![south dakota DEPARTMENT OF EDUCATION — Learning. Leadership. Service.]

Calculation Guide
2022-2023 Accountability Report Card

This resource will answer frequently asked questions regarding South Dakota's accountability system.

2022-2023 ESSA State Plan Addendum Items:
 For the 2022-23 Report Card, only two years of student performance data are being utilized to calculate SPI points.

The School Performance Index

While other information is publicly reported on the report card, South Dakota's accountability system is based on a 100-point index, called the School Performance Index (SPI), consisting 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 elementary and middle school (pre-secondary) accountability, and one for high school (secondary) accountability. SPI point details are provided in the tables below.

Elementary and Middle School SPI Points Distribution:

Indicator		Maximum Points Possible	
Academic Indicators	**Student Achievement**	Math	20
		English Language Arts	20
		Total	**40**
	Academic Growth	English Language Arts – All Students	10
		Math – All Students	10
		English Language Arts – Lowest Quartile	10
		Math – Lowest Quartile	10
		Total	**40**
	English Language Proficiency		**10**
School Quality			**10**
Total			**100**

High School SPI Points Distribution:

Indicator		Maximum Points Available	
Academic Indicators	**Student Achievement**	Math	20
		English Language Arts	20
		Total	**40**
	Four-Year Cohort Graduation		12.5
	College and Career Readiness		25
	English Language Proficiency		10
High School Completion			12.5
Total			**100**

The Elementary and Middle School Accountability System

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

Indicator #1: Student Performance

Elementary and middle schools are accountable for the Student Performance indicator. This indicator measures students' performance on the South Dakota English Language Arts Assessment (SD-ELA) and the South Dakota Math Assessment (SD-MATH) or the South Dakota Alternate Assessments in both English Language arts (SD-ELA Alt) and math (SD-MATH Alt). Only those students with the most severe cognitive disabilities take an alternate assessment. First Year in Country students in tested grades are required to participate in the math and science assessments.

The Accountability Report Card also reports proficiency rates that include the South Dakota Science Assessment (SD-SCI) and the South Dakota Science Alternate Assessment (SD-SCI Alt) scores, however, the South Dakota Science Assessment and Alternate Assessment are not required to be included in the calculation of student performance for reporting.

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.

All students in grades 3-8 and 11 are included in the Student Performance rate calculation for a school or district if they meet Full Academic Year (FAY). FAY means a student was enrolled for a substantial portion of the year in a specific school or district – from October 1 to May 1 with an enrollment gap of no more than 15 consecutive school days.

Results on the State Assessments will be returned two ways:

- Current Year Proficiency
- Current Year Participation

Current Year Proficiency

Description
The proficiency rate for students on the current school year assessments for ELA, math and science are calculated and presented for informational purposes. Schools can compare their current year performance to prior years' performance.

Calculation

$$\frac{\text{Numerator = Count of FAY students who tested at Level 3 or 4 in the current school year}}{\text{Denominator = Count of FAY students who tested in the current school year}}$$

Invalidated Test Scores
The SDDOE process for invalidating test scores is based on a unique situation at a school, which sometimes results in the invalidation of test scores. Invalidated test scores will count in the denominator when calculating student proficiency.

Current Year Participation

Description

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.

Federal and state law requires that 95 percent of students, at the school, district, and state levels, and across every subgroup, participate in the state assessment.

> **Administrative Rule 24:55:07:02. At least 95 percent assessed.** A school shall administer the state academic assessment to at least 95 percent of the students and 95 percent of students within a student group who are enrolled in the tested grades for the state academic assessment as of May 1. If a school fails to administer the state assessments to 95 percent of students or of the members of a student group, those students necessary to be counted to reach 95 percent shall receive a value of zero in calculating the student achievement key indicator.

Calculation

$$\frac{\text{Numerator} = {}^*\text{Count of students with valid scores}}{\text{Denominator} = \text{Count of eligible students enrolled as of May 1}}$$

*Count of students tested includes all students who attempted to take the test by logging in and attempting both portions of the test for ELA or math.

