

ARTICLE 24:55

PUBLIC SCHOOL ACCOUNTABILITY SYSTEM

Chapter

| | |
|----------|---|
| 24:55:01 | Definitions. |
| 24:55:02 | Public school performance index. |
| 24:55:03 | Public school rankings and classifications. |
| 24:55:04 | Sanctions, rewards, and recognition. |
| 24:55:05 | Academic progress. |
| 24:55:06 | Review and reporting requirements. |
| 24:55:07 | All public schools and public school students included. |
| 24:55:08 | Public school or public school district changes. |
| 24:55:09 | Appeals. |
| 24:55:10 | Accountability system review. |

CHAPTER 24:55:01

DEFINITIONS

Section

| | |
|-------------|--|
| 24:55:01:01 | Definitions. |
| 24:55:01:02 | Flexibility request defined. |
| 24:55:01:03 | Full academic year defined. |
| 24:55:01:04 | Public school accountability system defined. |
| 24:55:01:05 | Student groups defined. |

24:55:01:01. Definitions. Terms used in this article mean:

(1) "Accreditation," certification by the secretary that a school system meets the adopted standards of the state board for a specified school fiscal year;

(2) "Alternative school," programs outside of the traditional setting whereby students receive instruction as an extension of the regular or traditional school environment;

(3) "Attendance, day of," a day in which an enrolled person is present under the guidance and direction of a teacher for the minimum length of time that school is in session;

(4) "Attendance rate," the aggregate days of attendance of all enrolled students divided by the aggregate days of enrollment of all enrolled students,"

(5) "Confidence interval," a group of continuous or discrete adjacent values that is used to estimate a statistical parameter (as a mean or variance) and that tends to include the true value of the parameter a predetermined proportion of the time if the process of finding the group of values is repeated a number of times;

(6) "Department," Department of Education;

(7) "Dropout," a student who:

(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; or

(iii) Death;

(8) "Dual enrollment," the enrollment of a student in a kindergarten through twelfth grade program in two or more school systems at the same time;

(9) "Economically disadvantaged," students who qualify for free and reduced lunch status;

(10) "Enrollment," for accountability purposes, the total number of students who are enrolled in a public school for greater than fifty percent of a school day;

(11) "ESEA," the Elementary and Secondary Education Act, 20 U.S.C. 6301 et seq., as in effect on August 23, 2012;

(12) "Grade," that portion of a school program that represents the work of one regular school term, identified by a designation such as kindergarten, grade one, or grade ten;

(13) "Gap group," an aggregate count of student groups ~~in a specific public school~~ that have experienced the most significant achievement gaps over the most recent three years of participation in ~~on~~ the state academic assessment. The Gap group will be re-evaluated following the 2014-15 school year, using the most recent three years of state academic assessment data. After the 2014-15 school year, the gap group will be re-evaluated on a six-year cycle. The gap group currently includes the following student groups: Black or African American; American Indian or Alaska Native; Hispanic/Latino; economically disadvantaged; students with disabilities; and limited English proficient;

(14) "Gap group indicator," for student achievement, the percentage of gap group students who scored proficient or advanced on the state academic assessment; for graduation rate, the graduation rate of gap group students; and for student attendance, the student attendance rate of gap group students;

(15) "Graduation rate," the four-year adjusted cohort graduation rate as defined in 34 C.F.R. § 200.19(b)(1) (November 28, 2008);

(16) "High school completion rate," the number of students who, in the most recently completed school year, have attained a regular high school diploma or a General Equivalency Diploma (GED) divided by the total number of students in that same year who dropped out or attained a regular high school diploma or a GED;

(17) "Key indicators," the key indicators of public school performance in §§ 24:55:02:02 to 24:55:02:03, inclusive;

(18) "Limited English proficient," as that term is defined in 20 U.S.C. § 7801 (25) (2002);

(19) "Nongap group," all students in a specific public school who are not included in the gap group;

(20) "Presecondary school level," the elementary, middle, and junior high school levels;

(21) "School district," a public school district as defined in SDCL 13-5-1;

(22) "School, elementary," a school consisting of any combination of grades from kindergarten through eighth grade;

(23) "School, junior high," a school consisting of any combination of two or more consecutive grades that must include grades seven and eight, and may include grade nine;

