



Calculation Guide

2017-2018 School Performance Index and Accountability Report Card

This resource will answer frequently asked questions regarding South Dakota’s accountability system. Additional information can be found at: <http://doe.sd.gov/Accountability/spi.aspx>.

The School Performance Index

South Dakota’s accountability system is based on a 100-point School Performance Index (SPI). The SPI consists of multiple key indicators, with a numeric value assigned to each of the indicators, to measure a school’s performance. These values are added to create a total SPI score out of 100 points. The SPI recognizes both achievement and growth, while providing schools with unique Student Performance targets that encourage continuous and ongoing improvement. This year there are new ways at both the elementary and middle school levels, and the high school level, for students to demonstrate they are on track towards the goal of becoming college, career, and life ready.

South Dakota has two accountability systems: Elementary/Middle School and High School. The accountability systems and their indicators with their points available are described below:

Elementary/Middle School Accountability System	
Indicator	Points Available
Student Performance	40
Student Growth	40
English Language Proficiency	10
Attendance	10
Total	100

High School Accountability System	
Indicator	Points Available
Student Performance	40
High School Completion	12.5
Four-Year Cohort Graduation	12.5
College and Career Readiness	25
English Language Proficiency	10
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

Student Performance is based on the students' performance on the Smarter Balanced Assessment or the Alternative Assessment (MSAA) in both English Language Arts (ELA) and Math for most students. Those few students with the most severe cognitive disabilities take an alternate assessment.

Smarter Balanced and MSAA is a single snapshot, summative assessment 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. Levels 1 and 2 are considered not proficient; levels 3 and 4 are proficient and above. Proficiency means that a student is on track for meeting college and career readiness standards upon graduation from high school.

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 Smarter Balanced assessment and MSAA will be returned three ways:

- Multi-Year Proficiency
- Current Year Proficiency
- Current Year Participation

Multi-Year Proficiency

Description

South Dakota is a small state with many small schools and districts. Because of this, Student Performance points are awarded based on a school's performance on Smarter Balanced over the course of up to three years. This helps even out some of the highs and lows smaller schools may experience and give a more robust picture of Student Performance.

Calculation

Numerator = Count of FAY students who tested at Level 3 or 4 in 2015-16 + count of FAY students who tested at Level 3 or 4 in 2016-17 + count of FAY students who tested at Level 3 or 4 in 2017-18

Denominator = Count of FAY students who tested in 2015-16 + count of FAY students who tested in 2016-17 + count of FAY students who tested in 2017-18

Current Year Proficiency

Description

The proficiency rate for students on the 2018 assessment is still calculated and presented for informational purposes. Schools can compare their performance to last year's performance and track progress over time.

Calculation

Numerator = Count of FAY students who tested at Level 3 or 4 in 2017-18

Denominator = Count of FAY students who tested in 2017-18

Earning SPI Points

Points will be awarded by looking at the achievement of all students, not just those scoring proficient or higher on the statewide assessment in ELA and mathematics in grades three through eight. These assessments have four performance levels: Level 1 being the lowest level, Level 3 indicating proficiency, and Level 4 indicating advanced performance.

The percentage of students scoring at each performance level is calculated and then multiplied by the point value given to that performance level:

Performance Level	Points Category
Level 1	0.25
Level 2	0.50
Level 3	1.00
Level 4	1.25

To comply with the participation requirements under ESSA, untested students above the amount allowed in the law 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 below steps reflect how to calculate the percent of points earned based on the performance level of students on the assessment. Note that all calculations are based on adding together the most recent consecutive three years of data.

Phase 1:

- 1) Determine the denominator for the calculation. This number reflects the larger of either those students assessed or 95 percent of eligible students, as outlined in participation below.
- 2) If a school met participation requirements for all students, continue to Step 4.
- 3) If a school did not meet participation requirements, determine the number of students required to bring the school up to the 95 percent bar. The students represented here are given a zero percent value.
- 4) Determine the number of students scoring at Level 1 and translate into a percent of students using the denominator arrived at in Step 3. These students are given a value of 0.25 percent.
- 5) Determine the number of students scoring at Level 2 and translate into a percent of students using the denominator arrived at in Step 3. These students are given a value of 0.50 percent.
- 6) Determine the number of students scoring at Level 3 (proficient) and translate into a percent of students using the denominator arrived at in Step 3. These students are given a value of 1.00 percent.
- 7) Determine the number of students scoring at Level 4 and translate into a percent of students using the denominator arrived at in Step 3. These students are given a value of 1.25 percent.
- 8) Add the value for each step derived above to arrive at the total points. If this is greater than 100%, cap this at 100% of points earned.

