

South Dakota 6/28/13

**ESEA Flexibility
Accountability Addendum**



U.S. Department of Education

Washington, DC 20202

In order to move forward with State and local reforms designed to improve academic achievement and increase the quality of instruction for all students in a manner that was not originally contemplated by the No Child Left Behind Act of 2001 (NCLB), a State educational agency (SEA) may request flexibility, on its own behalf and on behalf of its local educational agencies (LEAs), through waivers of certain provisions of the Elementary and Secondary Education Act of 1965 (ESEA) and their associated regulatory, administrative, and reporting requirements (ESEA flexibility). However, an SEA that receives ESEA flexibility must comply with all statutory and regulatory provisions that are not waived. For example, an SEA must calculate a four-year adjusted cohort graduation rate, as set forth in 34 C.F.R. § 200.19(b), and disaggregate that rate for reporting. Similarly, an SEA must use an “n-size” that ensures, to the maximum extent practicable, that all student subgroups are included in accountability determinations, in accordance with 34 C.F.R. § 200.7(a)(2)(i)(B). Furthermore, an SEA may continue to use technical measures, such as confidence intervals, to the extent they are relevant to the SEA’s ESEA flexibility request. This accountability addendum replaces a State’s accountability workbook under NCLB and, together, an SEA’s approved ESEA flexibility request and this accountability addendum contain the elements of the State’s system of differentiated recognition, accountability and support.

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Instructions to the SEA: Please provide the requested information in the “State Response” column in the table below. Please provide the information in sufficient detail to fully explain your response. Also, please indicate whether the information provided is the same as that in your State accountability workbook under NCLB or reflects a change. Note that these instructions, the “change” column, and the “ED Comments” column of the table will be removed in the version of this document that is posted on ED’s website.

Subject and Question	State Response	Change from NCLB accountability workbook	ED Comments
Annual Measurable Objectives (AMOs)			

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<p>Please attach the State’s AMOs for reading/language arts and mathematics for the all students group and each individual subgroup. If the State has different AMOs for each school or LEA, attach the State-level AMOs and provide a link to a page on the SEA’s web site where the LEA and school level AMOs are available.</p>	<p>To hold schools accountable, South Dakota will be setting unique school-level, LEA, and SEA goals based on the goal of reducing by half the percentage of students in the “all students” group and in each subgroup, including the newly created Gap and Non-Gap groups, who are not proficient within six years. AMOs will be set separately for reading/language arts and math. AMOs will be reset at the end of the six year cycle. If a school starts the six year cycle without enough students in a subgroup to set publicly reported AMOs but has a subgroup that grows to more than 10 students, AMOs will be set for that group after one year of testing has been completed. A listing of the most recently set AMOs can be found on the Department of Education’s Accountability Website: http://doe.sd.gov/secretary/spi.aspx (valid as of June 13, 2013).</p> <p>The state level six year AMOs based on the 2011-2012 data are as follows:</p> <p style="text-align: center;">Math Achievement, Percent of Students Proficient or Advanced:</p> <table border="1" data-bbox="571 708 1371 1045"> <thead> <tr> <th></th> <th>Base</th> <th>Yr 1</th> <th>Yr 2</th> <th>Yr 3</th> <th>Yr 4</th> <th>Yr 5</th> <th>Yr 6</th> </tr> </thead> <tbody> <tr><td>All</td><td>76.27</td><td>78.25</td><td>80.23</td><td>82.20</td><td>84.18</td><td>86.16</td><td>88.14</td></tr> <tr><td>Gap</td><td>62.36</td><td>65.50</td><td>68.63</td><td>71.77</td><td>74.91</td><td>78.04</td><td>81.18</td></tr> <tr><td>Non-gap</td><td>89.21</td><td>90.11</td><td>91.01</td><td>91.91</td><td>92.81</td><td>93.71</td><td>94.61</td></tr> 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Annual Measurable Achievement Objective 3 (AMAO 3) under Title III