(24) "School level," the designation of two separate and distinct levels for determining public school performance under the SPI, with those levels being the presecondary school level and the secondary school level;

(25) "School, middle," a school consisting of any combination of two or more consecutive grades, five through eight;

(26) "School, public," a public entity that is approved or accredited by the secretary for the purpose of instructing children of compulsory school age as provided in SDCL 13-27-1;

(27) "School, secondary," a school consisting of any combination of three or more consecutive grades, including ninth grade through twelfth grade;

(28) "School system," all of the schools and supporting services operated by a public school district;

(29) "School term," "school year," the school term as defined in SDCL 13-26-1 and 13-26-2;

(30) "Secretary," the secretary of the Department of Education;

(31) "SIG," school improvement grant;

(32) "SPI," school performance index;

(33) "SPI key indicator score," the score assigned to each key indicator at each school level;

(34) "SPI ranking," the ranking referenced in § 24:55:03:01;

(35) "State academic assessment," the academic achievement test in reading and mathematics annually administered to all students in grades three to eight, inclusive, and in grade eleven as defined in SDCL 13-3-55;

(36) "Student," an individual for whom instruction is provided in an educational program under the jurisdiction of a public school district;

(37) "Students with disabilities," students having intellectual disabilities, hearing impairment, including deafness, speech or language impairment, visual impairments, including blindness, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, developmental delay, other health impairment, specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan;

(38) "Teacher, certified," the holder of a valid South Dakota teacher certificate who is assigned to those responsibilities authorized by the certificate;

(39) "Title I, Part A," Title I, Part A, of the ESEA, 20 U.S.C. §§ 6301 to 6339, as in effect August 23, 2012;

(40) "Title I school," "Title I district," a public school or public school district that receives funds under Title I, Part A and 34 C.F.R. Part 200 (July 27, 2012);

(41) "Total SPI score," the sum of all SPI key indicator scores, with a maximum of 100 points allowed at each school level per school year;

(42) "US DOE," the United States Department of Education.

Source: 39 SDR 51, effective October 3, 2012.

General Authority: SDCL 13-3-69.

Law Implemented: SDCL 13-3-62, 13-3-69.

24:55:01:04. Public school accountability system defined. For purposes of this article, the term, accountability system, means a system established by the state to ensure that all public schools make yearly progress in continuously and substantially improving the performance of their students and make yearly progress in increasing the quality of instruction and leadership. The accountability system shall:

(1) Be implemented and administered for all public schools through department policies and procedures consistent with SDCL 13-3-62 to 13-3-69, inclusive, and the requirements of this article;

(2) Be based upon the content standards in reading and mathematics approved by the state board of education;

(3) Include measurements of student achievement in reading and mathematics based on the state academic assessment;

(4) Include four levels of student achievement for reading and mathematics: advanced, proficient, basic, and below basic, as referenced in SDCL 13-3-66, that are based on mastery of the content standards as measured by academic achievement tests, with cut scores for each level established by the department;

(5) Include multiple indicators of public school performance;

(6) Include a process for evaluating and supporting teachers and principals that is designed to improve their effectiveness in maximizing student learning, with the process being based on professional performance standards and multiple measures, and that informs professional growth and development of teachers and principals;

(7) Include a six-year cycle ~~that is coordinated with the school accreditation requirements of article 24:43;~~

(8) Include annual measurements and public reporting based on the data collected pursuant to SDCL 13-3-51;

(9) Include a system of classification, sanctions, rewards, and recognition;

Source: 39 SDR 51, effective October 3, 2012.

General Authority: SDCL 13-3-69.

Law Implemented: SDCL 13-3-62, 13-3-69.