This is what those steps would look like for an example school:

	Nonparticipants to get up to 95%	Level 1	Level 2	Level 3	Level 4	Total	Total Points Earned (% times 20 points possible per subject)
N-size	2	27	50	100	21	200	
Percent of total	1.00%	13.50%	25.00%	50.00%	10.50%	1	
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: This phase translates the scores calculated above to the total SPI points possible.

9. Calculate the percent scoring at each level (see above).
10. Add together the percent of points achieved for students through Phase II.

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

Note: No school may earn more points than the maximum possible for the indicator.

The only schools to earn SPI points from Current Year Proficiency are those that are either new or did not have tested students in the previous academic year(s).

Current Year Participation

Description

The final component of Student Performance is the participation rate. This is calculated based on the current year performance only.

Federal law requires that 95 percent of students, at the school, district, and state levels, and across every subgroup, participate in the state assessment. This allows stakeholders to gain a more robust view of how public students across the state are performing. If a school has fewer than 40 students in tested grades, that school can have up to two students not participate and still be considered to have met the participation bar. All students enrolled in a South Dakota public school as of May 1 are required to participate in the ELA and math assessments. Unlike proficiency, participation does not use FAY. Participation looks at all students enrolled in a school or district on that date. A student is considered to have participated if he or she logged on and attempted *both* portions of the assessment for both ELA and math.

Calculation

Numerator = Count of students tested who were enrolled as of May 1

Denominator = Count of eligible students enrolled as of May 1

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 – those with a like score history. Students are grouped with other South Dakota students based on their performance on year one of the assessment, then their scores for year two 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 SGP. Those with a relatively lower year two score, i.e., they grew less than their peers, will have a lower SGP. For a more detailed explanation on Student Progress, please see: <http://doe.sd.gov/secretary/documents/0615-SGP3.pdf>.

The modeling through Student Growth Percentiles is then used to project how the student will perform in three years. Those students who are currently proficient and projected to stay proficient receive a designation of “Keeping Up.” Those who are not yet proficient but for whom the model projects will become proficient in three years are “Catching Up.” Those who are not proficient and not projected to become proficient, but who are achieving significant growth (defined as an 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.” These students are factored into the numerator of the Student Progress calculation. The above three categories of students, plus the students not meeting the growth standard, are the denominator.

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	SGP of below 70
	Not Proficient	Will not be proficient	

Student Progress is based on the students in the current school year who meet Full Academic Year (FAY), or were enrolled continuously between October 1 and May 1, and who took the state assessment anywhere in South Dakota (both public and private schools) in the previous year. Because a student needs two years’ worth of assessment scores to calculate growth, this measure is calculated for 4th graders through 8th graders.

Calculation

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

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.

Below is an example calculation of how points are earned for Student Progress:

Student Groups	Math		ELA		Total SPI Points
	% Meeting Standard	SPI Points	% Meeting Standard	SPI Points	
All Students	78.00%	7.80	73.09%	7.31	27.14
Lowest Quartile	61.30%	6.13	59.03%	5.90	
Total					

Indicator #3: English Language Proficiency

Description

English Language Proficiency is a new indicator for the 2017-18 report card. The indicator is designed to focus on the growth of English Learner students to English language proficiency. The point structure for the English Language Proficiency indicator is similar to the Student Performance indicator point structure. Schools earn a percentage of points based on how their English Learners are performing towards the state’s goals for reaching language proficiency, which is a composite score of 5.0 or more on the ACCESS 2.0 assessment.

The point of entry to the indicator is a student’s first ACCESS 2.0 assessment. The indicator is structured to consider separately students taking ACCESS 2.0 for the first time and students’ growth on the ACCESS 2.0.

NOTE: ALL English Learner students who have been in the program previous to the 2016-17 Academic Year will have their growth trajectories set on their **2016-17 ACCESS 2.0 Composite Score**, regardless of how long they have been in the English Learner program. For English Learners identified after 2016-2017, their first ACCESS 2.0 Composite score will become the baseline score used to calculate their growth trajectories.