<p>Please affirm that the State determines whether an LEA that receives funds under Title III of the ESEA meets AMAO 3 (ESEA section 3122(a)(3)(A)(iii)) based on either of the following:</p> <ul style="list-style-type: none"> • Whether the subgroup of English Learners has made adequate yearly progress (AYP) under ESEA section 1111(b)(2)(B); or • If the State has received a waiver of making AYP determinations, whether the subgroup of English Learners has met or exceeded each of the following: <ul style="list-style-type: none"> ○ Its AMOs in reading/language arts and mathematics. ○ 95 percent participation on the State’s assessments in reading/language arts and mathematics. ○ The State’s goal or annual targets for graduation rate if the LEA includes one or more high schools. 	<p>SD DOE verifies LEA progress towards AMOs to determine whether an LEA meets AMAO 3 and sanctions LEAs that do not make progress. A Title III guide detailing the process can be found at: http://doe.sd.gov/oess/documents/TitleIIIela_guide.pdf (valid as of June 13, 2013).</p> <p>LEAs and consortia that receive Title III funds are held accountable for the use of the funds and for the progress of ELLs in meeting English language proficiency standards. Through the 2011-2012 year, schools were evaluated against AYP progress, and in the 2012-13 year and beyond, schools will be evaluated against the AMO targets set in the new accountability system.</p> <p>SD DOE assures that, to meet AMAO 3 for the English Learners subgroup, an LEA either met or exceeded each of the following:</p> <ul style="list-style-type: none"> • Its AMOs in reading/language arts and mathematics • 95% participation on the State’s assessments in reading/language arts and mathematics • The State’s goal or annual target for graduation rate if the LEA includes one or more high schools 	<p>✓</p>	
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Subgroup Accountability

<p>What subgroups, including any combined subgroups, as applicable, does the State use for accountability purposes, including measuring performance against AMOs, identifying priority, focus, and reward schools, and differentiating among other Title I schools? If using one or more combined subgroups, the State should identify what students comprise each combined subgroup.</p>	<p>South Dakota uses performance of its Gap and Non-Gap groups on the state assessment as one of the primary indicators on its School Performance Index (SPI). The overall SPI score is used to determine Priority and Reward schools. Focus schools are determined by looking solely at Gap group performance, using specific indicators of the SPI, rather than the entire SPI score. South Dakota’s Gap group consists of those groups of students that have historically (over the last three years) contributed to the achievement gap based on state assessment data. Currently, the Gap group contains students who are part of one or more of the following subgroups: American Indian or Alaska Native, Black, Hispanic, Limited English Proficient, Students With Disabilities, Economically Disadvantaged Students. Students not in any of these subgroups are part of the Non-Gap group. Assessment data will be re-evaluated every six years to determine the composition of the Gap group, or will be re-run when AMOs are rebased. AMOs are set separately for the All Students, Gap and Non-Gap groups as well as for all other subgroups.</p> <p>A listing of all subgroups is found in SD Administrative Rule 24:55:01:05. Student groups defined: For purposes of this article, the term, student groups, means identification of the following groups of students for purposes of aggregating and disaggregating data:</p> <ol style="list-style-type: none"> (1) All students enrolled in a specific public school; (2) Economically disadvantaged students; (3) Students from the following major racial and ethnic groups according to definitions established by the United States Census Report: Hispanic/Latino; American Indian or Alaska Native; Asian, Black or African American; Native Hawaiian or Other Pacific Islander; White; and two or more races; (4) Students with disabilities; (5) Students who are limited English proficient; (6) Gap group students; and (7) Non-Gap group students. 	<p>✓</p>	
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State Accountability System Includes All Schools and Districts			
<p>What is the State's definition of a local educational agency (LEA)?</p>	<p>SD codified law 13:39:1.2 defines LEAs as:</p> <p>(7) "LEA," a local education agency limited to public school districts and the legal entities that a school district is authorized to establish;</p> <p>SD Administrative Rule 24.05.13.01 section (22) further defines Local Education Agency as follows:</p> <p>(22) "Local education agency," a school district or other public authority under supervision of the department established by state law for the purpose of providing free public education on a regional basis which also provides special education and related services to children with disabilities within the state of South Dakota;</p> <p>The accountability system shall apply to all public school districts that have a school district ID code assigned by the Department of Education (DOE).</p>		

