

# ACCOUNTABILITY, ASSESSMENT, THE TEMPLATE AND THE NEW REPORT CARD

*SD Department of Education*

*August 2012*



# INFORMATION

❖ 30 day distribution time line will not start until the All Assessed data is made available to districts. **Individual student reports should go out as soon as possible.**

❖ The state report cards have been condensed in to one PDF file (10.5 pages front and back). It will be available on the Accountability webpage:

<http://doe.sd.gov/NCLB/index.aspx> (It will be under Documents and titled 2012 State Report Card). The state 2012 template will be on the website as soon as the data becomes available.

❖ The template on the web site has changed. IF your district has already figured everything out manually, you do NOT need to change forms. We apologize that you went through all of the steps to figure everything out.

# WHAT HAS STAYED THE SAME

- LEAs and schools are still being held accountable for FAY (Full Academic Year) students.
- The requirements for what must be reported have not changed:
  - Both the All Assessed data (assessment) and the FAY data (accountability) are still required.
- Information must still be distributed to parents and the public.
- The state developed template is still available for use as a tool for distribution.

# WHAT HAS CHANGED

- AYP and School Improvement status no longer has to be calculated and reported as allowed under the Flexibility Waiver
- The template has been modified to reflect these changes resulting from the waiver and the new report card format
  - The AYP columns and the school improvement/district improvement columns have been removed
  - The state template has been removed and will be available as a separate Excel file soon
  - The District level template now has columns for grade span participation rates so districts do not have to manually calculate these numbers
  - The All Assessed data is not available at this time
- The Report Card
  - New look
  - More data available through the secure version that requires password to access

# DISTRIBUTION GUIDELINES FOR 2012-13

- At the district level:
    - Print at least 1 full copy of all report cards to be kept at the district office for public access which includes:
      - State
      - NAEP - 2011
      - District – 3 school levels
      - School - one copy for each school
  - At the school level:
    - 1 copy of the school level report card AND information on how to access/receive the State, NAEP and District information.
- OR**
- the four pages of the state provided template that has been completed with current district and school information.

# DISTRIBUTION GUIDELINES FOR 2012-13

- For the Public:
  - Distribute by providing, in community places, (Post Office, Community Center, Library) **either**:
    - Copies of the four completed templates
    - Copies of all report cards or
    - By educating the public on how they can access the information through alternate means. This could include:
      - emails with links to the district, school and state websites
      - instructions on how to navigate the new report card to find the information
      - how these changes will be impacting the schools.
  - If a district chooses to notify the public through alternate ways, they need to document that an effort has been made to educate the public about the progress of the schools through explanations on:
    - how to find the information
    - how accountability has changed and things parents should be aware of.

# \* What must be reported

Accountability - Full Academic Year (FAY) students

Assessment - All students tested

Individual Student Reports - eMetrics (For questions call  
Gay Pickner - 773-3247)

# \* What you have to report:

## Accountability

- \* A comparison of student achievement at the district level and each school level with the state's annual measurable objectives (or AMOs) in reading and math for the following student subgroups:
  - \* all students
  - \* ethnic groups
  - \* students with disabilities
  - \* students who are limited English proficient
  - \* economically disadvantaged
  - \* gender
  - \* migrant students
- \* Participation rate for each of the subgroups listed above.
- \* Percentage of classes not taught by “highly qualified teachers” and disaggregated information including:
  - \* Highest quartile of poverty schools not having classes taught by highly qualified teachers; and
  - \* Lowest quartile of poverty schools not having classes taught by highly qualified teachers.

# \* What you have to report: Assessment

- \* the percentage of students tested and student achievement at each achievement level (advanced, proficient, basic, and below basic) for the following student subgroups:
  - \* all students
  - \* ethnic groups
  - \* students with disabilities
  - \* students who are limited English proficient
  - \* economically disadvantaged
  - \* gender
  - \* migrant students

This report includes any student tested regardless if the school or district is being held accountable for their scores.