When English Learner students take the ACCESS 2.0 assessment for the first time, the **Composite Score** they get is used to determine how many years they have to exit the English Learner programs. Here is a diagram that shows how many years an English Learner has to exit the program after taking their first ACCESS 2.0 assessment:

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

Once an English Learner has their first ACCESS 2.0 Composite Score, a Linear Growth Trajectory is calculated based on the number of years they should be in the English Learner program. The equation to calculate the Linear Growth Trajectory is:

Calculation

$$\frac{\text{Numerator: } 5.0 - \text{First Score}}{\text{Denominator: Years to Exit based on first ACCESS 2.0 Composite Score}}$$

The Linear Growth Trajectory is then used as targets a student must achieve to receive full points each time they take the ACCESS 2.0 Assessment. 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

On the second time this Student takes the Assessment, how they perform is how they become categorized. Here are all the scenarios for this same student:

- If they didn't test -> **Returning EL, not tested** -> 0 Points
- If they scored a 1.9 on their next test -> **Returning EL, tested, no growth** -> 0.25 Points
- If they scored a 2.5 on their next test -> **Returning EL, growing but not meeting goals** -> 0.50 Points
- If they scored a 3.1 on their next test -> **Returning EL, tested, meeting growth goals** -> 1.00 Points
- If they scored a 5.2 on their next test -> **Returning EL, tested, early exit** -> 1.25 Points

NOTE: Due to the fact they we are measuring growth based on the **Hundredth Decimal Place** and the ACCESS 2.0 Assessment measures scores by the **Tenth Decimal Place**. We calculate Growth Goals **using the Hundredth**, but the

score the student needs to get is **rounded down to the Tenth**. Rounding up would mean they would have to make growth **higher** than intended with a Linear Growth Trajectory.

Earning SPI Points

Points will be awarded based on the performance of English Learner students on the ACCESS 2.0 Assessment. Students can fall into one of seven categories whether they are first identified as an English Learner, or they are a returning English Learner:

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.
- 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 growth trajectory but are **NOT INCLUDED** in this indicator until the second year of identification when progress towards growth can be calculated.

For students with at least one previous ACCESS 2.0 score:

- Students who were required to take ACCESS 2.0 but did not will be assigned to the category worth zero points.
- Students who took ACCESS 2.0 as required but either lost proficiency or failed to make progress 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 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 will be assigned to the category worth 0.50 points.
- Students who are either on track to exit within the prescribed time frame or who exited on time are assigned to the category worth 1.0 point.
- Students who exit ahead of the prescribed timeframe are assigned to the category worth 1.25 points.

Students can fall into seven categories:

Growth Category	Points Category
Newly-Identified EL, not tested	0.00
Returning EL, not tested	0.00
Returning EL, tested, no growth	0.25
Returning EL, growing but not meeting goals	0.50
Newly-Identified EL, exiting	1.00
Returning EL, tested, meeting growth goals	1.00
Returning EL, tested, early exit	1.25

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 English Learner Proficiency indicator score.

This is how you would calculate English Language Proficiency Indicator as an example:

	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

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 ELP indicator. If a school in a district does not meet the EL n size of 10 over three years, but the district as a whole served 10 or more ELs over three years, 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 those three years, the points for the ELP indicator will be redistributed to the other academic indicators. In this way, SD DOE will be able to hold the maximum number of districts accountable for the growth of their EL students.

NOTE: For this year, we will only be calculating **Current Year** N-Size. We will **NOT** be rolling up School or District numbers until next year (2018-19). This is due to the standards setting of the ACCESS 2.0 for 2016-2017.

Indicator #4: Attendance

Description

Attendance points are awarded based on the percentage of FAY students who reach at least a 90% attendance rate when rounded up. All students enrolled in grades kindergarten through grade 8 are included in the attendance calculation if they were enrolled in a school for at least 15 consecutive school days. In addition, for the Attendance Indicator only, students who are only partially enrolled in a school are counted as well, meaning that some students will count, *for attendance calculation purposes only*, at more than one school.

NOTE: This is a change from previous years, where the attendance rate to be met was 94% and not FAY. 90% and FAY is the standard for the 2017-18 Accountability System.

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.

The High School Accountability System

The High School Accountability System incorporates five key indicators of school performance, described below.

Indicator #1: Student Performance

Student Performance is based on the students' performance on the Smarter Balanced Assessment or the Alternative Assessment (MSAA) in both English Language Arts (ELA) and Math for most students. Those few students with the most severe cognitive disabilities take an alternate assessment.