<p>What is the State’s definition of a public school? Please provide definitions for elementary school, middle school, and secondary school, as applicable.</p>	<p>In South Dakota Administrative Rule 24:43:01:01, a school is defined as “a public or nonpublic organization or entity which is approved or accredited by the secretary for the purpose of instructing children of compulsory school age as provided in SDCL <u>13-27-1</u> or for children attending school as provided in SDCL 13-13-1, or both.” The following definitions also apply:</p> <ul style="list-style-type: none"> * "School, elementary," a school consisting of any combination of grades from kindergarten through eighth grade; * "School, public," a school operated by a school district; *"School, secondary," a school consisting of any combination of three or more consecutive grades, including ninth grade through twelfth grade; * "School system," all of the schools and supporting services operated by a governmental agency or by any private organization; * "Middle school," a school consisting of any combination of two or more consecutive grades, five through eight; <p>The accountability system shall apply to all public schools. Schools will follow policies and procedures in state Administrative Rule to define the grade spans of elementary, middle, and high school.</p>		
<p>How does the State define a small school?</p>	<p>A small school is one in which there are fewer than 10 students in all tested grades in the most recent year.</p>	<p>✓</p>	

<p>How does the State include small schools in its accountability system?</p>	<p>Schools that had at least 10 students tested are included in the accountability system as normal. They receive a School Performance Index score and a classification.</p> <p>Schools that had fewer than 10 students tested are deemed to not have enough data points to evaluate using statistical methods alone and are evaluated using a small school audit process. The small school audit process also covers those schools that serve tested grades, but did not have any students enrolled in these grades at the time of testing. Up to three years of data may be examined and averaged through this process.</p> <p>Schools going through the small school audit process receive their report cards, AMOs, and other accountability data in a private report, but are not rated with other schools in the state on the SPI index. Instead, these schools are publicly reported on a small schools list.</p> <p>Small schools receive an accountability classification determined through the small school audit process. This audit includes, but is not limited to, a review and averaging of up to three years of state assessment data, and a review of other assessment data that may be available to DOE for the school. DOE may also request additional data that would assist in this review of educational progress. Data on student attendance, graduation and all other measures used for accountability purposes are examined.</p> <p>Title I elementary, middle and high schools that are deemed not to be making sufficient progress through the small school audit process receive the same supports from DOE that Focus Schools receive and are expected to demonstrate how they are implementing individualized interventions to meet the needs of students in their schools. Title I eligible high schools that are determined not to be making sufficient progress towards graduation rate targets also receive this support. SIG schools that are part of the small school audit process continue to receive support through the SIG process and are classified as Priority Schools until their three-year SIG process is completed.</p>	<p>✓</p>	
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<p>How does the State define a new school?</p>	<p>A new school is a public school that is in its first year of operation and has no historical connection to an existing school, or may include one where at least 50% of the student population of the school building – or grade spans tested in that building - has been removed and replaced with students from another school within the district.</p> <p>Regardless of the changes made in student population, a school identified as Priority or Focus is not eligible for a new school status while in the identified classification.</p>		
<p>How does the State include new schools, schools that split or merge grades (<i>e.g.</i>, because of overpopulation or court rulings), and schools that otherwise change configuration in its accountability system?</p>	<p>The first year of the new school will become its first accountability status year. In a case where two or more districts consolidate, prior status for all districts and schools involved will be voided. The newly formed district and its schools will obtain its first status and AMO targets based upon assessment results of its first full year of operation.</p> <p>South Dakota Administrative Rule 24:55:08 details this process.</p> <p>South Dakota’s School Performance Index includes an indicator of student growth at the elementary and middle school levels. New schools will not be held accountable for this indicator until two years of data are available. During the interim period, the student achievement indicator will be weighted more heavily to cover the SPI points associated with the indicator of student growth.</p>		
<p>How does the State include schools that have no grades assessed (<i>e.g.</i>, K-2 schools) in its accountability system?</p>	<p>For accountability purposes, schools that have no tested grades will be linked with the schools into which their students feed. For example, where a kindergarten through grade two school feeds into a grade three through six school, the status determination for the grade three through six school will also apply to the feeder school. (If placed in Focus or Priority status, the feeder school and the school to which it is linked would write a combined transformation plan encompassing all grade levels in the schools.)</p>		