# \* Where is the information used to fill in the template for the District?

DISTRICT 2012		ASSESSMENT				ACCOUNTABILITY					
Reading	Advanced	Proficient	Basic	Below Basic	Participation Rate % Grades 3-5	Participation Rate % Grades 6-8	Participation Rate % Grades 9-12	% P&A AMO=79 Grades 3-5	% P&A AMO=79 Grades 6-8	% P&A AMO= Grades 9-12	
	%	%	%	%							
All Students											
White(Not Hispanic)											
Black or African American											
Asian											
Pacific Islander											
Native American											
Hispanic											
Two or more races											
Economically											
Limited English Proficient											
Students with Disabilities											
DSTEP w/accommodations											
DSTEP w/o accommodations											
DSTEP Alternate											
Gender											
Male											
Female											
Migrant											

DISTRICT 2012		ASSESSMENT				ACCOUNTABILITY					
Mathematics	Advanced	Proficient	Basic	Below Basic	Participation Rate % Grades 3-5	Participation Rate % Grades 6-8	Participation Rate % Grades 9-12	% P&A AMO=81 Grades 3-5	% P&A AMO=81 Grades 6-8	% P&A AMO= Grades 9-12	
	%	%	%	%							
All Students											
White(Not Hispanic)											
Black or African American											
Asian											
Pacific Islander											
Native American											
Hispanic											
Two or more races											
Economically											
Limited English Proficient											
Students with Disabilities											
DSTEP w/accommodations											
DSTEP w/o accommodations											
DSTEP Alternate											
Gender											
Male											
Female											
Migrant											

Graduation Rate	Attendance Rate		
	Elem	MS	HS
Teachers with Emergency or Provisional Credentials	% Classes not taught by Highly Qualified Teachers	Districtwide Classes Not Taught by Highly Qualified Teachers Disaggregated by Poverty Quartile	
		Highest Quartile of Poverty Schools: xx	Lowest Quartile of Poverty Schools: xx

## Report Card - District & School Levels

- Reading & Math AMO tabs (workbooks) - Blue Bar on AMO chart.
- Reading & Math Participation tab
- On the ADA tab for Elem./MS & the Grad tab for HS
- On the Overview tab
- From the Participation Tabs at each grade level

## Assessment Report

- Once it is available, it will look very similar to the one from prior years.
- Science is also included in the assessment report even though it is not shown here.



# Where is the information used to fill in the template the School (s)?

SCHOOL 2012	ASSESSMENT				ACCOUNTABILITY - AMO=xx	
Reading	Advanced	Proficient	Basic	Below Basic	Participation Rate	Total % Proficient & Advanced
	%	%	%	%	%	
All Students						
White (not Hispanic)						
Black or African American						
Asian						
Pacific Islander						
Native American						
Hispanic						
Two or more races						
Economically						
Limited English Proficient						
Students with Disabilities						
Gender Male						
Female						
Migrant						

SCHOOL 2012	ASSESSMENT				ACCOUNTABILITY - AMO=xx	
Mathematics	Advanced	Proficient	Basic	Below Basic	Participation Rate	Total % Proficient & Advanced
	%	%	%	%	%	
All Students						
White (not Hispanic)						
Black or African American						
Asian						
Pacific Islander						
Native American						
Hispanic						
Two or more races						
Economically						
Limited English Proficient						
Students with Disabilities						
Gender Male						
Female						
Migrant						

Other Academic Indicator (Graduation or Attendance Rate)					
Teachers with Emergency or Provisional Credentials	South Dakota does not offer an Emergency or Provisional	% Classes not taught by Highly Qualified Teachers			

SCHOOL 2012	ASSESSMENT				Participation Rate
Science	Advanced	Proficient	Basic	Below Basic	%
	%	%	%	%	
All Students					
White (not Hispanic)					
Black or African American					
Asian					
Pacific Islander					
Native American					
Hispanic					
Two or more races					
Economically					

## Report Card - School Level

- Reading & Math AMO tabs (workbooks) - Blue Bar on chart
- Reading & Math Participation tab
- Other Academic Indicator - on the ADA tab for Elem./MS or the Grad tab for HS
- On the Overview tab

## Assessment Report

Once it is available, it will look very similar to the one from prior years.