Smarter Balanced and MSAA is a single snapshot, summative assessment 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. Levels 1 and 2 are considered not proficient; levels 3 and 4 are proficient and above. Proficiency means that a student is on track for meeting college and career readiness standards upon graduation from high school.

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. *(Note: For the 2015-16 school year, FAY was calculated as of April 29 due to May 1 falling on a Sunday).*

Results on the Smarter Balanced assessment and MSAA will be returned three ways:

- Multi-Year Proficiency
- Current Year Proficiency
- Current Year Participation

Multi-Year Proficiency

Description

South Dakota is a small state with many small schools and districts. Because of this, Student Performance points are awarded based on a school's performance on Smarter Balanced over the course of up to three years. This helps even out some of the highs and lows smaller schools may experience and give a more robust picture of Student Performance.

Calculation

Numerator = Count of FAY students who tested at Level 3 or 4 in 2015-16 + count of FAY students who tested at Level 3 or 4 in 2016-17 + count of FAY students who tested at Level 3 or 4 in 2017-18

Denominator = Count of FAY students who tested in 2015-16 + count of FAY students who tested in 2016-17 + count of FAY students who tested in 2017-18

Current Year Proficiency

Description

The proficiency rate for students on the 2018 assessment is still calculated and presented for informational purposes. Schools can compare their performance to last year's performance and track progress over time.

Calculation

Numerator = Count of FAY students who tested at Level 3 or 4 in 2017-18

Denominator = Count of FAY students who tested in 2017-18

Earning SPI Points

Points will be awarded by looking at the achievement of all students, not just those scoring proficient or higher on the statewide assessment in ELA and mathematics in grades three through eight. These assessments have four performance levels: Level 1 being the lowest level, Level 3 indicating proficiency, and Level 4 indicating advanced performance.

The percentage of students scoring at each performance level is calculated and then multiplied by the point value given to that performance level:

Performance Level	Points Category
Level 1	0.25
Level 2	0.50
Level 3	1.00
Level 4	1.25

To comply with the participation requirements under ESSA, untested students above the amount allowed in the law 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 below steps reflect how to calculate the percent of points earned based on the performance level of students on the assessment. Note that all calculations are based on adding together the most recent consecutive three years of data.

Phase 1:

- 9) Determine the denominator for the calculation. This number reflects the larger of either those students assessed or 95 percent of eligible students, as outlined in participation below.
- 10) If a school met participation requirements for all students, continue to Step 4.
- 11) If a school did not meet participation requirements, determine the number of students required to bring the school up to the 95 percent bar. The students represented here are given a zero percent value.
- 12) Determine the number of students scoring at Level 1 and translate into a percent of students using the denominator arrived at in Step 3. These students are given a value of 0.25 percent.
- 13) Determine the number of students scoring at Level 2 and translate into a percent of students using the denominator arrived at in Step 3. These students are given a value of 0.50 percent.
- 14) Determine the number of students scoring at Level 3 (proficient) and translate into a percent of students using the denominator arrived at in Step 3. These students are given a value of 1.00 percent.

- 15) Determine the number of students scoring at Level 4 and translate into a percent of students using the denominator arrived at in Step 3. These students are given a value of 1.25 percent.
- 16) Add the value for each step derived above to arrive at the total points. If this is greater than 100%, cap this at 100% of points earned.

This is what those steps would look like for an example school:

	Nonparticipants to get up to 95%	Level 1	Level 2	Level 3	Level 4	Total	Total Points Earned (% times 20 points possible per subject)
N-size	2	27	50	100	21	200	
Percent of total	1.00%	13.50%	25.00%	50.00%	10.50%	1	
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: This phase translates the scores calculated above to the total SPI points possible.

9. Calculate the percent scoring at each level (see above).
10. Add together the percent of points achieved for students through Phase II.

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

Note: No school may earn more points than the maximum possible for the indicator.

The only schools to earn SPI points from Current Year Proficiency are those that are either new or did not have tested students in the previous academic year(s).

Current Year Participation

Description

The final component of Student Performance is the participation rate. This is calculated based on the current year performance only.

