

**ESSA Accountability Work Group  
Pierre School District Administration Building, Pierre, South Dakota  
July 27, 2016**

The fourth meeting of the Accountability Work Group began at 10:04 a.m. on July 27, 2016, at the Pierre School District Administration Building, Pierre, South Dakota. The ESSA Accountability Work Group was formed to make recommendations to the South Dakota Department of Education pertaining to changes in school accountability in the new reauthorization of the Elementary and Secondary Education Act known as the Every Student Succeeds Act of 2015 (ESSA).

### **Work Group Membership**

Members of the work group who were present were: Linda Foos, Wagner Community School District; Kelly Glodt, Pierre School District; Becky Guffin, Aberdeen School District; Bonnie Haines, Sisseton-Wahpeton Oyate; Lara Hanson, Sioux Falls School district; Thomas Holmes, State Legislator; Katie Mellor, Director of Catholic Schools for the Diocese of Sioux Falls; Rob Monson, School Administrators of South Dakota; Paul Turman, Board of Regents; Karen Whitney, Todd County School District; and Jeremy Wollman, South Central School District. Scott Fossum, Mitchell Technical Institute, and Steve Obrien, Vice President of the South Dakota Education Association attended as substitute representatives for their organizations. Several SD Department of Education staff persons were also in attendance.

### **Announcements**

Laura Scheibe, SD Department of Education Director of Accountability, served as facilitator for the work group. Scheibe reported that she is making presentations around the state informing groups of the work on the new state plan and asking for input.

- A listserv has been created that will ask questions and input from the public. The work group members are automatically signed up for the listserv, all others can sign up at <http://doe.sd.gov/secretary/essa.aspx>
- The DOE submitted comments to the US ED on the ESSA proposed regulations on July 27, 2016, during the open comment period. A copy of the DOE comments may be found at <http://doe.sd.gov/secretary/essa.aspx>

### **Review of Recommendations Made Previously**

Scheibe asked the work group to review each recommendation made to this point and determine whether the group was still in agreement with the recommendation or whether there should be any changes. Upon discussion of each recommendation, the work group concurred with their previous decisions and made no changes. The list is as follows:

### **Recommendations**

- The work group recommended continuing with the Full Academic Year as October 1 through May 1.
- The work group recommended that the Gap and Non-Gap groups be retained per current practice.
- The work group recommended continuing with the high school testing in the 11<sup>th</sup> grade.
- The work group recommended that the state continue with the Smarter Balanced assessment for the 11<sup>th</sup> grade.

- The work group recommended retaining our current process for calculating both a “completer” rate and the federally-required 4-year cohort.
- The work group agreed with the English Language Learners work group that the “N” size should be 10 for both assessment reporting and for accountability calculations.
- The work group decided not to recommend attaching points to science. They decided that this topic should be revisited in a couple years.

## **Discussion and New Recommendations**

### **Four Year Cohort Drops**

Laura Scheibe explained to the work group the ESSA proposed change in the four-year adjusted cohort graduation rate. The change would potentially affect those students whose last enrollment exit code indicates an exit from high school without a regular high school diploma (those students with a dropout status) and, additionally, were enrolled less than 50% of the school year of last enrollment at the school of this last enrollment. South Dakota currently assigns such a student to the school of last enrollment for accountability purposes. If that enrollment is less than 15 days, the student is accountable at the state level only. Under the change the students would be accountable at the school and district level.

The work group had asked for South Dakota specific data. Tom Morth, the DOE Office of Data Management, gave a brief presentation and distributed a handout to the work group. For 2014-2015 there were 374 students during their last year who did not attend a school for more than 50% of the school year. Thirty-two would have a change in the accountable district with 33 having a change in accountable school in same district. Only 53 did not have an obvious majority school. It is estimated that four days of staff time and approximately the same in vendor time would be required to calculate the majority school/district in the first year of calculation and less time would be involved in subsequent years.

Other questions asked by the work group: are home-schooled students a part of this calculation? No, they are not considered as a factor in the district calculation when they move to home-school status. Another question: The district where the student graduated would get the credit for the graduation no matter how long the student was a student in the district. Is it possible to increase the 15 day membership? Increasing the 15 days of membership is not a viable option as US ED would not allow us to increase that time period in the past. Students leaving the public school system: We do not have enough information to determine how students going to tribal schools or non-public schools fit into the calculation.

The work group agreed that the four-year adjusted cohort graduation rate be calculated by examining the total student membership days for grades 9-12 enrollment for each student and determining the school each student had spent the majority of his/her time and assign that school as the school for accountability purposes.

### **College and Career Readiness (CCR) Indicator**

Tiffany Sanderson, Director of the DOE Division of Career and Technical Education, served as facilitator.