CHAPTER 24:55:02

PUBLIC SCHOOL PERFORMANCE INDEX

Section

| | |
|-------------|--|
| 24:55:02:01 | Key indicators of public school performance. |
| 24:55:02:02 | Presecondary school level key indicators implemented in the 2012-2013 school year. |
| 24:55:02:03 | Presecondary school level key indicators implemented in the 2014-2015 school year. |
| 24:55:02:04 | Secondary school level key indicators implemented in the 2012-2013 school year. |
| 24:55:02:05 | Secondary school level key indicators implemented in the 2014-2015 school year. |
| 24:55:02:06 | Calculation of student achievement SPI key indicator score. |
| 24:55:02:07 | Calculation of student attendance SPI key indicator score. |
| 24:55:02:08 | Calculation of high school completion SPI key indicator score. |
| 24:55:02:09 | Calculation of college and career readiness SPI key indicator score. |
| 24:55:02:10 | Calculation of total SPI score for a public school. |
| 24:55:02:11 | Calculation of SPI score for the state level. |

- 24:55:02:12 Academic growth key indicator.
- 24:55:02:13 Effective teachers and principals key indicator.
- 24:55:02:14 School climate key indicator.
- Appendix A SPI Key Indicators Table – Presecondary School Level – 2012-2013 and 2013-2014 School Years.
- Appendix B SPI Key Indicators Table – Presecondary School Level – 2014-15 School Year.
- Appendix C SPI Key Indicators Table – Secondary School Level – 2012-2013 and 2013-2014 School Years.
- Appendix D SPI Key Indicators Table – Secondary School Level – 2014-15 School Year.
- Appendix E Student Achievement Calculation Table – Presecondary School Level – 2012-2013 and 2013-2014 School Years.
- Appendix F Student Achievement Calculation Table – Presecondary School Level – 2014-2015 School Year.
- Appendix G Student Achievement Calculation Table – Secondary School Level – 2012-2013 and 2013-2014 School Years.
- Appendix H Student Achievement Calculation Table – Secondary School Level – 2014-2015 School Year.
- Appendix I Student Attendance Calculation Table.
- Appendix J High School Completion Calculation Table.
- Appendix K College and Career Readiness Calculation Table – 2012-2013 and 2013-2014 School Years.
- Appendix L College and Career Readiness Calculation Table – 2014-2015 school year.

24:55:02:01. Key indicators of public school performance. The accountability system shall include multiple indicators of public school performance in advancing student learning and in improving instruction and school leadership. The department shall calculate SPI key indicator scores for each public school for each school year, with each key indicator assigned a maximum value according to this chapter. The department shall incorporate the use of a confidence interval when ~~calculating~~ reporting each of the SPI key indicator scores. The department also shall calculate a total SPI score for each public school, with one-hundred being the maximum value.

Source: 39 SDR 51, effective October 3, 2012.

General Authority: SDCL 13-3-69.

Law Implemented: SDCL 13-3-62 to 13-3-65, 13-3-69, inclusive.

CHAPTER 24:55:03

PUBLIC SCHOOL RANKINGS AND CLASSIFICATIONS

Section

- 24:55:03:01 School performance index ranking.
- 24:55:03:02 Classifications of public schools.
- 24:55:03:03 Classification of exemplary schools.
- 24:55:03:04 Classification of status schools.
- 24:55:03:05 Classification of progressing schools.
- 24:55:03:06 Classification of non-Title I schools as priority schools.
- 24:55:03:07 Classification of Title I schools as priority schools.
- 24:55:03:07.01 Classification of priority districts.

- 24:55:03:08 Classification of focus schools.
- 24:55:03:09 Transition year classification of Title I priority and focus schools.
- 24:55:03:10 Transition year classification of Title I priority schools at the presecondary school level.
- 24:55:03:11 Transition year classification of Title I priority schools at the secondary school level.
- 24:55:03:12 Transition year classification of focus schools at the presecondary school level.
- 24:55:03:13 Transition year classification of focus schools at the secondary school level.
- 24:55:03:14 SIG priority schools.

24:55:03:07.01. Classification of priority districts. If a public school district has at least one priority school and at least fifty percent of its schools are focus and/or priority schools, the district shall be considered a priority district. Only districts with three or more public schools may be identified as priority districts. A district shall remain a priority district for a minimum of four years.

24:55:03:08. Classification of focus schools. The department shall classify a Title I school as a focus school if it meets ~~any~~ either of the following criteria:

(1) At the presecondary school level, the gap group indicators for student achievement and attendance are at or below the bottom ten percent of Title I schools; or

(2) At the secondary school level, the gap group indicators for student achievement and graduation rate are at or below the bottom ten percent of Title I schools; ~~or~~

~~(3) The school is a Title I high school whose graduation rate is below sixty percent over the last two school years, and the school has not been identified as a priority school.~~

The department shall incorporate the use of a confidence interval when ~~calculating~~ reporting the gap group indicators pursuant to this section.

