

School Support Identification Guide

Identification of Schools for Support

Schools are identified for one of the following four categories of support on an annual basis.

<p style="text-align: center;">General Support All Schools not identified for extra support</p>
<p style="text-align: center;">Targeted Support and Improvement (TSI) Schools with subgroups that are underperforming across all indicators at the same school</p>
<p style="text-align: center;">Additional Targeted Support and Improvement (ATSI) Schools with subgroups that are underperforming on all indicators than the aggregate performance of Title I schools whose SPI score is at or below the bottom 5%</p>
<p style="text-align: center;">Comprehensive Support and Improvement (CSI) Title I school whose SPI score is at or below the bottom 5% OR High schools with On Time Graduation Rate below 67% OR Title I ATSI schools not meeting exit criteria within four years of identification</p>

Comprehensive Support and Improvement

In accordance with ESSA, the South Dakota Department of Education (DOE) will identify the lowest-performing five percent of Title I schools as CSI based on the results of the School Performance Index¹ (SPI) indicators. Also, the DOE will examine the four-year cohort graduation rates of all public high schools in the state. Those public high schools that do not graduate at least one-third of their students will be identified as CSI.

Targeted Support and Improvement

Using three years of data, the DOE will review the results of the SPI indicators to determine which subgroups are underperforming across all indicators at each school. Subgroup underperformance is determined using a 95% confidence interval between the subgroup and the All Students group at the school. If the Upper Bound confidence interval on an indicator for a subgroup is lower than the Lower Bound confidence interval for the All Students group, then the subgroup is flagged for that indicator.

If the subgroup is flagged on all accountable indicators, then the DOE will determine the subgroup performance to be disproportional and identify the school as TSI.

¹ SPI indicators for elementary and middle schools are student performance, student progress, English language learners progress, and attendance; high schools indicators are student performance, high school completion, on-time graduation, college and career readiness, English language learners progress (see Calculation Guide for more details)

Confidence Interval Examples

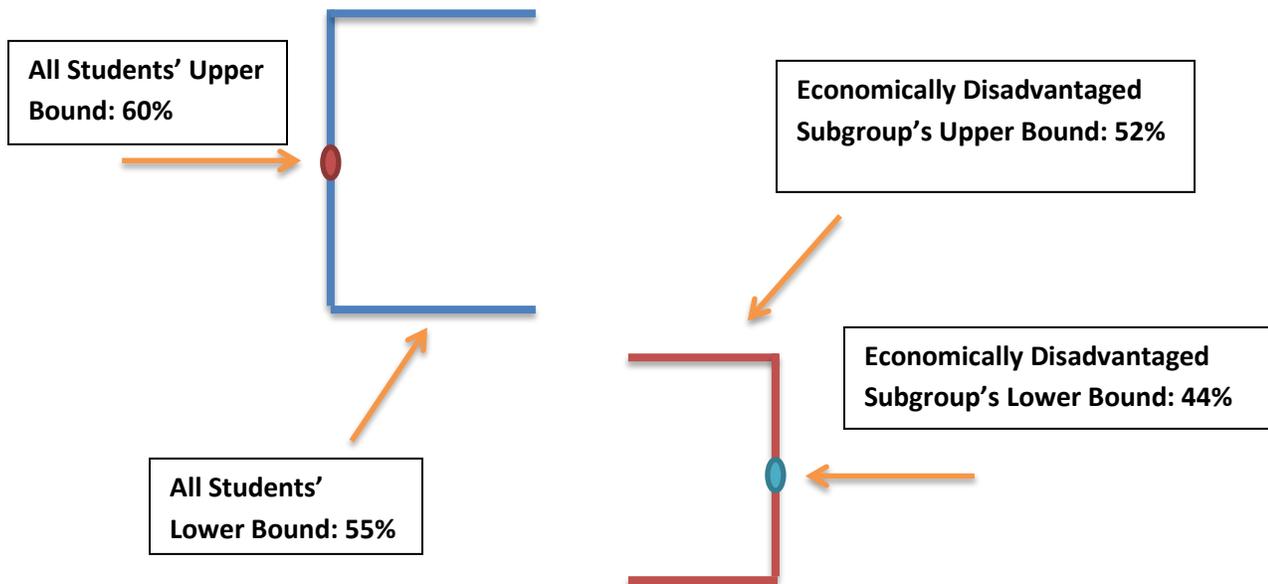
The below example demonstrates how confidence intervals are used to determine if a subgroup is flagged for an indicator. In this example, the DOE is comparing the Student Performance on the state assessment on English Language Arts for the All Students group and the Economically Disadvantaged subgroup. The All Students group is 60% Proficient on English Language Arts while the Economically Disadvantaged subgroup is 44% proficient.

The DOE then calculates the confidence intervals for both subgroups. The confidence interval finds the Upper Bound and Lower Bound of a subgroup's performance on an indicator. In this example, the Lower Bound of the All Students group is 55% and the Upper Bound for the Economically Disadvantaged subgroup is 52%.

Once the Lower and Upper bounds are calculated, the DOE checks to see if the Upper Bound of the subgroup is higher or lower than the Lower Bound of the All Student group. If the subgroup's Upper Bound is higher than the All Students' Lower Bound, then the subgroup **would not be** flagged for the indicator. If the subgroup's Upper Bound is lower than the All Student's Lower Bound, then the subgroup **would be** flagged for the indicator.