Currently, South Dakota College and Career Readiness measure requires meeting the Board of Regents benchmark on ACT, Accuplacer, or Smarter Balanced or a certificate of any level on the National Career Readiness Certificate (NCRC™ is an industry-recognized, portable, evidence-based credential that certifies essential skills necessary for workplace success.) The ESSA contains a higher measure for CCR

than our state currently has. The work group was asked to make decisions about college readiness and career readiness.

Clarifying points were provided to the work group.

- The option to demonstrate college or career readiness is only available to students who graduate in the year considered, but not to GED-earners.
- Benchmarks can be achieved at any point during a student's high school career. Even when the bulk of the work was completed at a different school, it would be attributed to the school where the student graduated.
- GPA would be a student's cumulative high school GPA.
- Attendance would be calculated as the percent of days attended or excused out of enrolled days in the final school year (i.e. winter grads would only be pulled for one semester; spring grads for the entire year).

The final work group recommendation is at the end as an Appendix.

### **Needs Further Discussion**

ESSA requires each state to have not less than one indicator of school quality or student success. The work group was asked about ideas on this additional indicator. The additional indicator must be meaningful and applied to all districts equally. Topics briefly discussed were teacher quality, school environment/safety, student retention, etc. The work group was asked to continue to consider ideas and email them to Laura Scheibe. This question will also be asked during presentations and on the listserv.

During public comments, districts are indicating that they would like to use local assessments to measure individual student academic growth. The work group briefly discussed this idea pertaining to the state not having the funds for these assessments; the amount of class time used for assessments; consistency pertaining to the tools, implementation and time of implementation; and confidentiality would need to be considered. The work group will continue this conversation in the future.

### **Topics for the Next Meeting**

- The following topics will be discussed at the next two meetings.
- Criterion, Normative, or Neither
- Academic Growth
- Continue discussing Attendance
- Targeted Support designation criteria
- Participation consequences
- Goals (to replace AYP/AMOs)
- Weighting of indicators and points
- What would "modified attendance" look like?

### **Next Meeting**

The next meeting of the work group will be held on August 30 at 10:00 a.m. at Capitol Visitors Center, 650 E. Capitol Avenue, Pierre and September 14 at 10:00 a.m. at the Capitol Visitors Center.

### **Adjournment**

The meeting adjourned at 3:45 p.m.

## Appendix

### **College and Career Readiness (CCR) Indicator**

Overall Framework: A student can qualify as college ready or career ready by meeting the below requirements. The gateway to each is either GPA or attendance, as noted below. From there, a student earns the designation by meeting one of the listed requirements.

The bar is set higher than South Dakota's current CCR measure, which requires meeting the Board of Regents benchmark on ACT, Accuplacer, or Smarter Balanced; or a certificate of any level on the NCRC. With that higher threshold comes more options.

Clarifying Points:

- The option to demonstrate college or career readiness is only available to students who graduate. *(Note: This includes all graduates in the year considered, but not high school equivalency-earners).*
- The benchmarks can be achieved at any point during a student's high school career, unless noted otherwise.
- GPA would be a student's cumulative high school GPA.
- Attendance would be calculated as the percent of days attended or excused out of enrolled days in a South Dakota public school.

#### **College Readiness**

Gateway: Cumulative GPA of 2.8 out of 4.0

Benchmarks: One or more of the following:

- English (18) and Mathematics (20) ACT sub-score
- Advanced/Proficient Scores on 11<sup>th</sup> grade Smarter Balanced Assessment
- Elementary Algebra (76 or higher) and Sentence Skills (86 or higher) for Accuplacer
- Advanced Placement Examination (3 or Higher)
- Advanced Placement Course (A, B or C)
- High School General Education Dual Credit and Concurrent Credit Completion (C or higher on all coursework)
- College Developmental/Remedial English and/or Math (A, B or C)

#### **Career Readiness**

Gateways (one of three):

- 94% attendance in final school year (equates to two weeks' vacation in the professional world)
- 94% attendance from the time first entered 9<sup>th</sup> grade until graduation
- Cumulative GPA of 2.8 out of 4.0

Benchmarks: Choose Option 1, 2, 3, or 4:

1. CTE Concentrator

2. Two or more technical dual credit courses (A, B, or C)
3. NCRC certificate of Silver or above
4. Two or more of the below:
  - Completion of a Capstone Course (A, B, or C)
  - Completion of a CTE Foundational Course (A, B, or C)
  - Completion of one technical dual credit course (A, B, or C)

Schools could appeal Career Readiness with additional alternatives in combination with the attendance gateway. Schools would need to provide appropriate documentation that the experience or qualification has meaning to industry and was conducted under the direction of or with significant influence from the school.