Invalidated Test Scores

The SDDOE process for invalidating test scores is based on a unique situation at a school, which sometimes results in the invalidation of test scores. Invalidated test scores will count in the denominator when calculating student participation.

Earning SPI Points

Student Performance Points (SPI) are awarded based on a school's performance for ELA and math. The N-size of 10 is used for the indicator. If a school has fewer than 10 students, the school is considered a Small School and will go through a state designed evaluation process. Points are awarded by looking at the performance of all FAY students on the statewide 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 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

To comply with the 95% participation in testing rule, untested students above the amount allowed in the SD Administrative Rule 24:55:07:02 are included in the calculation and assigned a value of zero points for the percent of tests not taken above the five percent allowed.

The steps below reflect how to calculate the percent of points earned based on the performance level of students on the assessments for ELA and math

Phase I steps for calculating points achieved by performance level for ELA and math
1) Determine the denominator for the calculation. This number reflects the larger of either those students assessed or 95 percent of eligible students, as identified in participation rate (current year only for ELA and math assessments).
   a. *If a school met participation requirements for All Students group*, continue to Step 2.
   b. *If a school did not meet participation requirements for All Students group*, determine the number of students required to bring the school up to the 95 percent bar. The students represented here are given a value 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 up the percent of points earned for each of the above steps to arrive at the total percent of points earned. If this is greater than 100%, cap this 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 to calculate the total points earned for each subject area:
1. Multiply the percentage of points earned by 20, which is the possible points for each subject area:
   a. 79% multiplied by 20 = 15.80 for Math
   b. 88% multiplied by 20 = 17.60 for ELA
2. Total earned points for Student Performance for this school is 33.40, which is the sum of 15.80 and 17.60.
3. There are 40 points possible for the Student Performance indicator; to calculate the percentage of points earned: divide 33.40 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:

	% of Points Possible Achieved	Score	Total Points for Student Performance
Math	79.00%	15.80	
ELA	88.00%	17.60	33.40

Indicator #2: Student Progress

Description

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.

Measure Details

- Students are grouped with other South Dakota students based on their performance on previous year's assessment. Then their scores for current year assessment are compared to determine how much they grew.
- Those students who have a relatively higher year two score (i.e., they grew more) will have a higher Student Growth Percentile (SGP).
- Those with a relatively lower year two 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 in three years.
- Three categories of students are factored into the <u>numerator</u> 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 <u>denominator.</u>

Definition of Growth Designations

Designation	Current Year Proficiency	In 3 Years Proficiency	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	Will not be proficient	
	Not Proficient	Will not be proficient	SGP of below 70

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

The report card displays rates for both the All Students and the Lowest Quartile groups. The Lowest Quartile is comprised of those students who achieved the lowest 25 percent of scores on the previous year's assessment.

Earning SPI Points

Points are awarded based on the performance of the "All Students" group in both ELA and math, as well as the performance of the Lowest Quartile students in ELA and math. Lowest Quartile is calculated on the lowest 25% of the previous year's assessment scores. An example of calculating Student Progress points:

Student Groups	ELA		Math		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	

Indicator #3: English Learners Progress

Description

English Learners Progress (ELP) indicator is designed to focus on the progress of English Learner students assessed by state English language assessment, specifically the South Dakota English Language Proficiency Assessment. Students who take the alternate assessment are not included in this indicator. The English Learners Progress indicator is based on the students who meet Full Academic Year (FAY) in the current school year.

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

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

When English Learner students take the SD-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 Learner program. The diagram below shows the number of years for an English Learner student to exit the program after taking their first SD-ELP assessment. Students may exit the program if they score a 5.0 on the SD-ELP assessment or 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 SD-ELP Score	Years to Exit after First SD-ELP
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

Once an English Learner student has their first SD-ELP Composite Score, a Linear Progress Trajectory is calculated based on the number of years they are expected to remain in the English Learner program.