<p>How does the State include alternative schools in its accountability system? Consistent with State law, alternative schools include, but are not limited to:</p> <ul style="list-style-type: none"> • State schools for deaf and blind, • Juvenile institutions, • Alternative high schools, and • Alternative schools for special education students. <p>If the State includes categories of alternative schools in its accountability system in different ways, please provide a separate explanation for each category of school.</p>	<p>In cases in which the school or district has a say in deciding to educate the student in another setting outside of the student’s resident district, the student will be counted at his/her resident district. The resident district is that in which the parent or legal guardian physically resides, or in which the student is open enrolled.</p> <p>In cases where a student has been assigned out of district and is enrolled in a South Dakota school operated to serve the special needs of the student (e.g., special education or alternative programs), the student will be counted at the resident district level. In cases where a student has been placed by a State agency (South Dakota Department of Social Services or South Dakota Department of Corrections) and is in the care and custody of DSS or DOC and enrolled in a South Dakota school, the student will be counted at the state level.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Alternative Schools – (Programs outside of the traditional setting whereby students receive instruction as an extension of the regular or traditional school environment.) If alternative schools are academic extensions of the public school, for accountability purposes, test scores will be mapped back to the resident school and district. <input type="checkbox"/> Institutions for the blind and the deaf – These students will be included for accountability purposes in the resident district. <input type="checkbox"/> Students placed in South Dakota private/non-profit facilities will be included for accountability purposes in the resident district. <input type="checkbox"/> Students placed by other State agencies and attending either State or privately operated schools will be included for accountability purposes at the State level. <input type="checkbox"/> Out-of-state students who have been placed in a South Dakota facility to serve the special needs of the student will be included for accountability purposes at the State level. 		
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<p>How does the State include charter schools, including charter schools that are part of an LEA and charter schools that are their own LEA, in its accountability system?</p>	<p>South Dakota does not have the legal authority to operate public charter schools.</p>		
<p>State Accountability System Includes All Students</p>			
<p>What are the State’s policies and procedures to ensure that all students are included in its assessment and accountability systems?</p>	<p>State law mandates that all public school children will be tested and all public school districts will be held accountable for proficiency scores on state specified content standards. The legislation also requires that all students in grades 3-8 and grade 11 will be tested in reading and math. If a student failed to take the test in 11th grade due to district policies for grade promotion, the student must take the test in 12th grade. The student scores will be counted at the school and district for accountability purposes. Students in the 11th grade who turn 21 years of age during the school fiscal year are required to take the test. All public school students are included in other academic indicators.</p> <ul style="list-style-type: none"> <input type="checkbox"/> During the testing window, all students are required to test at their current school. If a student moves during the testing window and has not been tested, the receiving school is obligated to test the student. <input type="checkbox"/> Students who were tested at their previous school and have moved to a new school during the testing window are not required to retest. If a student retests, the student’s first score for a test session or subject will be considered the official score and used for determining accountability status. <input type="checkbox"/> Students moving into a district who do not meet the full academic year stipulation must be tested, but their scores will not be counted at the school or district level for accountability purposes. Results are included at the State level. 		

