade Year 6: Student finished with coursework but finishing IEP skills/transition services Year 7: Student finished with coursework but finishing IEP skills/transition services</p>	<p>Year 4: If no test in Year 3, Test Expected Year 5: If no test in Years 3 or 4, Test Expected</p> <p>Example 2 Year 1: No Test Expected Year 2: No Test Expected Year 3: Test Expected Year 4: If no test in Year 3, Test Expected Year 5: If no test in Years 3 or 4, Test Expected Year 6: If no test in Years 3- 5, Test Expected Year 7: If not test in Years 3-6, Test Expected</p>
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<p>Mid-Year Grade Transition</p>	<p>Example 1 Year 1: Student in 9th Grade Year 2: Student in 10th Grade, transitions to 11th grade during testing window Year 3: Student in 11th Grade Year 4: Student in 12th Grade</p> <p>Example 2 Year 1: Student in 9th Grade Year 2: Student in 10th Grade Year 3: Student in 11th Grade, transitions to 12th Grade during testing window Year 4: Student in 12th Grade Year 5: Student in 12th Grade</p>	<p>Example 1 Year 1: No Test Expected Year 2: Test Expected</p> <p>Year 3: If no test in Year 2, Test Expected Year 4: If no test in Years 2 or 3, Test Expected</p> <p>Example 2 Year 1: No Test Expected Year 2: No Test Expected Year 3: Test Expected</p> <p>Year 4: If no test in Year 3, Test Expected Year 5: If no test in Year 3 or 4, Test Expected</p>
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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.
- 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 2017-18).

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 and will not be included in the numerator.
- Will 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 the 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
10	Student retained	No	Yes
11	Student continues	No	Yes
14	Home school transfer	No	No
17	Discontinued education – completed GED	No	Yes
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

Note: If a student transfers out, has a code of 03, but does not have a subsequent enrollment in the entire following school year (i.e. goes through another year with no data), then that student should be coded as a dropout for the following year report card, with the dropout credited to the resident/serving district that initiated the transfer (this aligns with our current dropout policy).

Calculation

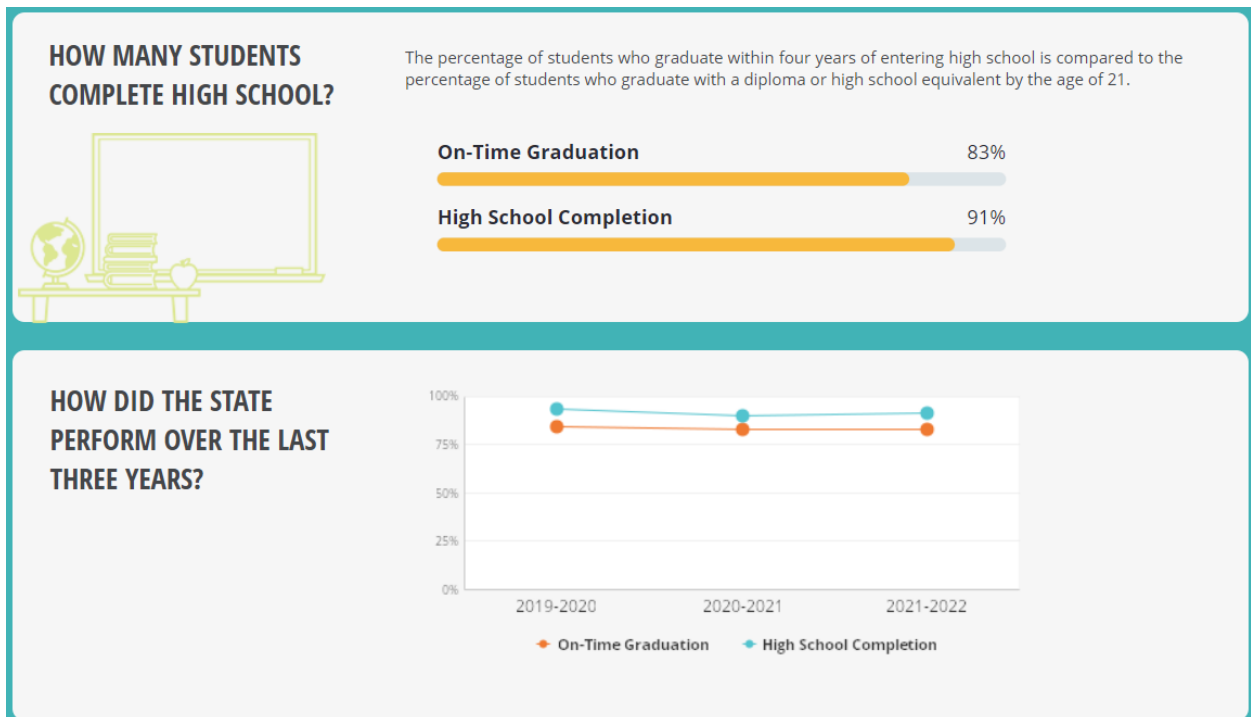
Numerator = Number of cohort members who graduate within four years from their first point of entry into 9th grade (fall 2018) with a regular high school diploma

Denominator = Number of first-time ninth graders (starting cohort year-fall 2018), plus students who transfer in, minus students who are removed from the cohort during the school years 2018-19, 2019-20, 2020-21, and 2021-22

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 2020-21 State public 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 2017-18).

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) Was 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
* For these exit codes the student must have a subsequent enrollment in a South Dakota school to be excluded from the denominator. If the student does Not have a subsequent enrollment showing they continued their K12 education, then the student will be flagged as a dropout, or non-completer, and will count in the denominator.			

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	Fall Enrollment Census-last Friday in Sept	May 30	June 30	Previous/current year Fall Enrollment
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)

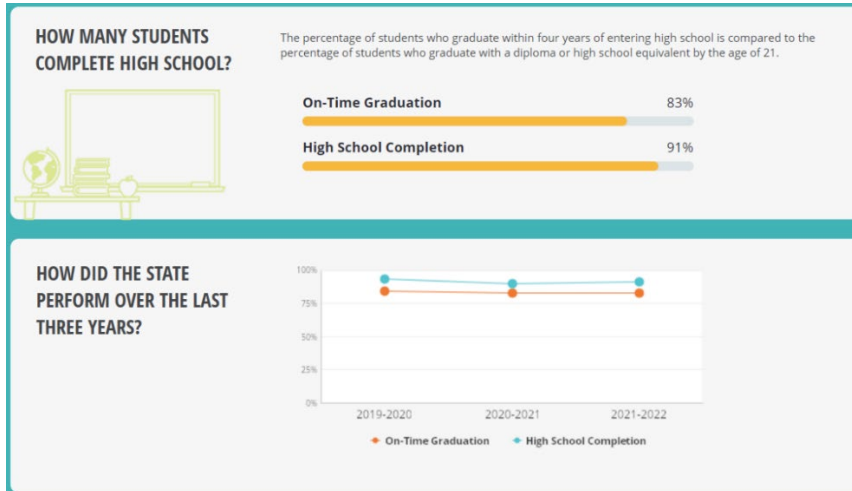
Denominator = Dropouts (Grade 9 dropouts in 2018-19 + Grade 10 dropouts in 2019-20 + Grade 11 dropouts in 2020-21 + Grade 12 dropouts in 2021-22) +

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 2020-21 report card:



Indicator #4: College and Career Readiness

The College and Career Readiness indicator changed in 2017-18 and again in the 2021-22 school years. 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. New in the 2022 report card year is the rule for high school graduation advanced endorsements.

NEWLY REVISED CCR TABLE (May 2022)

Assessment Readiness for College or Career	Coursework Readiness for College or Career
<ul style="list-style-type: none"> • College English Readiness- meet 1 of 3 options: <ol style="list-style-type: none"> 1. State Assessment-ELA (Level 3 or 4) 2. ACT English (sub-score 18) Accuplacer- NextGen Writing (score263+) • 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- NextGen-Quantitative Reasoning, Algebra & Statistics (score 255-300) 	<ul style="list-style-type: none"> • High School Graduation Advanced Endorsement <ul style="list-style-type: none"> ✓ Earn 1 or more endorsements
<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 	

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

1. **Progress towards post high school credential is labeled as Coursework Readiness in the CCR indicator measure in the Accountability System and report cards. Details are:**
 - a. Students are Coursework Ready if they meet the following criteria:
 - i. Earn 1 or more High School Graduation Advanced Endorsements
 - a) Details for Advanced Endorsements are found at <https://doe.sd.gov/gradrequirements/>
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 points
- **Either** Assessment Readiness met **OR** Coursework Readiness met = 0.5 points
- **Both** Assessment Readiness **AND** Coursework Readiness 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 fewer 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 earned a graduation advanced endorsement. 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-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 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 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, the "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 in the 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-NextGen Procedures:

To ensure consistency, the department requests Accuplacer-NextGen files covering the span during which students in the previous year would have taken the Accuplacer-NextGen (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 replaced the original Accuplacer assessment.