The equation used to calculate the Linear Progress Trajectory is:

Calculation

$$\frac{Numerator:\ 5.0 - First\ Score}{Denominator:\ Years\ to\ Exit\ based\ on\ first\ SD\text{-}ELP\ Composite\ Score}$$

The Linear Progress Trajectory is used as annual target scores a student must achieve to stay on track to exit. Below is an example of what an individual student targets would look like:

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

The student's second assessment score is used to categorize the student's progress, as detailed below:
- If the student didn't test -> **Returning EL, not tested**
- If the student scored a 1.9 on his/her next test -> **Returning EL, tested, no growth**
- If the student scored a 2.5 on his/her next test -> **Returning EL, growing but not meeting goals**
- If the student scored a 3.1 on his/her next test -> **Returning EL, tested, meeting growth goals**
- If the student scored a 5.2 on his/her next test -> **Returning EL, tested, early exit**

Growth Categories
Students can fall into one of seven growth categories, whether they are first identified as an English Learner, or they are a returning English Learner without a test.

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

Growth Category	Report Card Label	Definition
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

7

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
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

** Students who took the SD-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 indicator until the second year of identification when progress towards growth can be calculated.

Students with at least one previous SD-ELP assessment score:

Growth Category	Report Card Label	Definition
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
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
Previously Identified, First Time Tested	Identified Last Year, First Time Tested	EL student was identified in the prior year but did not test until the current year
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
Tested, late exit	Exited Late	Returning EL students who have passed their "projected exit date" and now have exited.
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
Returning El, tested, early exit	Exited Early	Returning EL students who exit ahead of the prescribed timeframe
Alternate Assessment	NA	New and Returning EL students who took the alternate assessment
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
Special Ed Exception	NA	New and Returning EL students who took SD-EP but did not get a composite score due to SPD Circumstance

Earning SPI Points
Points will be awarded based on the performance of English Language Learner students on the ACCESS 2.0 assessment. Students can fall into one of seven growth categories, whether they are first identified as an English Learner, or they are a returning English Learner without a test.

First-identified students (students without a previous ACCESS 2.0 test score):
- Students who both took the ACCESS 2.0 assessment for the first time, and who met the exit criteria within their first year of receiving services are assigned to the category worth 1.0 point value.

- Other students who took the ACCESS 2.0 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 ACCESS 2.0 score:
- Students required to take ACCESS 2.0 but did not will be assigned to the category worth zero point value.
- Students who took ACCESS 2.0 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 point value.
- Students who are not on track to exit within the prescribed time frame but who have nevertheless progressed in proficiency **OR** students who did **NOT** take the ACCESS 2.0 when first identified but then took the assessment for the first time this year will be assigned to the category worth 0.50 point value.
- Students who 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.
- Students who exit ahead of the prescribed timeframe are assigned to the category worth 1.25 point value.

The table below describes the nine categories and points:

Growth Category	Point Value
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 (unless previously identified)	Not Included
Special Ed Exception	Not Included

SPI Points Awarded

Once all English Learner 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 points for the English Language 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

Rounding Rule for ELP Progress Goals

The Linear Growth Trajectory is measured to the hundredth decimal place and the SD-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).

N-Size of 10 Rule for English Language Learner Progress Indicator

South Dakota's districts vary widely in the number of ELs they serve. Any school meeting an N-size of 10 will be held accountable for the performance of its students for the English Language Learner Progress indicator. In this way, the SDDOE will be able to hold the maximum number of districts accountable for the progress of their EL students.

- 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 the district level data for the indicator.
- If a school and district did not meet the N-size of 10 in the current year, no EL data will show.

English Learners On Track

The English Learners On-Track progress measures the rate of EL students that have met annual target goals. This rate will reflect district data if the N-size for the school is less than 10 students.

Calculation

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. This rate will reflect district data if the N-size for the school is less than 10 students.

Calculation

Numerator: EL students that score 5.0 or higher on the SD-ELP assessment OR scored a 4.0 or higher on the ELP Assessment AND a Level 3 or 4 on the SD-ELA Assessment

Denominator: EL students in any of the above growth categories

10

Indicator #4: School Environment (Attendance)

Description

The attendance rate is based on the percentage of students attending school for 90% or more of enrolled days. All students who are FAY and enrolled in grades kindergarten (including junior kindergarten – K1) through grade 8 are included in the attendance rate calculation.

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.