<p>How does the State define “full academic year”?</p>	<p>For a student’s assessment results to be included in a school’s performance, the student must be enrolled a substantial portion of the year in a single school. For accountability purposes, a substantial portion or full academic year is defined as a student being enrolled from October 1 to the last day of the testing window with an enrollment gap of up to 15 consecutive school days of unexcused absences. This assures the annual progress of a student is attributed to a single school. The statewide student information management system makes it possible for the State to easily track and determine that students test in only one school.</p> <p>South Dakota Administrative Rule 24:17:03:06 details the process by which a student who has 15 or more consecutive days of unexcused absences is treated. Any student who has an unexcused absence of 15 or more consecutive school days shall be dropped from the count of the attendance center retroactive to the last day the student attended school or had an excused absence. An excused absence includes medical illness and enrollment in a short-term group care education program for up to 90 consecutive school days.</p>	<p>✓</p>	
<p>How does the State determine which students have attended the same public school and/or LEA for a full academic year?</p>	<p>The statewide student information management system tracks student enrollment from one public school to another, and is used to determine which students meet the definition of a full academic year.</p> <p>State academic assessment scores of students who remain in one public school between October 1 and the end of the testing timeline are counted as having attended that school for the full academic year and are included in that school’s School Performance Index (SPI) calculation.</p> <p>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 district level for student achievement purposes and for setting district level AMOs. 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 purposes and for setting state AMOs. SPI scores are not calculated at the LEA or state levels.</p>		

<p>To which accountability indicators does the State apply the definition of full academic year?</p>	<p>The State applies the State definition of full academic year to its student achievement indicator. In the future, this will also be applied to the student growth indicator at the Elementary/Middle School level.</p>		
<p>What are the procedures the State uses to ensure that mobile students, including students who transfer within an LEA or between LEAs, are included at the appropriate level (school, LEA, and State) of the accountability system?</p>	<p>The state accountability system tracks students and includes them in the accountability system as follows:</p> <ul style="list-style-type: none"> <input type="checkbox"/> at the school and district level if she/he is enrolled for the full academic year, or <input type="checkbox"/> at the district level (for calculating AMOs only) if she/he has been enrolled in two or more schools operated by the district for the full academic year, or <input type="checkbox"/> at the state level (for calculating AMOs only) if she/he has been enrolled in public schools in the state for the full academic year but not consecutively enrolled at any one school or district. 	<p>✓</p>	
<p>Does the State include in accountability determinations the proficient and advanced scores of students with the most significant cognitive disabilities on assessments based on alternate academic achievement standards? If so, does the State limit the number of those scores at the LEA and State levels, separately, so that the number of proficient and advanced scores included in the determinations does not exceed 1.0 percent of all students in the grades assessed?</p>	<p>The number of “proficient” and “advanced” scores based on the alternate academic achievement standards will not exceed 1% of all students in the grades tested at the State and district levels.</p> <p>All districts are held to the 1% cap except for the following:</p> <ul style="list-style-type: none"> - Districts with 200 or fewer students eligible for testing (enrolled in grades assessed) would be able to count as proficient up to 2 scores of students who score proficient on an alternate assessment aligned to extended content and alternate academic achievement standards. - Districts with more than 200 students eligible for testing are held to an overall 1% cap on the number of scores of students who score proficient on an alternate assessment aligned to extended content and alternate academic achievement standards as proficient unless they apply and are approved for an exception to the cap. 		