Federal law requires that 95 percent of students, at the school, district, and state levels, and across every subgroup, participate in the state assessment. This allows stakeholders to gain a more robust view of how public students across the state are performing. If a school has fewer than 40 students in tested grades, that school can have up to two students not participate and still be considered to have met the participation bar. All students enrolled in a South Dakota public school as of May 1 are required to participate in the ELA and math assessments. Unlike proficiency, participation does not use FAY. Rather, participation looks at all students enrolled in a school or district on that date. A student is considered to have participated if he or she logged on and attempted *both* portions of the assessment for both ELA and math.

Calculation

Numerator = Count of students tested who were enrolled as of May 1

Denominator = Count of eligible students enrolled as of May 1

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 counted 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 2014-15 + Grade 10 dropouts in 2015-16 +
Grade 11 dropouts in 2016-17 + Grade 12 dropouts in 2017-18) +

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: Four-Year Cohort Graduation Rate

Four-Year Cohort Graduation Rate

Description

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.) As opposed to the completer rate above, 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, and those who drop out are all counted against the Four-Year Graduation Rate.

NOTE: If students did not attend at least 50% of their senior year at one school, students counted 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 34 C.F.R. § 200.19(b).

Calculation

Numerator = Number of cohort members who graduate in four years with a high school diploma

Denominator = Number of first-time ninth graders in fall 2012 (starting cohort year), plus students who transfer into, minus students who are removed from, the cohort during the school years 2014-15, 2015-16, 2016-17, and 2017-18

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

College Readiness

Description

The College and Career Readiness indicator has changed for the 2017-18 Report Card. Instead of **College Readiness** and **Career Readiness**, students will have to meet **Assessment of Readiness** and **Progress Towards Post High School Credential**.

Assessment of Readiness	Progress Towards Post High School Credential
<i>Student must meet 1 readiness indicator</i>	<i>Student must meet 1 progress indicator</i>
English and Math Readiness <ul style="list-style-type: none"> • English Readiness (must meet 1 of 3 options) <ul style="list-style-type: none"> ○ SBAC Level 3 or 4 in ELA ○ ACT English sub-score of 18 	CTE Concentrator <ul style="list-style-type: none"> • 2 units within 1 career cluster

<ul style="list-style-type: none"> ○ Accuplacer score on Sentence Skills of 86 or higher ● Math Readiness (must meet 1 of 3 options) <ul style="list-style-type: none"> ○ SBAC Level 3 or 4 in math ○ ACT math sub-score of 20 ○ Accuplacer score on Algebra of 76 or higher 	<p>Advanced Placement course*</p> <ul style="list-style-type: none"> ● Completed with a C or higher
	<p>Advanced Placement exam</p> <ul style="list-style-type: none"> ● Completed with a score of 3 or higher
<p>National Career Readiness Certificate</p> <ul style="list-style-type: none"> ● Silver certification or higher 	<p>2 CTE foundational courses; or capstone experiences*</p> <ul style="list-style-type: none"> ● Completed with a C or higher

**denotes those pieces that will be phased in over time as data systems are develop. No asterisk means this piece will be implemented in 2017-18*

Students are considered **Assessment Ready** if they are **BOTH** English and Math Ready **OR** have achieved a Silver on the National Career Readiness Certificate. Students can become English and Math Ready on **ANY** combination of assessments listed above.

For example: If a student receives an ACT English sub-score of 19 and an Accuplacer Algebra score of 81, then the student is considered **Assessment Ready**.

The College and Career Readiness indicator is based on those students in the previous year's completer rate cohort (those who graduated in 2016). This allows coursework and exams taken anytime during a student's high school career to be counted. The benchmarks can be achieved at any point during a student's high school career. If an assessment or course is taken multiple times, only the best mark will be considered.

Earning SPI Points

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

- No Indicators met = 0 points
- **ONLY** Assessment of Readiness **OR ONLY** Progress Towards Post High School Credential met = 0.5 points
- Both Indicators met = 1.0 point

This is how you would calculate College and Career Readiness Indicator as an example:

	No Indicators Met	One Indicator Met	Both Indicators Met	Totals	Total Points Earned
N-size	20	60	120	200	
Percent 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.

Indicator #5: English Language Proficiency

Description

English Language Proficiency is a new indicator for the 2017-18 report card. The indicator is designed to focus on the growth of English Learner students to English language proficiency. The point structure for the English Language Proficiency indicator is similar to that of Student Performance. Schools earn a percentage of points based on how their English Learners are performing towards the state's goals for reaching language proficiency, which is a composite score of 5.0 or more on the ACCESS 2.0 assessment.