Science is also included in the assessment report

The new Report Card is a spreadsheet.

From the “secure” site, districts are able to “mine” down to individual students through the source. You need a password to access this spreadsheet.

From the website, the information is presented in a PDF format that does not contain any individual student information.

# State of South Dakota-Elementary Grades

2011-2012 School Year

Report Date: August 7, 2012



## Navigation Menu

- [Reading Participation: Current Year](#)
- [Reading Participation: 2-Year Average](#)
- [Reading Achievement: AMO Target](#)
- [Math Participation: Current Year](#)
- [Math Participation: 2-Year Average](#)
- [Math Achievement: AMO Target](#)
- [Average Daily Attendance](#)
- [NAEP Overview](#)
- [NAEP Grade 4](#)
- [NAEP Grade 8](#)

## ESEA Flexibility

South Dakota's waiver from certain provisions of No Child Left Behind (NCLB) has been approved.



[>>>LEARN MORE](#)

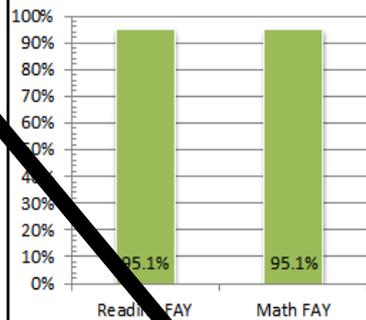
## Teacher Qualifications

The NCLB Act of 2001 identifies teacher quality as an important factor in improving student achievement and eliminating gaps between groups of students. NCLB mandates all students must be taught by highly qualified teachers (HQT). An HQT possess a bachelor's degree, is state certified, and has demonstrated knowledge in his/her core academic subjects of instruction. Core subjects include: English, reading, language arts, mathematics, science, foreign languages, civics, governments, economics, arts, history and geography.

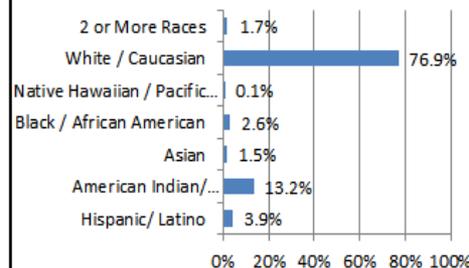
### Statewide - Percentage of Classes Taught by NON Highly Qualified Teachers

All Schools	Low-Poverty	High-Poverty
0.68%	0.01%	1.06%

Percent of Tested School Population Meeting FAY Requirement

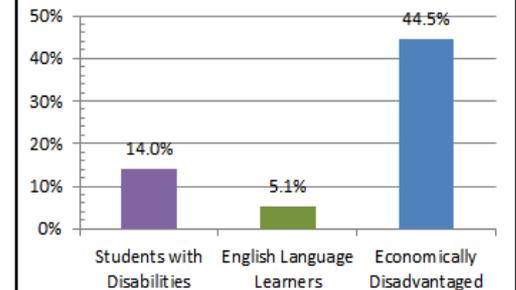


Race / Ethnicity  
(Percent of Tested School Population)



## Special Subgroups

(Percent of Tested School Population)



[Link to User Guide and Other Support Materials](#)

# The Overview Page

On each report card the teacher qualification box will usually have different data.