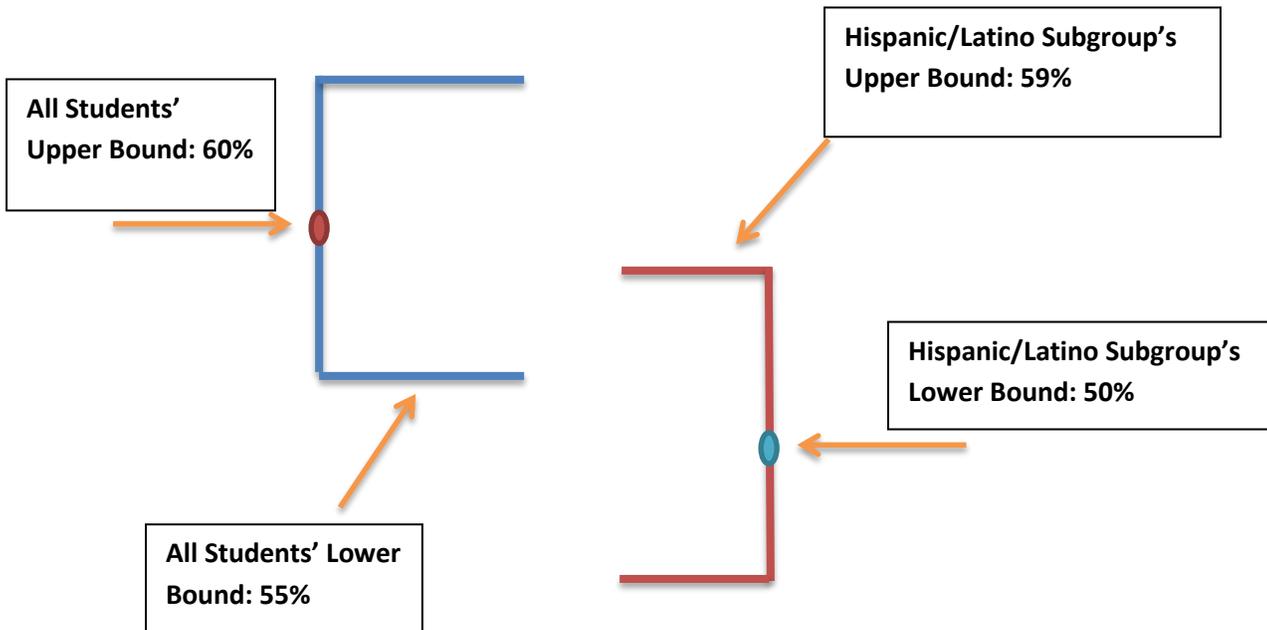
Going back to the example, the subgroup's Upper Bound is 52% and the All Students' Lower Bound is 55%. Since the Upper Bound is lower than the Lower Bound, the Economically Disadvantaged subgroup **would be** flagged on the English Language Arts Student Performance indicator.

English Language Arts Student Performance - Example 1



Another example is provided that demonstrates confidence intervals for the English Language Arts Student Performance indicator. A comparison of the Hispanic/Latino subgroup to the All Students group shows the Hispanic/Latino subgroup's Upper Bound is higher than the All Students' Lower Bound. Therefore, the Hispanic/Latino subgroup **would not be** flagged on English Language Arts in the Student Performance indicator.

English Language Arts Student Achievement – Example 2



Additional Targeted Support and Improvement

Using three years of data, the DOE will look at results of the SPI indicators to determine which subgroups are underperforming across all indicators at each school. Subgroup underperformance is determined using a 95% confidence interval between the subgroup and the aggregate performance of Title I Schools whose SPI points are at or below five percent of all schools. If the Upper Bound confidence interval on all indicators for a subgroup is lower than the Lower Bound confidence interval on all indicators for the aggregate, then the subgroup's performance would be disproportional, and this school would be identified as ATSI. Any Title I school identified as ATSI that does not meet the exit criteria within a 4-year period will be designated as CSI.

Exit Criteria – Comprehensive Support and Improvement

Schools identified as CSI will have a **period of four years** to improve their performance. Exit Criteria are:

- School is no longer in the **bottom 5% of overall SPI points; Graduation rate is above 67%**; and/or subgroup performance has improved.
- School performance on **all SPI indicators** over the period of designation demonstrate a positive overall trajectory.
- School **demonstrated improvement on the SPI indicators of highest need**, based on comprehensive needs assessment results conducted in the first year of designation; and through collaboration with School Support team professional.

Schools failing to meet the exit criteria within four years are required to re-evaluate and revise their school improvement plans during the fifth year of designation.

Exit Criteria – Targeted Support and Improvement

Schools identified as TSI have a **period of two years** to improve the performance of underperforming identified subgroup(s). Exit Criteria are:

- School no longer meets the definition under which it was identified as TSI.
- Subgroup SPI indicator that led to the initial designation demonstrates a positive overall trajectory.
- School's Gap group performance on all indicators over the period of designation has not declined.

Exit Criteria – Additional Targeted Support and Improvement

Schools identified as ATSI have a **period of two years** to improve the performance of underperforming subgroup(s). Exit Criteria are:

- School no longer meets the definition under which it was identified as TSI.
- Subgroup SPI indicator that led to the initial designation demonstrates a positive overall trajectory.
- School's Gap group performance on all indicators over the period of designation has not declined.

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 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 an N-size of 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