Calculation

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

Earning SPI Points

Points are earned by taking the percentage of FAY students who attended at least 90% of enrolled days multiplied by 10. For example, a hypothetical school with 83.54 percent of students attending at least 90% of enrolled days will receive 8.35 points out of a possible 10.

Attendance rates are calculated based on every unique student enrollment record (a student can have multiple enrollment records) at grades kindergarten (including junior kindergarten – K1) through eighth grade, reduced by students incarcerated at the state penitentiary, students attending school out-of-state, private school, summer school, home school, foreign exchange students, and students attending out-of-state on a contract basis. 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 can be accountable at the school/district/state levels, or district/state levels, or state level only, determined by the process involving district type and funding codes used for academic performance. For each level, the attendance rate is calculated by the (sum of membership days – sum of absent days) / (sum of membership days), summed over each unique enrollment record. This gives each unique enrollment record an attendance percentage).

Note: Chronic Absenteeism is reported in the elementary and middle school report cards. *Chronic Absenteeism measures the percentage of students that have attended more than 10 days and have missed more than 10% enrolled days in the school year.*

The High School Accountability System

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

Indicator #1: Student Performance

Description
The Student Performance indicator is the same for high schools as the elementary/middle school indicator. See details at Indicator #1: Student Performance starting on page 2 of this document.

Indicator #2: High School Completion

Description
This is 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). This also includes students who obtained an alternate completion credential before age 21, namely the GED. The Department collects GED information for all test takers in South Dakota; any schools with students who have completed a GED outside of South Dakota can submit that record to the Department through the appeal process available to districts.

NOTE: 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 with equal enrollment lengths.

Calculation
Numerator **=** Number of students who obtained a high school diploma or GED in the most recently completed school year

Denominator **=** Dropouts (Grade 9 dropouts in 2019-20 + Grade 10 dropouts in 2020-21 + Grade 11 dropouts in 2021-22 + Grade 12 dropouts in 2022-23) + 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.

Indicator #3: On-Time Graduation Rate

Description
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 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.

NOTE: If students did not attend at least 50% of the last year of enrollment at one school, students count at the high school they attended the longest, or the last enrolled if there are multiple with equal enrollment lengths.

South Dakota is required to follow the Title I Four-Year Adjusted Cohort methodology in determining Graduation Rate, as defined in the ESEA, 20 U.S.C. § 8101(25) (December 10, 2015).

Calculation

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

---

Denominator = Number of first-time ninth graders (starting cohort year-fall 2019), plus students who transfer in, minus students who are removed from the cohort during the school years 2019-20, 2020-21, 2021-22, and 2022-23

Earning SPI Points

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

Indicator #4: College and Career Readiness

Description
The CCR indicator is a comprehensive measure that includes four types of college and career assessments and three types of coursework.

Assessment Readiness and Coursework Readiness. Measures reported in the report card for CCR include: assessment readiness; coursework readiness; assessment OR coursework readiness (one or the other but not both); and assessment AND coursework readiness (combined). Unlike other indicators, the student cohort for CCR data is comprised of the previous year's completer roster.

Assessment Readiness for College or Career	Coursework Readiness for College or Career

• **College English Readiness- meet 1 of 3 options:**
  o **State Assessment-ELA (Level 3 or 4)**
  o **ACT English (sub-score 18)**
  o **Accuplacer- NextGen Writing (score263+)**
 	
• **College Math Readiness- meet 1 of 3 options:**
  o **State Assessment-Math (Level 3 or 4)**
  o **ACT Math (sub-score 20)**
  o **Accuplacer- NextGen-Quantitative Reasoning, Algebra & Statistics (score 255-300)**
	• **High School Graduation Advanced Endorsement**
	  ✓ **Earn 1 or more endorsements**

• **Career English and Math Readiness- earn silver or higher** ✓ **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
         *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 <u>one of the assessment options for **both**</u> English/reading and mathematics **OR** earn a silver or higher NCRC certificate. See section below about Assessment Readiness for more information.
3) **College *AND* Career Readiness**
   a) This measure reflects students who met **both** the criteria for Coursework Readiness <u>AND</u> Assessment Readiness measures.
4) **Assessment <u>OR</u> Coursework Readiness**
   a) Students met the criteria for either assessment <u>OR</u> coursework readiness but **not both**.
   b) CCR data are reported in dashboards in the report cards.