State

Teacher Qualifications		
<p>The NCLB Act of 2001 identifies teacher quality as an important factor in improving student achievement and eliminating gaps between groups of students. NCLB mandates all students be taught by highly qualified teachers (HQT). An HQT has a bachelor's degree, is state certified, and has demonstrated knowledge in his/her core academic subjects of instruction. Core subjects are: English, reading, language arts, mathematics, science, foreign languages, civics, governments, economics, arts, history and geography.</p>		
<p>Statewide - Percentage of Classes Taught by NON Highly Qualified Teachers</p>		
All Schools	Low-Poverty	High-Poverty
0.05%	0.02%	0.03%

District

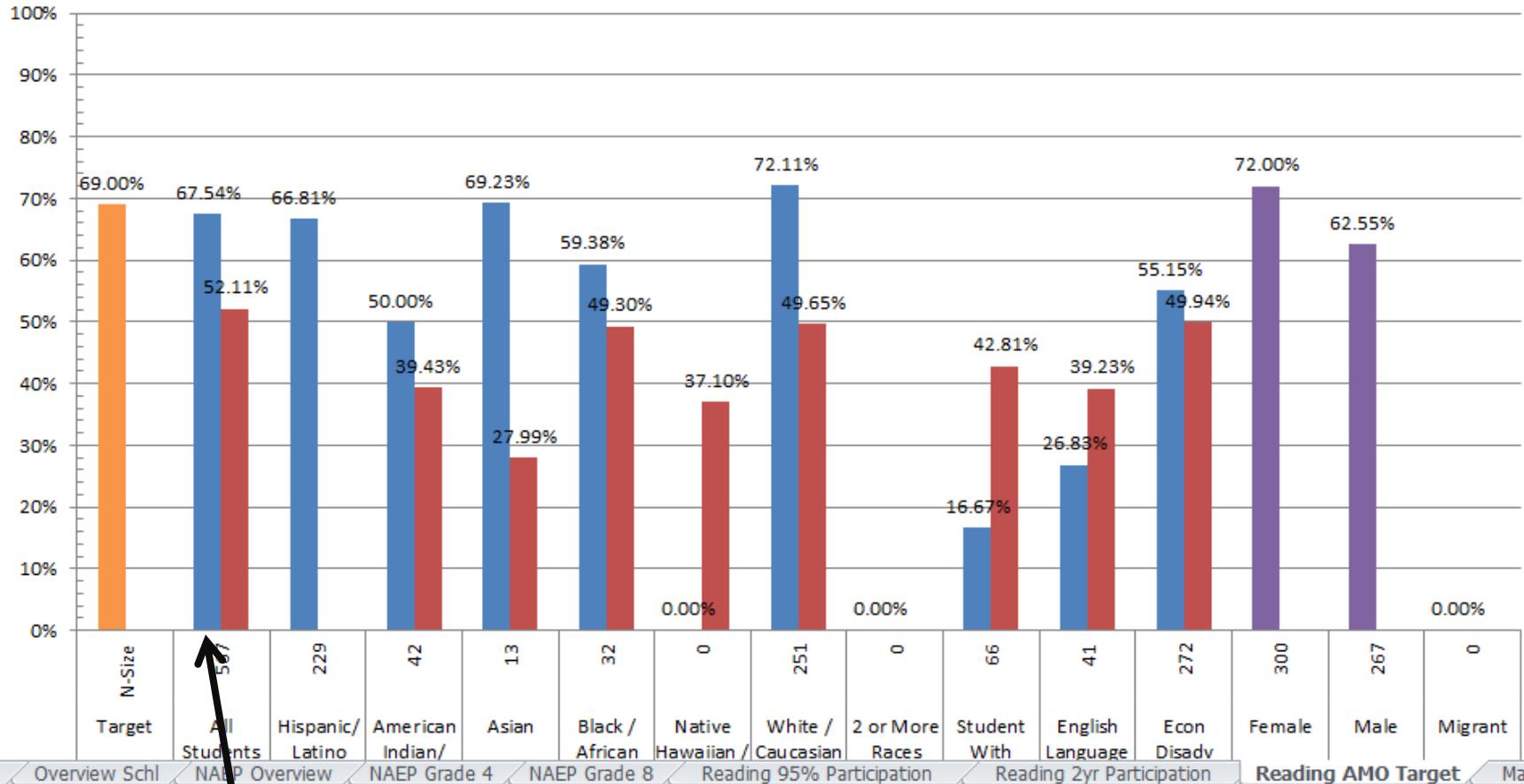
Teacher Qualifications		
<p>The NCLB Act of 2001 identifies teacher quality as an important factor in improving student achievement and eliminating gaps between groups of students. NCLB mandates all students be taught by highly qualified teachers (HQT). An HQT has a bachelor's degree, is state certified, and has demonstrated knowledge in his/her core academic subjects of instruction. Core subjects are: English, reading, language arts, mathematics, science, foreign languages, civics, governments, economics, arts, history and geography.</p>		
<p>Districtwide - Percentage of Classes Taught by NON Highly Qualified Teachers</p>		
All Schools	Low-Poverty	High-Poverty
0.05%	0.02%	0.03%