<p>If the State provides an alternate assessment based on modified academic achievement standards, does the State include in accountability determinations the proficient and advanced scores of students with disabilities who take that assessment? If so, does the State limit the number of those scores at the LEA and State levels, separately, so that the number of proficient and advanced scores included in the determinations does not exceed 2.0 percent of all students in the grades assessed?</p>	<p>South Dakota does not provide an alternate assessment based on modified academic achievement standards.</p>		
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<p>What is the State process if an LEA or the State exceeds either the 1.0 or 2.0 percent proficiency cap?</p>	<p>The number of “proficient” and “advanced” scores based on the alternate academic achievement standards will not exceed 1% of all students in the grades tested at the State and district levels.</p> <p>Any scores that exceed the percentage limitation and for whom no exception is granted are counted as non-proficient for accountability purposes.</p> <p>In the case that an LEA exceeds the cap, SD DOE will inform the LEA superintendent and special education director of the number of student(s) the district has exceeded the cap by, and those individuals are allowed to make a strategic selection of which students’ proficient scores to count towards the cap and which will be counted as non-proficient. It is a choice made at the LEA level.</p> <p>The state has never exceeded the cap and only tests about 1% of the student tested population on the alternate assessment, so does not anticipate exceeding the cap. If the state would exceed the cap, the state would use the same scores that the LEA changed and if additional students needed to be changed the state would first change student scores that were only counted at the state level. If any additional students needed to be changed, the state would use strategic selection.</p>		
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<p>What are the State's policies and procedures to ensure that students with disabilities and English Learners are provided appropriate accommodations? In addition, please provide a link to a page on the SEA's web site where the State's accommodations manuals or test administration manuals may be found.</p>	<p>Students who are English Language Learners are provided with appropriate accommodations tied to their Language Acquisition Plans. ELL accommodations can be found at: http://doe.sd.gov/oess/TitleIIIela.aspx (valid as of June 13, 2013) or found in the ACCESS Manual listed at the link below. Training Materials are located here as well: http://doe.sd.gov/oats/elp.aspx -(valid as of June 13, 2013)</p> <p>Students with disabilities who are not part of the 1% taking the Alternate Assessment are provided with appropriate accommodations tied to their IEP plans. Accommodations for students with disabilities can be found at: http://doe.sd.gov/oats/dakSTEP.aspx -(valid as of June 13, 2013) SPED Accommodation Training Materials and Accommodation Manual are at the link below on the right hand side: http://doe.sd.gov/oats/dakSTEP.aspx (valid as of June 13, 2013)</p>		
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Does the State include, for up to two accountability determination cycles, the scores of former students with disabilities in making accountability determinations for the subgroup of students with disabilities? If so, how?	No.	✓	
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<p>Does the State count recently arrived English Learners as having participated in the State assessments for purposes of meeting the 95 percent participation requirement if they take (a) either an English language proficiency assessment or the State’s reading/language arts assessment; and (b) the State’s mathematics assessments?</p>	<p>Yes, recently arrived English Learners are counted towards participation rates in both these cases.</p> <p>South Dakota Administrative Rule 24:55:07:11. Participation of students who are limited English proficient states: A student who is limited English proficient and in the student's first year enrolled in a school in the United States is not required to take the state academic assessment in reading, if the student has participated in the annual test of English language proficiency as referenced in 20 U.S.C. 6311 (2006). Participation in the annual test of English language proficiency meets the requirement of 95 percent participation referenced in § 24:55:07:02.</p> <p>If a student who is limited English proficient enrolls for the first time after the testing window for the English language proficiency test has ended, the student counts toward the requirement of 95 percent participation in reading referenced in § 24:55:07:02 by completing the limited English proficient eligibility assessment.</p> <p>A student who is limited English proficient and in the student's first year enrolled in a school in the United States is required to take the state academic assessment in mathematics. The results are not included in the calculation of the student achievement SPI key indicator. However, the student counts toward the requirement of 95 percent participation as referenced in § 24:55:07:02.</p> <p>This flexibility is only available for one Dakota STEP administration.</p> <p>LEAs are able to use the Alternate ACCESS assessment for their 1% ELL students, and this assessment counts towards participation if the student is in his/her first year in the country.</p>		
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<p>Does the State exempt a recently arrived English Learner from one administration of the State’s reading/language arts assessment?</p>	<p>Yes. ELL students in their first year enrolled in a school in the U.S. are not required to take the reading test, if that student has participated in the state mandated, annual test of English language proficiency, ACCESS. This flexibility is only available for one Dakota STEP administration.</p>		
<p>Does the State exclude from accountability determinations the scores of recently arrived English Learners on the mathematics assessment, the reading/language arts assessment (if administered to these students), or both, even if these students have been enrolled in the same school or LEA for a full academic year?</p>	<p>Yes. If it is the student’s first year enrolled in a school in the U.S., SD DOE excludes that student’s scores for both reading and math.</p>		
<p>Does the State include, for up to two accountability determination cycles, the scores of former English Learners in making accountability determinations for the subgroup of English Learners? If so, how?</p>	<p>No.</p>	<p>✓</p>	
<p>What are the State’s criteria for exiting students from the English Learner subgroup?</p>	<p>The state has adopted the ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners) test as the state’s annual English language proficiency assessment. ELL students who attain a 4.7 overall composite score on the ACCESS English language proficiency assessment and a minimum of 4.5 on the reading and a 4.1 -on the writing sections of the test are considered proficient and are no longer considered active ELL students.</p>	<p>✓</p>	