Source: 39 SDR 51, effective October 3, 2012.

General Authority: SDCL 13-3-69(6).

Law Implemented: SDCL 13-3-67, 13-3-69.

CHAPTER 24:55:04

SANCTIONS, REWARDS, AND RECOGNITION

Section

- 24:55:04:01 Interventions and rewards.
- 24:55:04:02 Interventions for Title I priority schools.
- 24:55:04:03 ~~Additional interventions~~ Interventions for school priority districts ~~with fifty percent or more of schools classified as Title I priority schools.~~
- 24:55:04:04 Interventions for focus schools.
- 24:55:04:05 Additional interventions for school districts with fifty percent or more of schools classified as focus schools, Repealed.
- 24:55:04:06 Exiting priority school classification.

24:55:04:07 Failure of priority school to progress.
24:55:04:08 Exiting focus school classification.
24:55:04:09 Failure of focus school to progress.
24:55:04:10 Rewards and recognition.

~~24:55:04:03. Additional interventions Interventions for priority school districts. with fifty percent or more of schools classified as Title I priority schools.~~

~~If fifty percent or more of the Title I schools in a school district are classified as priority schools by the department, the Each priority district shall designate twenty percent of the funds received pursuant to Title I Part A for additional interventions designed to improve school performance implement the interventions in this section. The interventions referenced in this section must be approved by the department. In addition, the department shall appoint a technical advisor to assist the district with operational issues.~~

(1) Form a district leadership team to drive the continuous improvement process and create, implement and monitor the district turnaround plan;

(2) Participate in the Academy of Pacesetter Districts (APD) program to review and/or develop a district operations manual targeted at supporting all schools in the district, including using the SD LEAP online school improvement planning tool to assess, plan, implement, and monitor district indicators of effective practice;

(3) Provide and support necessary professional development for teachers;

(4) Implement the South Dakota Multi-Tiered System of Support (SD MTSS);

(5) Undergo a district performance audit; and

(6) Implement additional supports and interventions that align with the needs of the district's priority schools.

In addition, the department will conduct an analysis of the priority district data regarding staffing, budgeting, student achievement, and other relevant areas. Based on the results of this analysis, the priority district may be required to set aside up to five percent of the district Title I allocation to fund a technical advisor assigned by the department.

Source: 39 SDR 51, effective October 3, 2012.

General Authority: SDCL 13-3-69(6).

Law Implemented: SDCL 13-3-67, 13-3-69.

~~24:55:04:05. Additional interventions for school districts with fifty percent or more of schools classified as Title I focus schools.~~ ~~If fifty percent or more of the Title I schools in a school district are classified as focus schools by the department and fewer than fifty percent of the Title I schools in a district are classified as priority schools, the district shall designate ten percent of the funds received pursuant to Title I Part A for professional development activities approved by the department for the focus schools.~~

~~Source: 39 SDR 51, effective October 3, 2012.~~

~~General Authority: SDCL 13-3-69(6).~~

~~Law Implemented: SDCL 13-3-67, 13-3-69.~~

24:55:04:06. Exiting priority school classification. After a school has been classified a priority school for ~~three~~ four years, and has fully implemented interventions aligned to all of the turnaround principles pursuant to § 24:55:04:02 for three complete years, the department shall examine whether the school meets the exit criteria in this section based on the most recent school year data. The department shall remove the priority school classification if the school meets the following criteria:

- (1) The school's total SPI score is above the bottom five percent of the SPI ranking;
- (2) The gap group and nongap group in the school have met the annual targets in reading and math referenced in § 24:55:05:02 for the last three school years; and
- (3) Follow-up program audits show that interventions required by the chapter are being implemented.

In addition to subsections (1) to (3), inclusive, a Title I high school or Title I eligible high school that was classified as a priority school pursuant to § 24:55:03:07(2) must have a graduation rate of 70% or above for the last two school years.

Source: 39 SDR 51, effective October 3, 2012.

General Authority: SDCL 13-3-69(6).

Law Implemented: SDCL 13-3-67, 13-3-69.