School

Teacher Qualifications	
<p>The NCLB Act of 2001 identifies teacher quality as an important factor in improving student achievement and eliminating gaps between groups of students. NCLB mandates all students must be taught by highly qualified teachers (HQT). An HQT possess a bachelor's degree, is state certified, and has demonstrated knowledge in his/her core academic subjects of instruction. Core subjects include English, reading, language arts, mathematics, science, foreign languages, civics, governments, economics, arts, history and geography.</p>	
<p>Classes Taught by NON Highly Qualified Teachers</p>	
Number of Teachers	2
Percent of Teachers	0.02%

## Current Year Reading AMO Analysis

■ Proficient Rate ■ CI Adjusted AMO

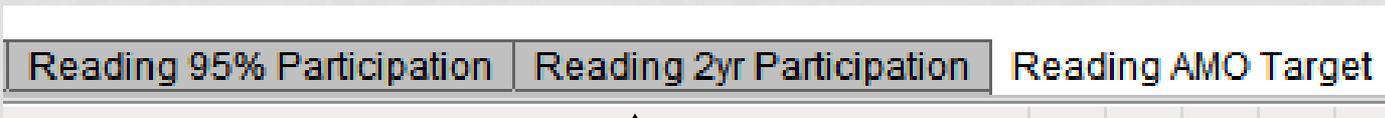


Blue Bar transfers on to the AMO numbers on the templates.

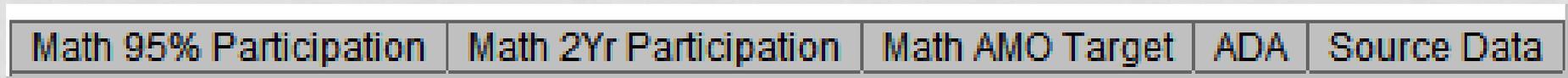
Tabs or Worksheets found at the bottom of the page may be used to move throughout the spreadsheet