Assessments			
<p>Which assessments, including alternate assessments, is the SEA using for reporting achievement under ESEA section 1111(h)(1)(C)(i) (i.e., reading/language arts, mathematics, and science assessments)?</p>	<p>South Dakota includes two academic content areas in its accountability system: reading and mathematics. The state’s assessment, South Dakota State Test of Educational Progress (Dakota STEP), is aligned to the state content standards in reading and math. The state assessment is administered to every student enrolled in grades 3-8 and 11. An alternate assessment, South Dakota State Test of Educational Progress for Alternate Assessment (Dakota STEP-A), is available for students with the most significant cognitive disabilities.</p> <p>Students in grades 5, 8, and 11 are also administered an annual science examination, part of the South Dakota State Test of Educational Progress (Dakota STEP), aligned to the state science standards. The science performance rates are reported out but are not part of accountability classifications.</p>		
<p>What additional assessments, if any, does the State include in its accountability system and for what purpose is each assessment included?</p>	<p>Currently ACT scores are included as a measure of college readiness at the high school level.</p>	✓	

Statistical Reliability and Protection of Students' Privacy			
<p>What is the State's minimum "n-size" for determining each of the following?</p> <ul style="list-style-type: none"> • Participation rate • Performance against AMOs • Graduation rate • Other (as applicable, please specify use) 	<p>If a school has more than 40 students enrolled in tested grades, the 95% participation rate is calculated by using the following mathematical equation:</p> <p>Participation Rate = Number of Students Tested/Number of Students enrolled on the last day of the testing window.</p> <p>If a school has 40 or fewer students enrolled in the tested grades, then it shall have no more than 2 students not participate in the state assessments to meet the participation rate requirements.</p> <p>The state's minimum n size is 10 for calculating performance against AMOs, though progress towards AMOs will be looked at using a confidence interval for groups that fall below this 10 student level to help schools understand how their students are performing.</p> <p>There is no minimum n size used when calculating graduation rates, attendance rates, and college readiness rates. Only percentages and not student group sizes are reported out at this level.</p>	✓	
<p>What is the State's minimum "n-size" for protecting students' privacy when reporting?</p>	<p>For reporting purposes, South Dakota employs a minimum n size of 10 for all subgroups. This minimum n enables the State's reports to maintain individual student confidentiality, in accordance with federal FERPA requirements.</p>	✓	
<p>What confidence intervals, if any, does the State use in its accountability system to ensure the statistical reliability of school classifications, and for which calculations are these confidence intervals applied?</p>	<p>Currently confidence intervals are not a part of the school classification process, though confidence intervals are run on each indicator and reported to the schools to help them understand the potential for students to perform above or below current performance levels. Going forward, confidence intervals will be applied to student performance against AMO targets for student populations totaling fewer than 10 students when determining a school's ability to exit Priority or Focus status. Schools that start with more than 10 students in a subgroup and whose subgroup population drops below 10 students will have 95% confidence intervals applied to their subgroup data. If the upper limit of the confidence interval meets or exceeds the AMO target, the subgroup will be considered to have met the target when evaluating the potential for a school to exit Focus status if it was placed there via the safeguard calculation.</p>	✓	

Does the State base accountability determinations on multiple years of data? If so, which years, and how, if at all, are the years weighted?	Under South Dakota's approved ESEA flexibility request, only one year of data is used to make accountability determinations.	✓	
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Other Academic Indicators			
<p>What are the other academic indicators for elementary and middle schools that the State uses for annual reporting? What are the State's goal and/or annual targets for these indicators?</p>	<p>At the Elementary and Middle School levels, in addition to student performance on the state assessment in Math and English/Language Arts, the accountability system includes:</p> <ul style="list-style-type: none"> • Attendance rates. The statewide attendance goal for all students and all subgroups is 94%. Attendance is an indicator in the School Performance Index (SPI). 	<p>✓</p>	
Graduation Rate			

What are the State’s graduation rate goal and annual graduation rate targets?