24:55:04:08. Exiting focus school classification. After a school has been classified a focus school for one year, the department shall examine whether the school meets the exit criteria in this section based on the most recent school year data. ~~The department shall remove the focus school classification if the school meets the following criteria:~~

For a school designated as a focus school because the gap group indicators are in the bottom ten percent of Title I schools, the school must meet the following criteria before it can exit focus school classification:

- (1) The gap group indicators are above the bottom ten percent of Title I schools:
 - (a) For student achievement and attendance at the ~~postsecondary~~ presecondary school level; and
 - (b) For student achievement and graduation rate at the secondary school level;
- (2) The gap group in the school has met the annual targets in reading and math referenced in § 24:55:05:02; and
- (3) Annual monitoring by the department indicates that interventions required by this chapter are being implemented.

~~In addition to the requirements of subdivisions (1) to (3), inclusive, a Title I high school that was designated as a focus school pursuant to § 24:55:03:08(3) must have a graduation rate at 70% or above for two consecutive years.~~

For a school designated as a focus school because the performance of at least one subgroup was seventy-five percent lower than the performance of the gap group, the school must meet the following criteria before it can exit focus school classification.

(1) The gap group indicators are above the bottom ten percent of Title I schools:

(a) For student achievement and attendance at the presecondary school level; and

(b) For student achievement and graduation rate at the secondary school level;

(2) Annual monitoring by the department indicates that interventions required by this chapter are being implemented; and

(3) The difference between the subgroup and gap group performance has been cut in half for two consecutive years.

Source: 39 SDR 51, effective October 3, 2012.

General Authority: SDCL 13-3-69(6).

Law Implemented: SDCL 13-3-67, 13-3-69.

CHAPTER 24:55:05

ACADEMIC PROGRESS

Section

24:55:05:01 Academic progress defined.

24:55:05:02 Academic progress goals and targets.

24:55:05:03 Calculation of academic progress goals and targets.

Appendix A Academic Progress Calculation Table.

24:55:05:02. Academic progress goals and targets. For each public school and public school district, the department shall calculate a unique academic progress goal of reducing by half, within each six-year cycle, the percentage of students in each of the student groups referenced in § 24:55:01:05 who score basic or below basic in reading and mathematics. The department shall use the student achievement data from the state academic assessment to set yearly targets in equal increments toward the six-year goal. Goals and targets shall be set separately for reading and mathematics. These targets provide meaningful data for each public school's ongoing efforts to continuously improve student achievement throughout each six-year cycle. The first cycle begins with the ~~2012-13~~ 2011-2012 school year, which serves as a baseline year for data. Progress goals and targets shall be reset following the 2014-15 school year based on a six-year cycle.

Source: 39 SDR 51, effective October 3, 2012.

General Authority: SDCL 13-3-69(1)(2)(5).

Law Implemented: SDCL 13-3-62 to 13-3-65, 13-3-69, inclusive.

24:55:05:03. Calculation of academic progress goals and yearly targets. The department shall calculate academic progress goals and yearly targets separately for reading and mathematics and for each student group in each public school as follows:

(1) Based on state academic assessment scores from the ~~2012-2013~~ 2011-2012 school year, calculate the percentage of students in the applicable student group who score at the basic or below basic levels combined;

(2) Divide this percentage in half. This is the school's academic progress goal for reducing, within the six-year cycle, the percentage of students in the applicable student group who do not score proficient or advanced;

(3) Subtract this amount from 100 percent. This is the inverse of (2) and represents the school's academic progress goal for the percentage of students scoring at the proficient or advanced levels combined within the six-year cycle;

(4) Divide the amount in subdivision (2) by six, rounding to the nearest hundredth. This is the school's annual target for increasing the percentage of students who score at the proficient or advanced levels combined;

(5) Calculate the percentage of students in the base year who test at the proficient or advanced levels combined;

(6) To determine the academic progress target in year one of the six-year cycle, add the base year percentage of students scoring at the proficient or advanced levels combined to the annual target for increasing the percentage of students who score proficient or advanced; and

(7) To determine the academic progress target in subsequent years of the six-year cycle, add the annual increase to the previous year's academic progress target.

These calculations shall be repeated for each public school for all of its student groups of § 24:55:01:05 and shall be calculated separately for reading and mathematics. The minimum student group size of 10 of § 24:55:07:05 applies for reporting purposes.

An example of this calculation is illustrated in Appendix A at the end of this chapter.