The NAEP Tabs only need to be printed ONCE. They are the same at all levels



The 2YR Participation Rate tabs DO NOT need to be printed

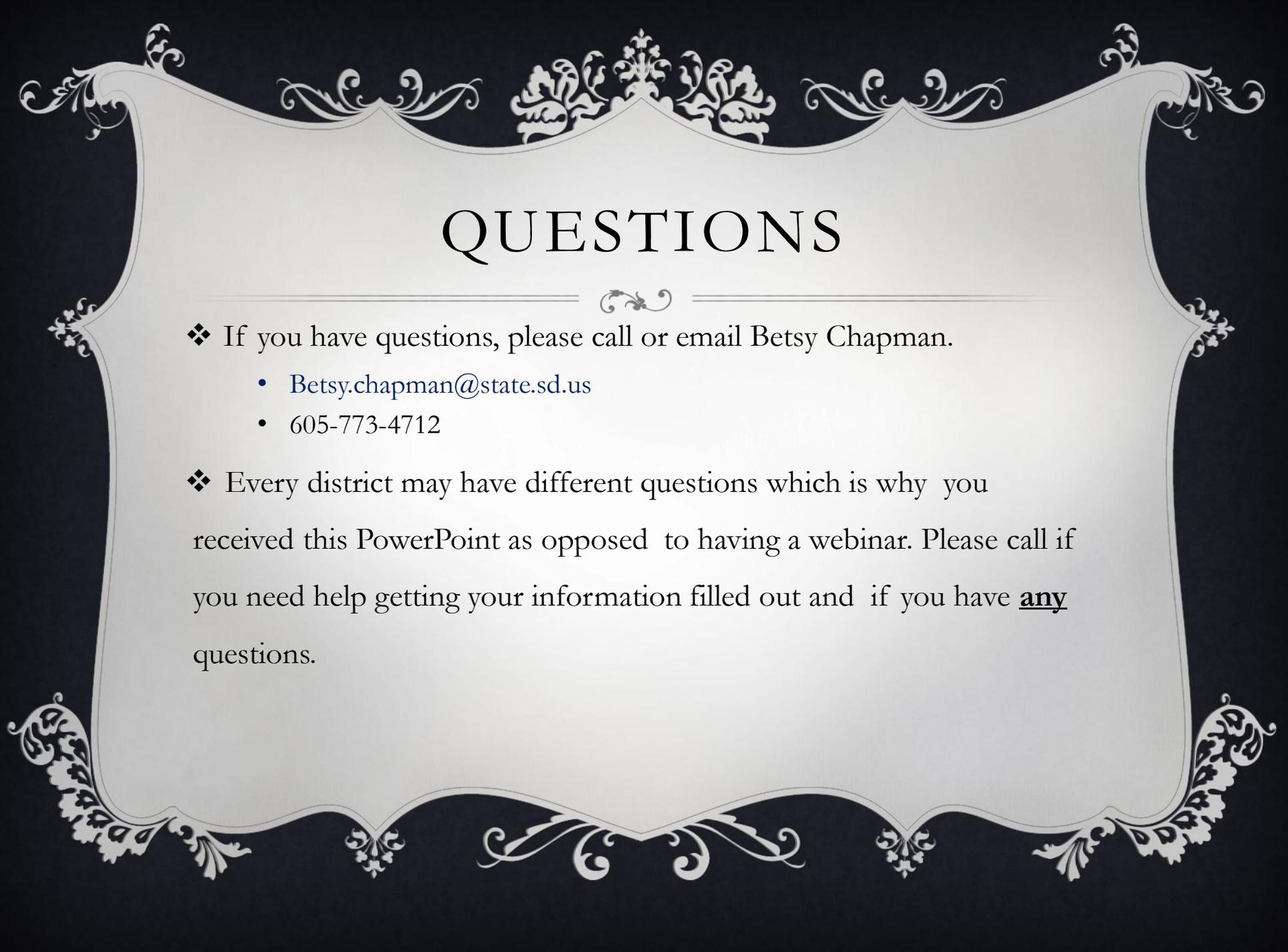


**DO NOT PRINT THE SOURCE DATA OR ROSTER TABS WHEN PRINTING FOR PUBLIC DISTRIBUTION IF YOU ARE IN THE SECURE REPORT CARD**

To print the entire report card from the secure site, right click on one tab and choose select all worksheets.

If you need to de-select a sheet that you do not want to print (2 yr participation tabs, roster and source data tabs DO NOT need to be printed).

To print from the website, you will need to print every tab individually.

A decorative white floral border with intricate scrollwork and leaf patterns surrounds the central text area. The border is set against a dark background.

# QUESTIONS

❖ If you have questions, please call or email Betsy Chapman.

- [Betsy.chapman@state.sd.us](mailto:Betsy.chapman@state.sd.us)
- 605-773-4712

❖ Every district may have different questions which is why you received this PowerPoint as opposed to having a webinar. Please call if you need help getting your information filled out and if you have any questions.