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

Like the ACT, analysis for Accuplacer-NextGen data is based on the percentage of students taking the Accuplacer-NextGen writing assessment who scored 263 or above and the percentage of students taking

the NextGen Quantitative Reasoning, Algebra & Statistics assessment who scored 255-300, out of the total number of students who took the 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:

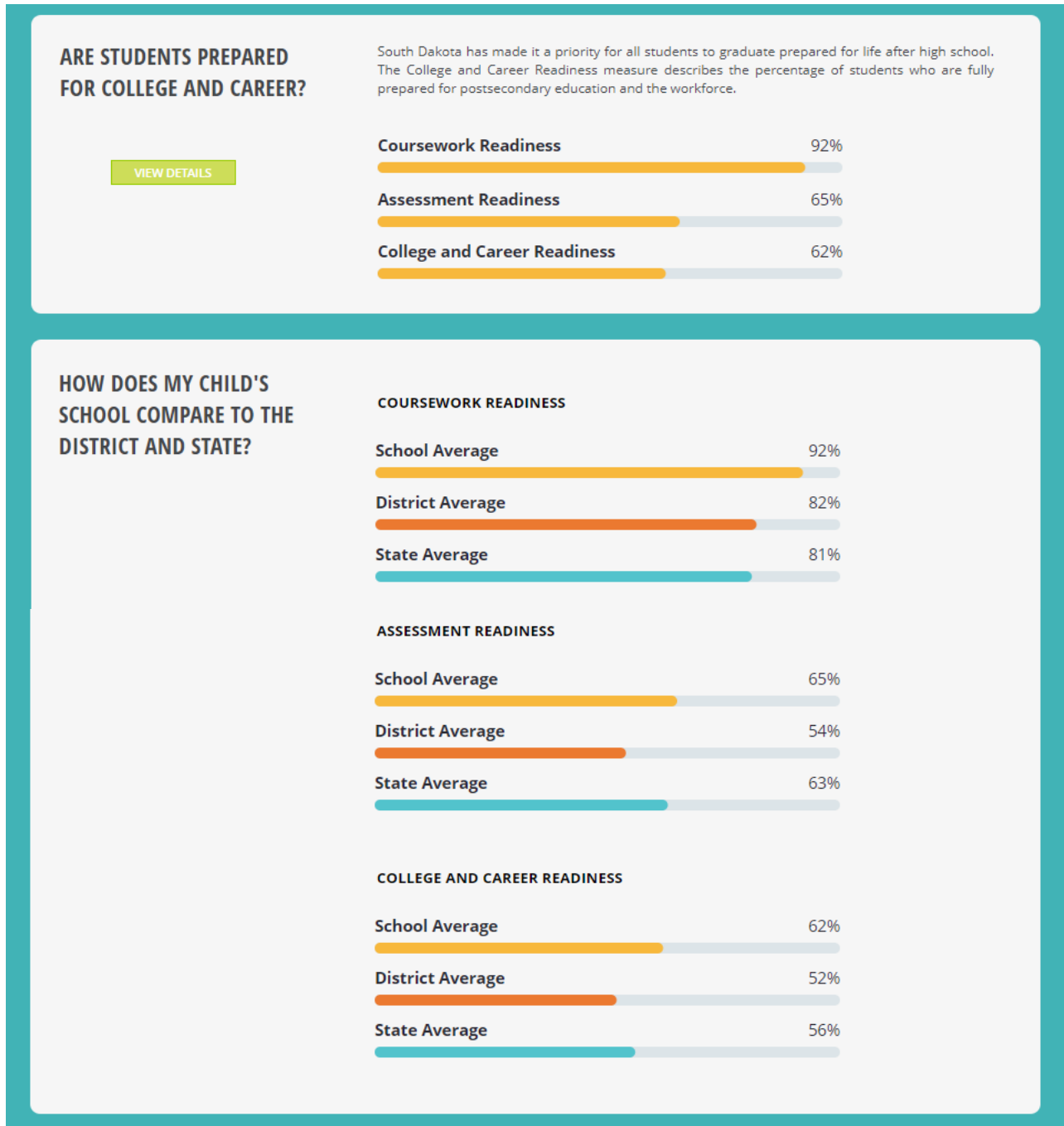
- If a student earned an ACT English sub-score of 19 and an Accuplacer-NextGen-Quantitative Reasoning, Algebra & Statistics score of 260, then the student is considered Assessment Ready
- If a student earned a silver certificate or higher on the NCRC, then the student is considered Assessment Ready

Collection Schedule -CCR Data Files

Data Element	Provide data file	Request data file/ provide file specs	Academic Year for data file	Timeline File Load	Data Year
NCRC	CTE/DLR (SharePoint) September	Accountability Team has access to NCRC data file in SharePoint- Desk Guide has details	2020-21	January (Kim Carlson remediates the data file)	Previous year
SD state assessments	AIR	Assessment Team	2020-21	October	Previous year
Accuplacer-NextGen/BOR	BOR sends to DLI	DLI-Accountability	July 1, 2020 to Aug 1, 2021	September	Previous year

Accuplacer-NextGen/BOTE	BOTE sends to DLI	DLI-Accountability /STARS	July 1, 2020 to Aug 1, 2021	September	Previous year
ACT test files	Data Management	SD-STARS Team	2020-21	September	Previous year
ACT grad files	Data Management	SD-STARS Team	2020-21 August Composite File	September	Previous Year
High School Graduation Advanced Endorsements	OES pulled in from Infinite Campus in March 2022	OES in March 2022; SD-STARS Team in future years	2020-21	January in typical year	Previous year

Image of CCR page in 2020-21 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. Each school year, K-12 expenditures data (with the exception of preschool grades) are reported in mid-January of the following year (i.e., 2021-22 data reported in mid-January 2023). Currently, the department reports general fund expenditures for districts, schools, and the state. The statistical digest reports include preschool grades and are available at <https://doe.sd.gov/ofm/statdigest.aspx>. NOTE: The department’s Finance office conducts its initial pull on October 16th and sends out the state aid verification form to LEAs at that time. The LEAs have two weeks to review/verify those enrollment counts and report issues to the Data Management for assistance in resolving any system issues. Then the Finance and Data Management offices finalize the fall enrollment counts on or around November 1st.

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

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 (K-12 only)	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)

Details on sources and business rules for the additional data elements on About the School, District and State pages are provided in this table.

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 more than 10% of the enrolled days in school year	Attendance data file (SD-STARS/Infinite Campus)
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 SD-STARS/Infinite Campus)-Fall Enrollment previous school year (2019)
Dropout Rate for High Schools	Use 9 th – 12 th grades	Dropout data file from Data Management SD-STARS/Infinite Campus)-Fall Enrollment current school year (2020)
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 data file via SD-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
Education Spending (Per Pupil Expenditures)	Finance Office business rules (per pupil, federal, state, local funding)	Fiscal data reported by districts directly to Finance

Accountability uses the EDFacts definition below for determining who counts as a dropout.

The unduplicated number of dropouts. Dropouts are defined as students who (1) were enrolled in school at some time during the school year, were not enrolled the following school year, but were expected to be in membership (i.e., were not reported as dropouts the year before), (2) did not graduate from high school (graduates include students who received a GED without dropping out of school), (3) did not complete a state or district-approved educational program, and (4) did not meet any of the following exclusionary conditions: (4a) transfer to another public school district, private school, or state- or district-approved educational program; (4b) temporary school-recognized absence due to suspension or illness; or (4c) death.

Dropout data results are provided by the Data Management’s Management Analyst (DM). The source file used for dropout data is the Fall Enrollment from the previous school year (2020-21) and is checked against the Fall Enrollment data file for the current school year (2021-22). Student IDs that are missing from the current year Fall Enrollment data file are counted as dropouts in the calculation. More details are provided below.