CCR Rules

1. Use Completer roster from previous year.
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. <u>Identify if the student met any of the benchmarks.</u> 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. <u>To award points for this indicator, the prior year's completer roster data will be examined</u>, and students will be classified into one of three categories with their point value:
- No Indicators met = 0 point
- **Either** Assessment Readiness met **OR** Coursework Readiness met = 0.5 points
- Both Assessment Readiness **AND** Coursework Readiness measures met = 1.0 point

Table 1 represents the CCR indicator data for All Students from a Student Population Metric report and Table 2 shows how to use those numbers to calculate SPI points. Data in these tables are false.

Table 1: CCR measures for All Students

CCR Measure	Metric %	Metric Numerator	Metric Denominator
Assessment OR Coursework Readiness	46.15%	66 Students	143 Students

Assessment AND Coursework Readiness	27.27%	39 Students	143 Students

Table 2: Calculating SPI Points

	No Indicators Met	One Indicator Met (Assessment OR Coursework Ready)	Both Indicators Met (Assessment AND Coursework Ready)	Totals	Total SPI Points Earned
SPI Details	38	66	39	143	
SPI Point value	0.00	0.50	1.00		
% of SPI Points Earned	0.00	23.08%	27.27%	50.35%	12.59 out of possible 25

The SPI points for CCR indicator 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 (i.e., South Dakota Assessments, ACT, Accuplacer, or NCRC) is less than 10, the percentage of students will be suppressed in the public report card.

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

- 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+
- NCRC Assessment (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

Indicator #5: English Learners Progress

Description

The English Learners Progress indicator is the same for high schools as the elementary/middle school indicator. See details at Indicator #3: English Learners Progress starting on page 6 of this guide.

Redistribution of SPI Points

Consistency with the 100-point School Performance Index (SPI) is particularly important when conducting the calculations for classifying school support, small and special schools, and for the fidelity of calculating the overall SPI points for individual schools. For that reason, the SDDOE created rules for reallocating SPI points to other academic indicators.

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 is not accountable for the English Language Learner Progress indicator (see note on Page 18), then 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 n**on-academic/School Quality** measure
- If a school is not accountable for the Student Progress Indicator, then those 40 points will be redistributed equally to all other a**cademic indicators:**
    1. Student Performance would be 72 Points (36 for English Language Arts, 36 for Mathematics)
    2. English Language Learner Progress would be 18 Points
    3. Attendance would stay as 10 Points, because it is a n**on-academic/School Quality** measure
- If a school is not accountable for English Language Learner 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 is not accountable for the English Language Learner Progress Indicator (see note below), then those 10 points will be redistributed equally to all other a**cademic indicators:**
    o Student Performance would be 43.34 Points (21.67 for English Language Arts, 21.67 for Mathematics)
    o College and Career Readiness would be 28.33 Points
    o On-Time Graduation would be 15.83 Points
    o High School Completion would stay as 12.5 Points, because it is a **non-academic/School Quality** measure.
- If a high school has no students in CCR, then those 25 points are redistributed equally to the other three Academic Indicators:
    o 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 Language Learner 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

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 Language Learner Progress
- No students in On-Time Graduation-those points are redistributed to Student Performance

NOTE: N-Size of 10 Rule for English Language Learner Progress Indicator

South Dakota's districts vary widely in the number of ELs they serve. Any school meeting an N-size of 10 will be held accountable and receive points based on the performance of its students for the <u>English Language Learner Progress</u> indicator. In this way, SDDOE will be able to hold the maximum number of districts accountable for the progress of their EL students.

- 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 as explained earlier.

Confidentiality

South Dakota Department of Education takes the job of maintaining and protecting the confidentiality of South Dakota students very seriously. To that end, we have developed and utilize the following protocol:

1. Individual student's results are never reported to the public.
2. The State neither publishes nor publicly releases any data pertaining to school performance or other matters for any group or subgroup with fewer than 10 members.
3. A notation will be used on all public reports when data has been suppressed.

Questions?

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