Please provide a table with State-level goal and annual targets for all students and by subgroup beginning with the 2012–2013 school year.

If graduation rate annual targets vary by school, provide a link to the page on the SEA’s web site where the LEA and school targets are available.

The State’s graduation rate goal for **all students** and **all subgroups** is 85% by 2014-15. Annual targets to reach the goal are as follows:

Year	Target
2012-2013	83%
2013-2014	84.5%
2014-2015	85%

Per 34 CFR Part 200 effective November 28, 2008, the 4 year cohort rate is adjusted to account for students entering and leaving a school, district, or state.

To remove a student from a cohort, a school or LEA must confirm in writing that the student transferred out. Documentation must consist of official written notice that the student is enrolled in another school or an educational program which culminates in the award of a regular high school diploma, that the student has emigrated to another country or that the student died.

A student who is retained in a grade, enrolls in a General Educational Development (GED) program, or leaves school for any other reason may not be counted as having transferred out for the purpose of calculating graduation rate and must remain in the adjusted cohort.

Students who enroll after the beginning of the entering cohort’s first year in high school, up to and including in grade 12, are added into the cohort they initially would have belonged to. Newly enrolled students who subsequently drop are counted in the calculation as a drop for the serving school and district if they were enrolled in the serving district for 15 or more consecutive school days. If the newly enrolled student has been in a school less than 15 consecutive days, the drop is counted at the state level only.

Students are counted as graduating in 4 years if they earn a regular high school diploma at the conclusion of the fourth year, before the conclusion of their fourth year or during the summer session immediately following their fourth year. This does not include a credential from a General Education Development (GED) program, certificate of attendance, or another alternative award.

<p>If the State has received a timeline extension and is not using a four-year adjusted cohort graduation rate for accountability determinations, please specify what rate the State is using and when the State will begin using a four-year adjusted cohort rate.</p>	<p>This does not apply.</p>		
<p>What, if any, extended-year graduation rate(s) does the State use? How does the State use its extended-year graduation rate(s) in its accountability system?</p>	<p>Not applicable</p>	<p>✓</p>	
<p>Participation Rate</p>			
<p>How does the State calculate participation rates?</p>	<p>If a school has more than 40 students enrolled in tested grades, the 95% participation rate is calculated by using the following mathematical equation:</p> $\text{Participation Rate} = \frac{\text{Number of Students Tested}}{\text{Number of Students enrolled on the last day of the testing window.}}$ <p>If a school has 40 or fewer students enrolled in the tested grades, then it shall have no more than 2 (two) students not participate in the state assessments to meet the participation rate requirements.</p> <p>The 95% participation rate is calculated for the state and each district, school and student group. An eligible student is one that is enrolled in the school on the last day of the testing window in a grade identified for testing.</p> <p>South Dakota uses the flexibility provided by USDOE regarding students unable to be tested due to a significant medical emergency. Districts and schools that do not meet the participation rate may request a waiver omitting the specified student. Documentation of the medical emergency is required to apply for and receive a waiver.</p>		
<p>How does the State use participation rates within its differentiated accountability system (<i>i.e.</i>, index)?</p>	<p>A minimum of 95% participation on the assessment is required for a school to receive points for the student achievement indicator in the School Performance Index and for a school to make its AMOs. The participation rate for each school and district, and for the state as a whole, as well as for each student group, is based on the enrollment on the last day of the testing</p>		

	window. Subgroup, school and district participation rates are determined by comparing the number of students with test results to the number of students enrolled on the last day of the testing window.		
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