Process and Procedures for Calculating Dropout Rates

1. PULLING ALL END STATUS CODES* OF 01, 02, 07, 17, 18, 20, 21 FROM THE ENROLLMENT FILE
2. TO IDENTIFY DROPOUT AT ANY POINT DURING THE CURRENT YEAR -
 UNDUPLICATE BY PERSID OR SIMSID
 REMOVE STUDENTS WITH AGE>21 FROM DROPOUT COUNT (EXIT CODE 07 FOR SPED RELATES TO AGE 21) AS OF 07/01/XX BEGINNING OF SCHOOL YR

 DO NOT INCLUDE 0% ENROLLED ENROLLMENT RECORDS IN DROPOUT COUNT

 MATCHING BY SIMSID OF ALL STUDENTS IDENTIFIED IN 1. TO ALL ENROLLMENT RECORDS TO DETERMINE IF STUDENT DROPPED OUT BUT THEN RETURNED LATER IN THE SCHOOL YEAR - REMOVE THESE FROM DROPOUT COHORT
3. EXAMINE NEXT SCHOOL YEARS FALL ENROLLMENT TO SEE IF ANY STUDENTS IN 2. ADJUSTED COHORT HAVE RE-ENROLLED - REMOVE THESE TO ARRIVE AT FINAL DROPOUT COHORT
 - Generate student-level dropout list 07-12

4. DISTRICT DROPOUT RATES COMPUTED BY GRADE 07-12 DROPOUT COUNT DIVIDED BY 07-12 FALL ENROLLMENT FOR A GIVEN SCHOOL YEAR

5. BE CERTAIN TO ALLOW FOR EAGLE BUTTE 20001/CHEYENNE RIVER 20302 SPLIT - SCHOOL TO DISTRICT PROCESS OVERRIDDEN FOR THIS SITUATION - LOOK AT SERVING CODIST FOR THESE TWO DISTRICTS TO DETERMINE CODIST

- * Generate district level dropout summary BY District Public and Non-Public (exclude district code 20)
- * Generate district level dropout summary BY District Public Only
- * Generate district level dropout summary BY District Non-public Only (exclude district code 20)
- * Generate school level dropout summary by school public only
- * Generate school level dropout summary by school non-public only (exclude district code 20)
- * Generate school level dropout summary by school public and non-public (exclude district code 20)

NOTE: *students with enrollment exit codes of:

- 01 - expelled, didn't return to any school
- 02 - discontinued education, dropped out
- 07 - reached maximum age for special-ed
- 17 - discontinued education, completed GED
- 18 - discontinued education, exceeds compulsory age
- 20 - discontinued/completed IEP team mod/course reqs
- 21 - aged out/completed IEP team mod/course reqs

Elem/Middle School image of About the School page:

SCHOOL INFORMATION

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

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

SCHOOL STATUS
 Elementary EC06 School
 Grade Levels KG-KG
 Title I
[General Support](#)
 Neither High Nor Low Minority
 Neither High Nor Low Poverty

STUDENT ENROLLMENT

Enrollment is the official census count of students enrolled in South Dakota's public schools as of the last Friday in September.

SCHOOL SIZE

SCHOOL DIVERSITY

Race	Percentage
American Indian/Alaska Native	2.45%
Asian	0.35%
Black/African American	0.00%
Hispanic/Latino	3.50%
Native Hawaiian/Pacific Islander	0.00%
Two or More Races	1.40%
White/Caucasian	92.31%

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

10

SURVEY RESULTS

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. Expenditures reflect current year spending and may be inclusive of some available federal funding, including COVID-related relief funds.

State Aid
Fall Enrollment

Per Pupil
Spending

Federal
Funding Sources

State and Local
Funding Sources

School finance information for school year 2021-22 will be published in January 2023.

LEARN MORE

VIEW DETAILS

High School Image-About the School page:

SCHOOL INFORMATION

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

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

SCHOOL STATUS
 High School
 Grade Levels 09-12
 Non-Title I
[Targeted Support](#)
 Neither High Nor Low Minority
 Neither High Nor Low Poverty

STUDENT ENROLLMENT

Enrollment is the official census count of students enrolled in South Dakota's public schools as of the last Friday in September.

SCHOOL SIZE

SCHOOL DIVERSITY

American Indian/Alaska Native	0.92%
Asian	0.00%
Black/African American	0.31%
Hispanic/Latino	8.26%
Native Hawaiian/Pacific Islander	0.00%
Two or More Races	1.53%
White/Caucasian	88.99%

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.

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

8%

[SURVEY RESULTS](#)

Dropout Rate

1%

Advanced Placement Enrollment

3

[SURVEY RESULTS](#)

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. Expenditures reflect current year spending and may be inclusive of some available federal funding, including COVID-related relief funds.

State Aid Fall Enrollment

Per Pupil Spending

Federal Funding Sources

State and Local Funding Sources

School finance information for school year 2021-22 will be published in January 2023.

[LEARN MORE](#)

[VIEW DETAILS](#)

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.

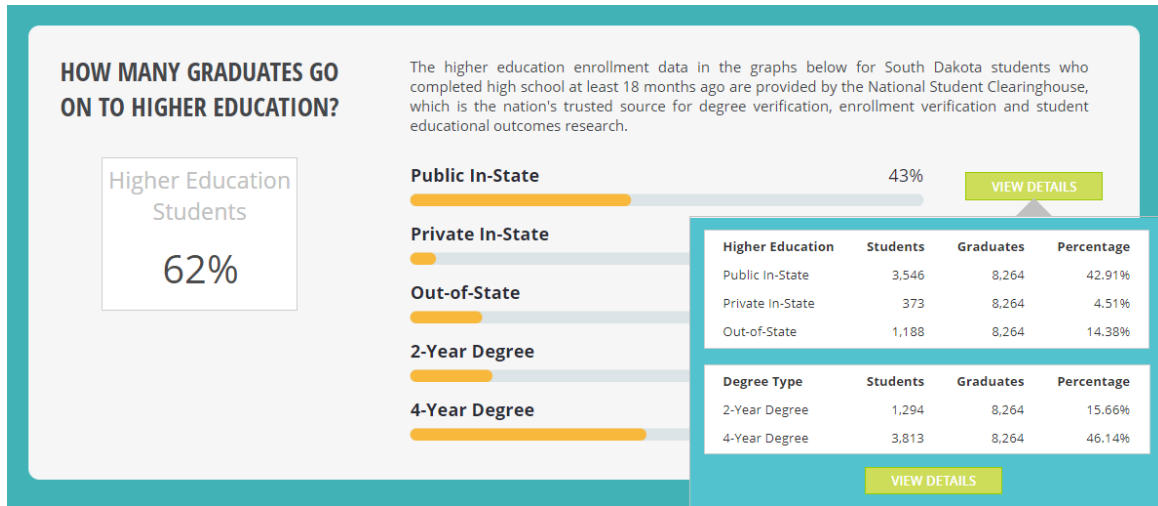
If the student has an enrollment record in NSCH within a 16-month period of graduating from high school, the student will count as enrolling in higher education. The denominator includes those students whom we were unable to track.

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

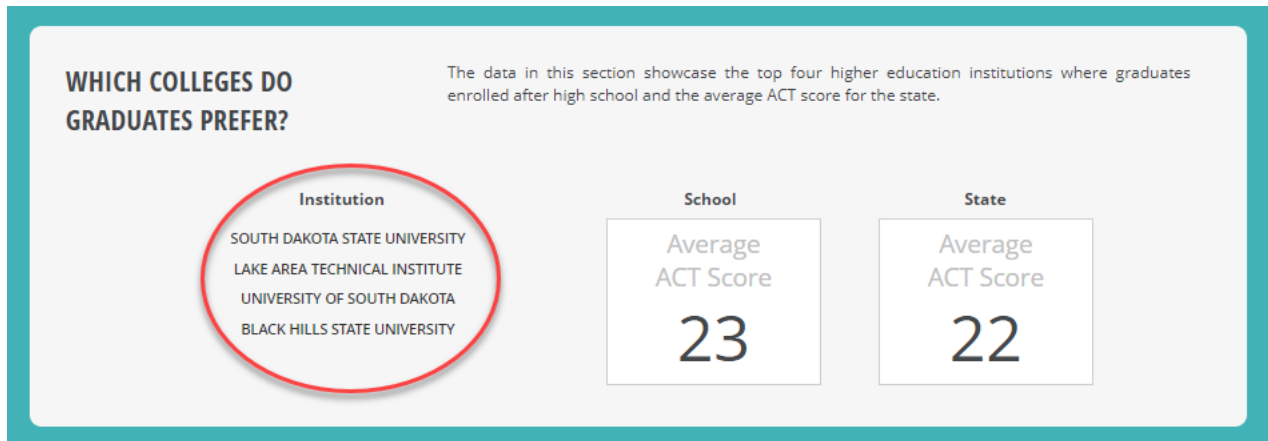
Image of CCR Page/Percentage of Graduates Attending Higher Education within 16 months following Graduation:



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 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

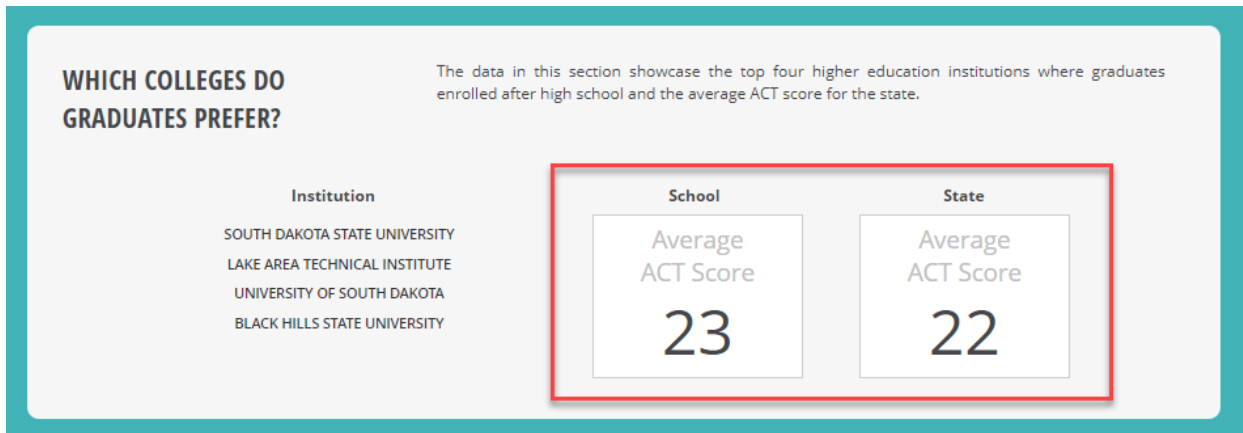
Denominator = Number of students who tested in the school