The point of entry to the indicator is a student's first ACCESS 2.0 assessment. The indicator is structured to consider separately students taking ACCESS 2.0 for the first time and students' growth on the ACCESS 2.0.

NOTE: ALL English Learner students who have been in the program previous to the 2016-17 Academic Year will have their growth trajectories set with their **2016-17 ACCESS 2.0 Composite Score**, regardless of how long they have been in the English Learner program. English Learners identified after 2016-2017 will use their first ACCESS 2.0 Composite score as their basis.

When English Learner students take the ACCESS 2.0 assessment for the first time, the **Composite Score** they get is used to determine how many years they have to exit the English Learner programs. Here is a diagram that shows how many years an English Learner has to exit the program after taking their first ACCESS 2.0 assessment:

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

Once an English Learner has their first ACCESS 2.0 Composite Score, a Linear Growth Trajectory is calculated based on the number of years they should be in the English Learner program. The equation to calculate the Linear Growth Trajectory is:

Calculation

$$\frac{\text{Numerator: } 5.0 - \text{First Score}}{\text{Denominator: Years to Exit based on first ACCESS 2.0 Composite Score}}$$

The Linear Growth Trajectory is then used as targets a student must achieve to receive full points each time they take the ACCESS 2.0 Assessment. 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

On the second time this Student takes the Assessment, how they perform is how they become categorized. Here are all the scenarios for this same student:

If they didn't test -> **Returning EL, not tested** -> 0 Points

If they scored a 1.9 on their next test -> **Returning EL, tested, no growth** -> 0.25 Points

If they scored a 2.5 on their next test -> **Returning EL, growing but not meeting goals** -> 0.50 Points

If they scored a 3.1 on their next test -> **Returning EL, tested, meeting growth goals** -> 1.00 Points

If they scored a 5.2 on their next test -> **Returning EL, tested, early exit** -> 1.25 Points

NOTE: Due to the fact they we are measuring growth based on the **Hundredth Decimal Place** and the ACCESS 2.0 Assessment measures scores by the **Tenth Decimal Place**. We calculate Growth Goals **using the Hundredth**, but the score the student needs to get is **rounded down to the Tenth**. Rounding up would mean they would have to make growth **higher** than intended with a Linear Growth Trajectory.

Earning SPI Points

Points will be awarded based on the performance of English Learner students on the ACCESS 2.0 Assessment. Students can fall into one of seven categories whether they are first identified as an English Learner, or they are a returning English Learner:

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.
- 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 growth trajectory but are **NOT INCLUDED** in this indicator until the second year of identification when progress towards growth can be calculated.

For students with at least one previous ACCESS 2.0 score:

- Students who were required to take ACCESS 2.0 but did not will be assigned to the category worth zero points.
- Students who took ACCESS 2.0 as required but either lost proficiency or failed to make progress 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 nevertheless progressed in proficiency **OR** Students who did **NOT** take the ACCESS 2.0 Assessment when first identified and took the assessment for the first time will be assigned to the category worth 0.50 points.
- Students who are either on track to exit within the prescribed time frame or who exited on time are assigned to the category worth 1.0 point.
- Students who exit ahead of the prescribed timeframe are assigned to the category worth 1.25 points.

Students can fall into seven categories:

Growth Category	Points Category
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Newly-Identified EL, not tested	0.00
Returning EL, not tested	0.00
Returning EL, tested, no growth	0.25
Returning EL, growing but not meeting goals	0.50
Newly-Identified EL, exiting	1.00
Returning EL, tested, meeting growth goals	1.00
Returning EL, tested, early exit	1.25

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 English Learner Proficiency indicator score.

This is how you would calculate English Language Proficiency Indicator as an example:

	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

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 ELP indicator. If a school in a district does not meet the EL n size of 10 over three years, but the district as a whole served 10 or more ELs over three years, 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 those three years, the points for the ELP indicator will be redistributed to the other academic indicators. In this way, SD DOE will be able to hold the maximum number of districts accountable for the growth of their EL students.

NOTE: For this year, we will only be calculating **Current Year** N-Size. We will **NOT** be rolling up School or District numbers until next year (2018-19). This is due to the standards setting of the ACCESS 2.0 for 2016-2017.

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 605-773-3361 or DOE.Accountability@state.sd.us