Source: 39 SDR 51, effective October 3, 2012.

General Authority: SDCL 13-3-69(1)(2)(5).

Law Implemented: SDCL 13-3-62 to 13-3-65, 13-3-69, inclusive.

CHAPTER 24:55:07

ALL PUBLIC SCHOOLS AND PUBLIC SCHOOL STUDENTS INCLUDED

Section

| | |
|-------------|---|
| 24:55:07:01 | All public school students assessed. |
| 24:55:07:02 | At least 95% assessed. |
| 24:55:07:03 | Dually enrolled students. |
| 24:55:07:04 | Student transfers during testing timeframes. |
| 24:55:07:05 | Student group size. |
| 24:55:07:06 | Insufficient group size. |
| 24:55:07:07 | Public schools with no grades assessed. |
| 24:55:07:08 | Requirements for all public schools. |
| 24:55:07:09 | Students with disabilities, <u>Repealed</u> . |
| 24:55:07:10 | Students with disabilities identified after December first, <u>Repealed</u> . |
| 24:55:07:11 | Participation of students who are limited English proficient. |
| 24:55:07:12 | Student moves. |
| 24:55:07:13 | Student moves, full academic year not met. |
| 24:55:07:14 | Special considerations. |

24:55:07:04. Student transfers during testing timeframes. State academic assessment scores of students who transfer from one public school to another public school between October 1 and the end of the testing timeline within the same public school district are counted at the state district level for student achievement SPI key indicator scores. Student achievement scores of students who transfer from one public school district to another public school district between October 1 and the end of the testing timeline are counted at the state level for student achievement SPI key indicator scores.

Source: 39 SDR 51, effective October 3, 2012.

General Authority: SDCL 13-3-51, 13-3-69.

Law Implemented: SDCL 13-3-51, 13-3-69.

24:55:07:06 Insufficient group size. Accountability determinations for public schools may not be required if the number of students in a group is insufficient to yield statistically reliable information, or the results would reveal personally identifiable information about an individual student. Schools with fewer than 10 students tested will undergo a small school audit process to determine progress towards academic goals.

Source: 39 SDR 51, effective October 3, 2012.

General Authority: SDCL 13-3-51, 13-3-69.

Law Implemented: SDCL 13-3-51, 13-3-69.

~~24:55:07:09. Students with disabilities. Students with disabilities shall participate in the state academic assessment as provided in §§ 24:05:14:14 and 24:05:27:01.03(5).~~

~~Source: 39 SDR 51, effective October 3, 2012.~~

~~General Authority: SDCL 13-3-55, 13-3-69.~~

~~Law Implemented: SDCL 13-3-55, 13-3-69.~~

~~24:55:07:10. Students with disabilities identified after December first. For accountability purposes, the state academic assessment scores of a student enrolled in a public school for a full academic year but who was not identified as a student with a disability as defined in § 24:05:24.01:01 until after December 1 are counted in the presecondary school level or secondary school level for the public school. Academic assessment scores for these students are not counted in the student group of students with disabilities.~~

~~Source: 39 SDR 51, effective October 3, 2012.~~

~~General Authority: SDCL 13-3-51, 13-3-69.~~

~~Law Implemented: SDCL 13-3-51, 13-3-69.~~

CHAPTER 24:55:08

PROVISIONS FOR PUBLIC SCHOOL OR PUBLIC SCHOOL DISTRICT CHANGES

Section

24:55:08:01 Public school or district changing grade span or physical status.

24:55:08:02 Students attending public school or district in first year of operation -- Included in accountability classification.

24:55:08:03 Accountability classification determination starts with first year of operation.

24:55:08:04 Public school boundaries altered -- Prior academic progress goals and targets recalculated.

24:55:08:05 School district consolidation -- Prior academic progress goals and targets recalculated.

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 priority or focus school is not eligible for new accountability status while in the identified classification.

Source: 39 SDR 51, effective October 3, 2012.

General Authority: SDCL 13-3-69.

Law Implemented: SDCL 13-3-69.

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. ~~However, public schools in the first year of operation are not eligible for the additional five points referenced in § 24:55:02:10.~~

Source: 39 SDR 51, effective October 3, 2012.

General Authority: SDCL 13-3-69.

Law Implemented: SDCL 13-3-69.