Calculation – District and State Level

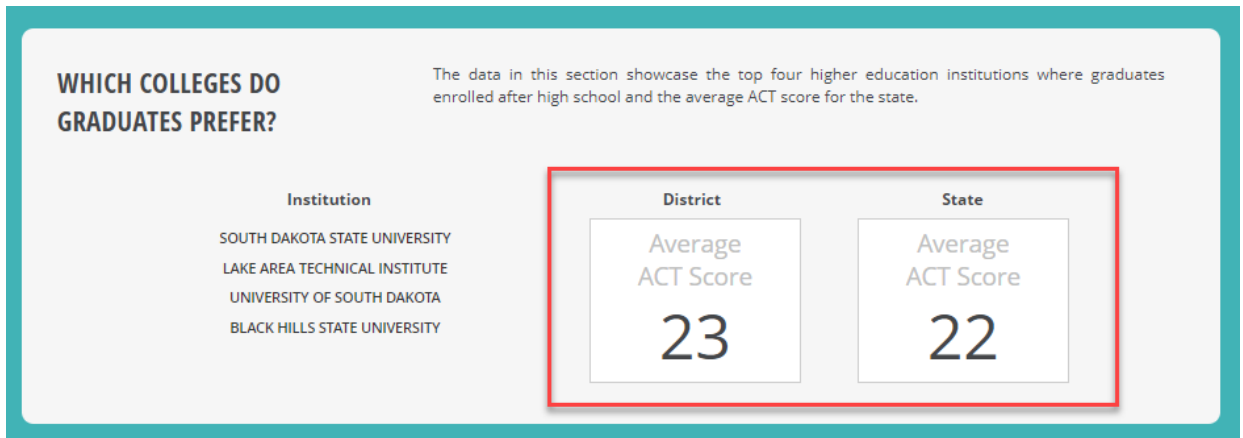
Numerator = Sum of composite scores for all students **attending a public school** who tested in the district or state

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. The certification status categories include: valid, expired, invalid, temporary, provisional, and inactive. 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 the 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	"2020-" & [School Year]
	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>Admin Plan-of-Intent: (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>
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</p>	<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>

	Column Heading	Description	Business Rule (Formula)
		<p>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>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	Staff who do not have the endorsement required for an assignment/course and are on a Plan of Intent.	<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.	Y = Yes, inexperienced and out-of-field N = No, not inexperienced and out-of-field Staff person will have both indicators: Inexperienced Column = Y Out-of-Field Column = Y If([Out of Field]="Y" And [Inexperienced]="Y","Y","N")
T, A	Provisional	Staff, who have a Provisional Certificate and have previously received an educator certificate in another state. Must currently have a valid Provisional certificate. 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.	Y = Yes, Provisional Certificate N = No, does not have a Provisional Certificate Provisional: (If([reason]="Provisional (1 year)" And [Certificate Status]="certified","Y","N"))

	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", (IIf([reason]="COVID-19 Conditional (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", IIf([Teacher Permit1]="Y" And [Certified Flag]="Y","Y","N") Teacher Permit: IIf([Cert Type Code 1]="Educator Permit - CTE Instructor - ","Y", IIf([Cert Type Code 2]="Educator Permit - CTE Instructor - ","Y", IIf([Cert Type Code 3]="Educator Permit - CTE Instructor - ","Y", IIf([Cert Type Code 4]="Educator Permit - CTE Instructor - ","Y", IIf([Cert Type Code 1]="Educator Permit - Performing Artist - ","Y", IIf([Cert Type Code 2]="Educator Permit - Performing Artist - ","Y", IIf([Cert Type Code 3]="Educator Permit - Performing Artist - ","Y", IIf([Cert Type Code 4]="Educator Permit - Performing Artist - ","Y", IIf([Cert Type Code 1]="Educator Permit - International Exchange - ","Y", IIf([Cert Type Code 2]="Educator Permit -

	Column Heading	Description	Business Rule (Formula)
			<p>International Exchange -,"Y",IIf([Cert Type Code 3]="Educator Permit - International Exchange -,"Y",IIf([Cert Type Code 4]="Educator Permit - International Exchange -,"Y"))))))))))))</p> <p>Teacher Permit1: IIf([Preparation 1]="P23","Y",IIf([Preparation 2]="P23","Y",IIf([Preparation 3]="P23","Y",IIf([Preparation 4]="P23","Y",IIf([Preparation 5]="P23","Y",IIf([Preparation 6]="P23","Y",IIf([Preparation 7]="P23","Y",IIf([Preparation 8]="P23","Y"))))))))</p>
T	Alternative Certification for Teachers	<p>Staff who have an Alternative Certification Preparation with a Not Completed Level.</p> <p>Must have a valid certificate.</p> <p><u>Alternative Certification Options for Teachers:</u></p> <ul style="list-style-type: none"> • General Education Alternative Certification • Teach for America Alternative Certification <p>CTE Alternative Certification</p>	<p>Yes – Yes, holds a valid Alternative Certificate No – No, doesn't hold an Alternative Certificate</p> <p>Alt Cert2: IIf([Alt Cert]="Y" And [Certified Flag]="Y","Y","N")</p>
T, A	Provisional or Temporary	Staff who have either a Provisional or Temporary Certificate.	<p>Yes = Yes, has a Provisional or Temporary Certificate No = No, does not have a Provisional or Temporary Certificate.</p> <p>IIf([Provisional]='Y',"Y",(IIf([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 No = No, does not have an Alternative Certificate or Teacher Permit.</p> <p>IIf([Alt Cert2]='Y',"Y",(IIf([Teacher Permit2]='Y',"Y","N")))</p>

	Column Heading	Description	Business Rule (Formula)
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 No = No, does not have an Alternative Certificate for Administrators or a CEO Educator Permit.</p> <p>IIf([Alt Cert Superintendent]='Y',"Y", (IIf([Alt Cert Principal]='Y',"Y", (IIf([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	Certified Flag 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 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.
Certified for ENL is a person who is fully certified in English as a Second Language	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 is a person holding an active certificate but is not authorized to teach English as a Second Language	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 is a person who does not hold a certificate as a teacher and is not certified for any assignments	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"

Image of the Teacher Qualifications Data in report card:

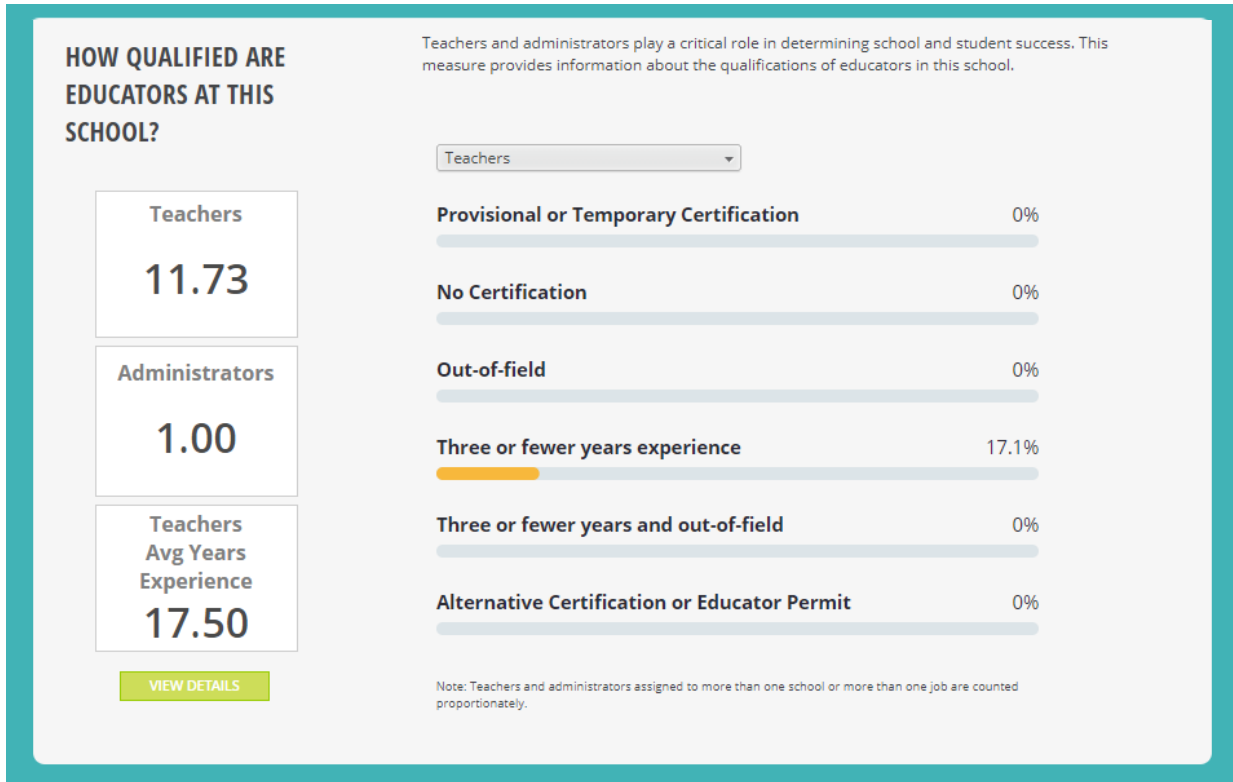
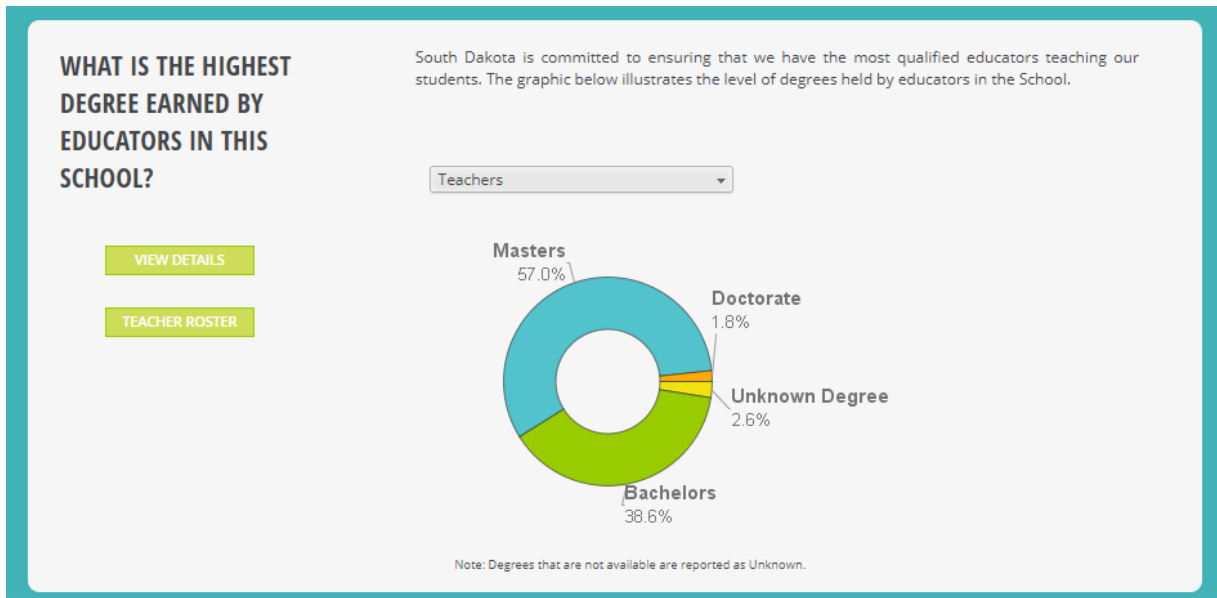


Image of the highest degree earned by degree type in the 2020-21 report card:



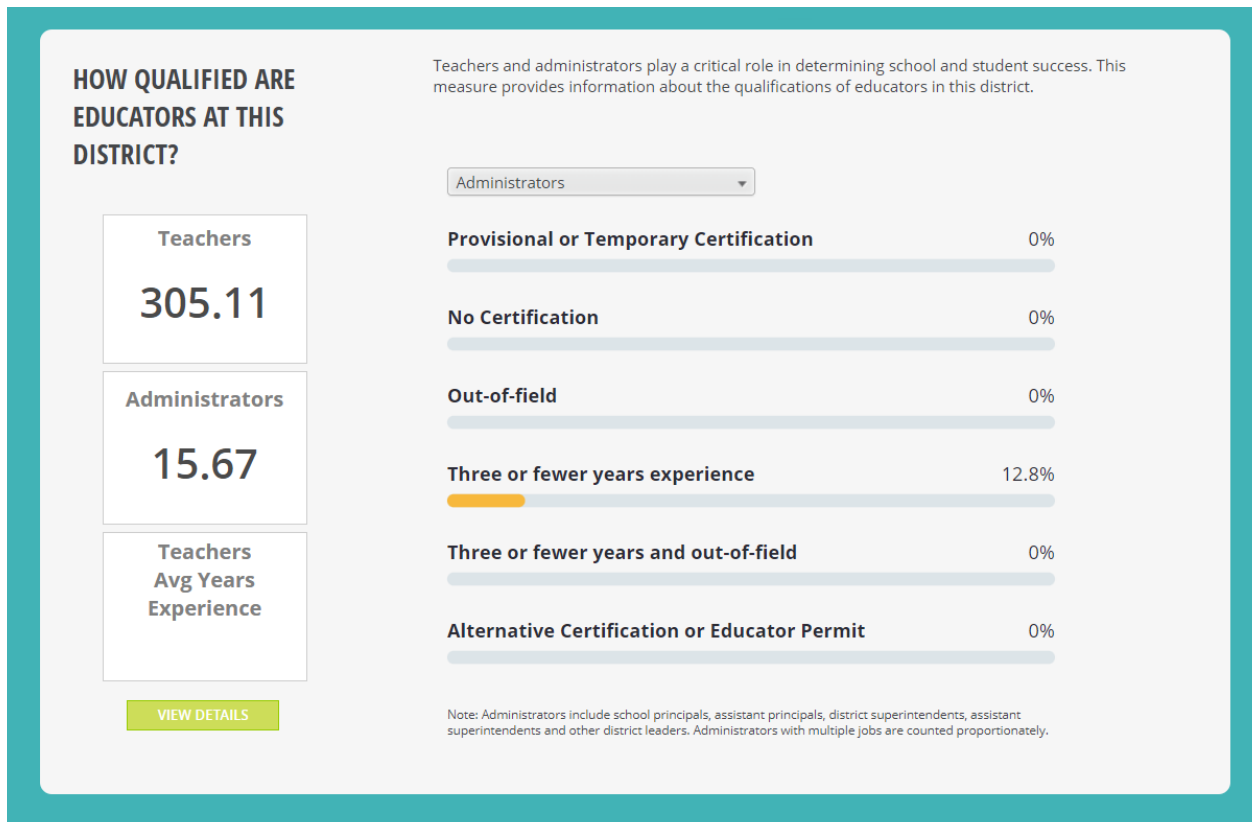
Administrator Qualifications.

The following data elements are reported on the Report Card. Data are 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. <p>3 or Less Years Experienced AND Outside of Certification Area Flag: If{([Out of Field]="Y" And [Inexperienced]="Y","Y","N")</p>
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: School Safety

School Safety

South Dakota has made it a priority to ensure that our schools are safe learning environments for all students. Every school district is required to provide data to the Civil Rights Data Collection (CRDC), which is a biennial (i.e., every other school year) survey mandated by the United States Department of Education's Office for Civil Rights (OCR). South Dakota reports Advanced Placement enrollment, preschool enrollment, chronic absenteeism, and many school safety metrics from this data. The school safety table below consists of data elements reported on the report card's school safety page.

Data Element	Description
In School Suspensions	Number of students who received one or more in-school suspensions.
Out-of-School Suspensions	Number of students who received one or more out-of-school suspensions
Expulsions	Number of students who received an expulsion without educational services
Incidents of Violence	Number of students reported as harassed or bullied on the basis of sex, race, color, national origin, or disability.
Law Enforcement Referrals	Number of students referred to a law enforcement agency or official.
Arrests	Number of students who received a school-related arrest.

Data Preparation

The full CRDC data set is released by the OCR two years after the data collection. The data is school-level; therefore, accountability business rules are NOT applied to this data. Implementation of accountability business rules requires student-level information. District and state level data is reported by aggregating the school-level information using only those schools receiving a report card through the accountability system in the current report card year.

Chapter Seven: 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 2032-33, 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 (2024-25), 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 2018 summative assessment.
- In ten years (2029-30), 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 2018 summative assessment.
- Goals are set with the expectation that all student groups and subgroups will perform at these levels with the intent that in 2032-33, 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.

Example of Calculation of Student Achievement Progress Goals and Annual Targets – Mathematics

Student Group	Goal: 2017-18 50th Percentile % proficient	School's 2017-18 % proficient	Annual Increase to reach 50th Percentile	Year 1 Target	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target
All Students	50.00%	40.00%	2.00%	42.00%	44.00%	46.00%	48.00%	50.00%
Subgroup A	50.00%	7.00%	8.60%	15.60%	24.20%	32.80%	41.40%	50.00%
Subgroup B	50.00%	15.00%	7.00%	22.00%	29.00%	36.00%	43.00%	50.00%

C. Long Term Goals – On-Time Graduation

Baseline data were set with the 2017-18 cohort graduation rates. The long term goals are aligned to the state’s goals such that in 2032-33:

- 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 (2024-25), 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 (2029-30), 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 2032-33, 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.

Example of Calculation of Graduation Rate Progress Goals and Annual Targets

Student Group	Goal: 2017-18 50th Percentile Grad. rate	School's 2017-18 Grad. rate	Annual Increase to reach 50th Percentile	Year 1 Target	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target
All Students	90.00%	87.05%	0.59%	87.64%	88.23%	88.82%	89.41%	90.00%
Subgroup A	90.00%	82.00%	1.60%	83.60%	85.20%	86.80%	88.40%	90.00%
Subgroup B	90.00%	89.50%	0.10%	89.60%	89.70%	89.80%	89.90%	90.00%

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 2032-33. 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 (2024-25), the expectation will be that all schools will demonstrate at least 50 percent progress towards meeting ELP proficiency expectations.
- In 10 years (2029-30), 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 2032-33 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.

Example of Calculation of English Language Proficiency (ELP) Rate Progress

Goals and Annual Targets

School	2017-18 50th Percentile ELP rate	School's 2017-18 ELP rate	Annual Increase to reach 50th Percentile	Year 1 Target	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target
Lewis Elementary	50.00%	23.00%	5.40%	28.40%	33.80%	39.20%	44.60%	50.00%
Snyder Elementary	50.00%	45.00%	1.00%	46.00%	47.00%	48.00%	49.00%	50.00%

Chapter Eight: 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 style="text-align: center;">General Support All schools not identified for extra support</p>
<p style="text-align: center;">Targeted Support and Improvement (TSI) Schools with subgroups that are performing in the bottom of each statewide subgroup across all indicators over three years</p>
<p style="text-align: center;">Additional Targeted Support and Improvement (ATSI) TSI Schools with subgroups that are performing no better than the aggregate performance of Title I schools whose SPI score is at or below the bottom 5% using the results of the SPI.</p>
<p style="text-align: center;">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 than the schools designated for the bottom 5% of Title I schools in that academic year using the results of the SPI will be designated for Additional Targeted Support and Improvement. 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 Nine: 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. For all references to dates in this manual, if the date is on a weekend or holiday, the next business day will apply.

Y = Yes

N = No

A = Attending District

R = Resident District

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

Students enrolled >50% in Public School Districts <ul style="list-style-type: none"> • Default to All Students counted at their Attending School, Attending District and State Level 	includeInState = ‘Y’ includeInDistrict=‘A’ includeInSchool = ‘Y’
<p><u>EXCEPTIONS:</u></p>	
Student enrollments at the following schools within a public district are excluded completely: <ul style="list-style-type: none"> • School numbers 61 & 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 (alternative instruction students) 	includeInState = ‘N’ includeInDistrict=‘N’ includeInSchool = ‘N’

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 or J These students are included at the State Level only	includeInState = 'Y' includeInDistrict='N' includeInSchool = 'N'
When student is a South Dakota resident and the funding code is P or T, exclude from the school level but count at State and Resident district * <u>Exception</u> : Cheyenne (20302)/Eagle Butte (20001) rule below	includeInState = 'Y' includeInDistrict='R' includeInSchool = 'N'
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). <i>*Note: Students from South Central in grades 6-12 attend school in Burke. South Central students in grades 6-12 count toward Burke's accountability calculations. Burke will be responsible for assessment. For census count, they are counted in Burke – counted where they serve. For state aid, count in South Central. Child count, in South Central.</i>	includeInState = 'Y' includeInDistrict='A' includeInSchool = 'Y' *Note that the Attending School in this case is Burke.
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'
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'

For student in SPED out-of-district placement (district type 10, school ID 97):

<p>If attending school ID is 97, the students' enrollment type will be N: SPED out-of-district. (See Data Management Desk Guide). For Type N enrollment, a check will be run to ensure that essential information, such as graduation or exiting from high school, is captured in the data even if that information is noted as a part of students' non-primary enrollment.</p>	<p>includeInState = 'Y' includeInDistrict='R' includeInSchool = 'N'</p>
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For students in Non-Public districts (district type 20):

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

For student in tribal districts (district type 30):

<p>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)</p>	<p>includeInState = 'Y' includeInDistrict='R' includeInSchool = 'Y'</p>
<p>All other students that attend tribal districts and are not public school students are excluded.</p>	<p>includeInState = 'N' includeInDistrict='N' includeInSchool = 'N'</p>

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):

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

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

Students whose funding code is not E, J, or W are excluded completely	includeInState = 'N' includeInDistrict='N' includeInSchool = 'N'
Students whose funding code is E or J 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'
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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'
--	--

For students enrolled with an enrollment type N (SPED placement, out-of-district):

If a student is enrolled with an enrollment type N in addition to or in lieu of a primary enrollment type P, a check should be run to ensure that essential information, such as graduation or exiting from high school, is captured in the data even if that information is noted as a part of students' non-primary enrollment	includeInState = 'Y' includeInDistrict='R' includeInSchool = 'N'
--	--

For students enrolled with an enrollment type S (Partial enrollment):

If a student is enrolled with an enrollment type S in addition to enrollment type P, a check should be run to ensure that essential information, such as graduation or exiting from high school, is captured in the data even if that information is noted as a part of students' non-primary enrollment	includeInState = 'Y' includeInDistrict='R' includeInSchool = 'Y'
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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 the SD-ELP -SD-ELP ALT (English Learners 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 Ten: 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. 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

The end of year checklist process is as follows:

1. Districts submit their electronic signed documents through the DOE.Accountability@state.sd.us

2. Accountability sends those emails/attached documents to the administrator of the data management team (Judy).
3. DM tracks the schools that submitted and those that have not by the deadline in an Excel file – Judy will log the Year-End Checklists as received on the Year-End Tracking Spreadsheet located at: N:\0_Accountability\2021-22\Year End Sign Off\0-Tracking Spreadsheet.
4. Once logged in – Judy will place the Year-End Checklists in the folder 1-Received and Ready for Review located at: N:\0_Accountability\2021-22\Year End Sign Off\1-Received and Ready for Review. Data Management staff will be going into that folder regularly to grab the Year-End Checklists and review them against the data found in Infinite Campus for completeness.
5. Once the Infinite Campus data is considered complete, the DM staff who reviewed the district, will rename the file in this format: (JM Alcester-Hudson DONE 5-18-21.pdf) and save the Year-End Checklist to the folder 2-Verified and Complete located at N:\0_Accountability\2021-22\Year End Sign Off\2-Verified and Complete.
6. Other DOE staff (Kim – CTE, Jantina – PRF, Jennifer-SDGF and Sara-SDSTARS) will regularly check the 0-Tracking Spreadsheet for districts who have submitted their Year-End Checklist and will review their respective system to make sure the district has completed what they need to for their program area. When Kim, Jantina, Jennifer and Sara consider their areas complete, they will update the Tracking Spreadsheet with a C = Complete in their respective column of the spreadsheet.
7. The Accountability Office can check the Tracking Spreadsheet at any given time to see who has and has not submitted their Checklist. The Accountability Office will communicate with those districts who have failed to submit the Year-End Checklist by the deadline.

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

- Data Management Team –information relevant to Infinite Campus, EdStructures, 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.

2021-22 ARC Timeline 10/07/2022

January 4, 2022: Perkins report card released on private site

January 14 – 21, 2022: 2021-2022 Enhancements defined, approved, and entered as tickets

January 20, 2022: Financial data are provided by Bobbie Leiferman to OES

January 21-28, 2021: Finance data, enhancements, report card refresh/test (UAT/private/public)

January 24-31, 2022: When ready, re-release of public report card with science, EL, financials, and Perkins report card

January 24-February 25, 2022: SD-ELP/SD-ELP-Alt test window

January/February 2022: Start on AYP Schools/Master Spreadsheet

March 2-May 6, 2022: SD-ELA/SD-Math/SD-Science/SD-Science-Alt test window

March 7: OES produces SPI calculation for 2020-21 and a pool of TSI/CSI candidates using the confidence interval method. Also, practice run of the new method (ticket #69)

March 14-April 29, 2022: SD-ELA-Alt and SD-Math-Alt test window

March 18, 2022: Data Management provides ACT and Drop Out data; SPED office provides child counts

March 25, 2022: MicroStrategy Upgrade completed in all environments of SD-STARS and Public Report Card

March 31, 2022: Fall Enrollment Rate/diversity/subgroup data completed/validation

April 1, 2022: Scope of work finalized

April 6, 2022: OES provides another list of potential cohort adjustments to Data Management

April 15, 2022: CCR data calculations completed/validated by SDDOE; Endorsement data added
coursework readiness measure (SNAP tables)

April 22, 2022: SDDOE signs off on the code for the School Support practice run using the 2020-21 data
(ticket #69)

May 14 (or TBD): Send End of Year Sign off to Districts

May 24, 2022: DOE receives SD-ELP and SD-ELP Alt data (Yutzil will provide to Randy, partial file)

June 6, 2022: GED file #1 due from DLR to Data Management then goes to SD-STARS Team

June 8, 2022: Data Management provides SD-ELP and SD-ELP Alt to SD-STARS (entire file, including later
data from 5/24)

June 10, 2022: IC/PRF closes for 2021-22

June 13, 2022: SD-ELP and SD-ELP Alt assessment data loaded to SD-STARS

June 15, 2022: Initial GED data loaded to SD-STARS

June 17, 2022: SDDOE receives MSAA files

June 17, 2022: District Sign Offs Due

June 17, 2022: SDDOE receives SD-Math/ELA assessment files from Cambium

June 17, 2022: Accountability will notify All District Sign Offs done (ICSE) - (via email by School District to
DOE.Accountability@state.sd.us)

June 22, 2022: Misidentified, medical exemptions for SD-ELP/SD-ELP Alt overrides for OtisEd; WAPT

June 24, 2022: Randy / Data Management completes cleaning SD-Math / ELA (SBAC/MSAA) assessment
files. Data are provided to SD-STARS

June 24, 2022: Data Management will notify Accountability that ICSE is ready for initial data pull for
initial ARC data processing

June 27, 2022: OES Receives SD-ELA / Math AND MSAA files to load into SD-STARS

June 27, 2022: OES will conduct the initial data pull for Graduation and Completer Rosters

June 27-July 15, 2022: Adjusted cohorts – OES calculates rates

June 30, 2022: Development ends for all enhancement and messaging (OES will report on this)

July 1, 2022: SD-ELA assessment file loaded into SD-STARS. All ELA and Math data loaded in SD-STARS

July 5, 2022: OES begins loading AYP Roster and AYP EL Roster / processing accountability results

July 8, 2022: OES provides Growth ELA / Math rosters for both SBAC / MSAA to eMetric

July 11-July 13, 2022: Other rosters and rates processing starts (attendance, drop out, etc.)

July 12-15, 2022: Accountability begins testing

July 13, 2022: Accountability provides messaging for 2021-22 ARC changes for private RC

July 15, 2022: GED file #2 due from DLR/Data Management (June test takers)

July 15, 2022: Accountability staffing (admin/teacher rosters) data provided to OES/Patti by Jantina

July 15, 2022: Student Growth file due back from eMetric

July 28- Aug 1, 2022: Cross-divisional Team reviews Small Schools list; provide list to Leadership Team

July 29, 2022: All ARC SNAP tables processed (state assessments (FAY/All Assessed); graduation, completion, CCR, attendance, chronic absenteeism, ELP; ed qualifications; overall score/SPI; fall enrollment; postsecondary, OCR data; science TBD

July 29, 2022: Small Schools analysis will be conducted by SDDOE; OES will provide a report (Excel file) to Accountability

July 28, 2022: SD-STARS Rollover for the 2022-23 School Year

August 1, 2022: Accountability begins testing (small group reviews of SNAP tables and report card visualizations)

August 1, 2022: Validation of federal program flags (subgroups)

August 1– Aug 3, 2022: SPI calculated, and initial School Support list created (Mike, Jordan, SDDOE)

August 1– Aug 3, 2022: Equity Report Table produced; validation

August XX, 2022: End of Summer School (the first business day after this, OES will start the process to review summer school graduates).

August 3, 2022: Private Report Card refreshed with SPI, School Support, and all other required data for 2021-22 in UAT

August 15 - August 18, 2022: DOE/OES Validation-Large Group Data Reviews (OES onsite)

August 22/23, 2022: Training for districts on how to access/validate data and how to submit an appeal (dates flexible)

August 24, 2022: Private ARC release

August 25 - September 8, 2022: Appeal window (5PM CT)

September 2, 2022: Accountability provides messaging for 2021-22 ARC changes for public RC

September 16, 2022: DOE receives science assessment files (regular and alternative)

September 23, 2022: Randy completes cleaning SD-SCI and SD-SCI Alt assessment files

September 27, 2022: OES Receives SD-Science and SD-Science-Alt to load into SD-STARS

October 1, 2022: SD-Science and SD-Science-Alt file loaded into SD-STARS.

October 1, 2022: Provide Mary a spreadsheet of longitudinal data (years 16-17 through 21-22)

October 5, 2022: DOE finalizes all appeals decisions

October 6, 2022: All appeals processed/override file given to OES

October 6-7, 2022: Overrides are processed and loaded in the Private and Public Report Cards

October 7, 2022: SDSchools.SD.GOV displays maintenance message (Report Cards will be Offline)

October 7, 2022: Accountability provides new secretary photo and messaging

October 7-12, 2022: Accountability validates overrides in Private and Public Report Cards

October 11, 2022: Data download reports completed

October 12, 2022: DOE finalizes testing of Public Report Cards and data downloads

October 13, 2022: Public Report Card Release

October 21, 2022: Work and planning begins for the 2021-22 report cards

October 28, 2022: Tables for ED*Facts* that are sourced from Accountability will be prepared and loaded in a typical ARC year-Angie Bren provides details on what Ed*Facts* reports are required (November dates for loading some Ed*Facts* files)

November or TBD: Provide districts a short appeals window for Science/Science Alt data on the Private Report Card

Dec or Jan TBD: When ready, re-release of public report card with science, financials, school improvement funding, and Perkins report card

XXXXX: TRN environment of SD-STARS refreshed with 2022-23 data

Additional Accountability Reports

Data Download Reports completed	October
Preliminary Data Report (DLI request preliminary Accountability data)	September
Legislative Data Report (Mary Stadick Smith request finalized Accountability data)	November
EdFacts CSPR 1 Reporting Deadlines	October-November
EdFacts CSPR 2 Reporting Deadlines	January-February
EdFacts CSPR revalidate and respond to US ED questions	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%**

Multiply 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 3, 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 multiply 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**

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 for 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-NextGen 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 nor 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%	18.75

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 who 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
 - $70 / 80 = 87.50\%$

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:
 - $0.8750 * 12.50 = 10.94$ **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.

- $194 / 200 = 97.00\%$ **Participation Rate**

Appendix B: School and Educator Equity

The Report

The Disproportionate Rates of Access to Qualified Teachers Report is a new addition to the Accountability Report Card in response to Every Student Succeeds Act (ESSA), the State Plan under ESEA section 1111(g)(1)(B), which requires SEAs to report disproportionate rates of access to qualified teachers for low-income and minority students served by Title I schools as compared to all schools in the state.

Information and Descriptions used in the Report

Accountability reports the number of schools (Non-Title I, Title I, all schools) by poverty and minority status; and schools that have or have not met the criteria for the three teacher qualifications when compared to all schools in South Dakota.

Title I Designation

Title I schools receive supplemental funds to assist in meeting low-income student's educational goals. The number of low-income students is determined by the number/percent of students enrolled in the free and reduced lunch (FRL) program. LEAs may designate as eligible any school attendance area or school in which at least 35% of the children are from low-income families (additional details are found in ESEA: SEC. 1113. ø20 U.S.C. 6313). Once the department has finalized the list of LEAs designated as Title I and Non-Title I schools, that list is used in this equity report.

Poverty Status

Poverty designation for a school is based on the percentage of economically disadvantaged students as compared to all other public schools in the state. There are three levels for poverty status (high, low and neither high nor low).

Minority Status

Minority designation is based on the percentage of students who are members of race/ethnicity subgroups as compared to all other public schools in the state. The racial subgroups considered for minority designations are:

- b. American Indian/Alaska Native
- c. Black/African American
- d. Hispanic/Latino
- e. Native Hawaiian/Pacific Islander
- f. Two or more Races

Organization of the Report

Data in the report are organized as:

1. Number of schools by poverty and minority status
 - a. Number of schools with high poverty status
 - b. Number of schools with low poverty status
 - c. Number of schools with high minority
 - d. Number of schools with low minority

2. Number of Title I schools with high poverty and minority status
 - a. Number of Title I with high poverty status
 - b. Number of Title I with high minority status
 - c. Number of Title I with both high poverty and high minority status

Method for Determining Poverty Status Level

The following steps are conducted to identify the status for all schools.

- Determine Economically Disadvantaged rates for all schools for current school year
 - Economically Disadvantaged rates are calculated using data from two sources (CEP, Fall Enrollment Count)
- Quartile method is applied to school level data
 - Rank schools from lowest to highest Economically Disadvantaged rate
 - Exclude all NULLS from the data
 - Divide the number of schools with rates into four quarters or quartiles
 - Schools with rates in the upper quartile (above the 75th percentile) are considered high poverty
 - Schools with rates in the lower quartile (below the 25th percentile) are considered low poverty
 - Schools with rates in the middle two quartiles (between the 25th and 75th percentiles) are considered neither high nor low poverty
 - All the previously excluded NULLS are then classified as neither high nor low poverty

Method for Determining Minority Status Level

The following steps are conducted to identify the minority status level for all schools.

- Quartile method is applied to school level
 - Rank schools from lowest to highest minority rate
 - Exclude all NULLS from the data
 - Divide the number of schools with rates into four quarters or quartiles
 - Schools with rates in the upper quartile (above the 75th percentile) are considered high minority
 - Schools with rates in the lower quartile (below the 25th percentile) are considered low minority
 - Schools with rates in the middle two quartiles (between the 25th and 75th percentiles) are considered neither high nor low minority
 - All the previously excluded NULLS are then classified as neither high nor low minority

Teacher Qualifications Measures

The department selected three teacher qualifications categories to use in the calculation for disproportionate rates of access to teachers. These are:

1. Out-of-field (teachers who are teaching in content areas without certification)
2. Three or fewer years of experience (inexperienced)
3. Out-of-field AND Three or fewer years of experience (ineffective)

Calculation Details

The calculation includes the three most recent academic years of teacher data for each of the three teacher characteristics: inexperienced, out-of-field, and inexperienced and out-of-field. The department's PRF database system is the source for the teacher qualifications data which uses Full Time Equivalent (FTE) counts.

1. Calculate the average percent of teachers falling into each of the three measures mentioned above (average percent of teachers who are out of field, average percent of teachers with three or fewer years of experience, and the average percent of teachers who are out of field and have three or fewer years of experience).
2. Calculate the standard deviation of the percentages of the three measures mentioned above (standard deviation of the percent of teachers who are out of field, standard deviation of the percent of teachers with three or fewer years of experience, and the standard deviation of the percent of teachers who are out of field and have three or fewer years of experience).
3. Calculate the threshold (aka target) for determining whether a school has a disproportionate rate of access to qualified teachers.
 - a. The thresholds for each measure are calculated by adding the mean and standard deviation of the measure. When a school's percentage for the measure is greater than the threshold, the school is flagged for disproportionate access related to the measure.

Disproportionate Rates of Access to Qualified Teachers Report Details

Using the three most recent academic years of data, the department looks at multiple teacher qualifications for the state and for Title I schools to identify schools with disproportionate rates of access to qualified teachers.

The report is found in the State public report card's Options Menu.

Features of the Report

- **Red shaded data** in this report represent Title I schools that have not met the criteria for the three teacher qualifications when compared to all schools in South Dakota. These are Title I schools that have disproportionate rates of access to qualified teachers.
- Interactive analysis dashboard allows users to filter on Title I status, poverty status and minority status.
- Users have options for exporting the data into Excel, PDF and CVS documents
- Filtering options include:
 - Title I Status (Title I, Non-Title I or All)
 - Poverty Status (high, low, neither or All)
 - Minority Status (high, low, neither or All)

Report Feature Images

Three images of report features are provided in this section.

Image describing how to export the report. The arrow is pointing to the location to access the export

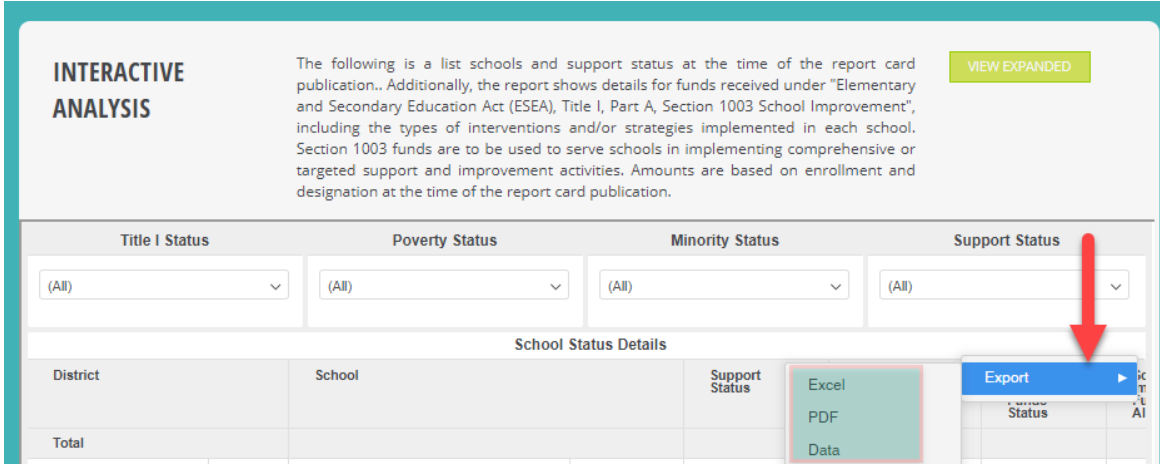


Image of the number of Title I and all schools by poverty and minority status

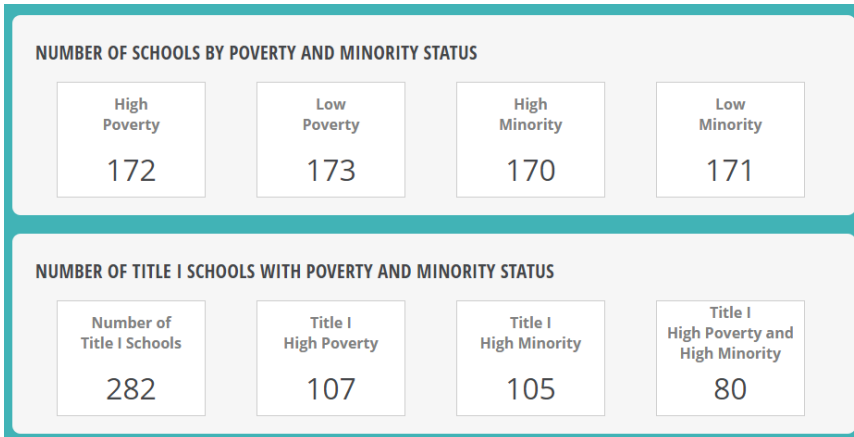


Image of a report filtered by Title I, High poverty and minority status (red data flags the schools with disproportionate access to qualified teachers by the teacher qualifications categories)

Title I Status		Poverty Status		School Status Details										
Title I		High Poverty		Schools		Teachers Teaching (Multi-Year FTE)	Teachers Teaching Out-of-Field Count (Multi-Year FTE)	Teachers Teaching Out-of-Field Percent (Multi-Year FTE)	Teachers Three Years or Less Years Experience Count (Multi-Year FTE)	Teachers Three Years or Less Years Experience Percent (Multi-Year FTE)	Teachers Three or Less Years and Out-of-Field Count (Multi-Year FTE)	Teachers Three or Less Years and Out-of-Field Percent (Multi-Year FTE)	Teachers Three or Less Years and Out-of-Field Count (Multi-Year FTE)	Teachers Three or Less Years and Out-of-Field Percent (Multi-Year FTE)
Title I	High Poverty	High Minority	1	70.50	0.00	0.00	9.50	13.48	0.00	0.00				
Title I	High Poverty	High Minority	1	59.25	0.00	0.00	13.00	21.94	0.00	0.00				
Title I	High Poverty	High Minority	1	56.48	1.00	1.77	14.74	26.10	0.00	0.00				
Title I	High Poverty	High Minority	1	53.83	0.00	0.00	12.00	22.38	0.00	0.00				
Title I	High Poverty	High Minority	1	24.72	2.38	9.14	3.83	14.68	0.84	3.40				
Title I	High Poverty	High Minority	1	45.70	0.00	0.00	9.00	19.69	0.00	0.00				
Title I	High Poverty	High Minority	1	17.30	2.52	14.97	5.84	33.76	1.00	5.78				
Title I	High Poverty	High Minority	1	53.83	0.00	0.00	8.84	16.42	0.00	0.00				
Title I	High Poverty	High Minority	1	83.96	1.30	1.55	19.90	23.70	1.30	1.55				
Title I	High Poverty	High Minority	1	14.95	0.00	0.00	1.96	13.11	0.00	0.00				
Title I	High Poverty	High Minority	1	26.36	0.00	0.00	6.00	21.16	0.00	0.00				
Title I	High Poverty	High Minority	1	14.65	0.00	0.00	2.96	20.20	0.00	0.00				
Title I	High Poverty	High Minority	1	35.98	0.00	0.00	4.00	11.12	0.00	0.00				

Questions?

Contact the SD DOE Accountability staff at 605-773-3134 or DOE.Accountability@state.sd.us