



# Calculation Guide

## 2019-2020 School Performance Index and Accountability Report Card

This resource will answer frequently asked questions regarding South Dakota’s accountability system.

### COVID-19

- In a normal year, School Performance Index (SPI) points for each accountability indicator are calculated.
- Due to the COVID-19 pandemic, state assessments were not administered and therefore data for student performance, student progress and school environment are not available for the 2019-2020 school year.
- Based upon South Dakota's waiver approved by U.S. Department of Education, the overall score was not calculated for schools for the 2019-2020 report cards, and the school support status is based upon school performance results from the 2018-2019 academic year.

### Elementary and Middle School Indicators:

Indicator		Reported in 2019-2020	
Academic Indicators	Student Achievement	Math	No
		English Language Arts	No
	Academic Growth	English Language Arts – All Students	No
		Math – All Students	No
		English Language Arts – Lowest Quartile	No
	English Language Progress	Math – Lowest Quartile	No
		Yes	
School Environment		No	

### High School Indicators:

Indicator		Reported in 2019-2020	
Academic	Student Achievement	Math	No
		English Language Arts	No
	On Time Graduation	Yes	
	College and Career Readiness	Yes	
	English Language Progress	Yes	
High School Completion		Yes	

# 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

Not reported due to COVID-19.

## Indicator #2: Student Progress

Not reported due to COVID-19.

### Indicator #3: English Learners Progress

#### **Description**

English Learners Progress (ELP) indicator is designed to focus on the progress of English Learner students assessed by state English language assessment, specifically the South Dakota English Language Proficiency Assessment. Students who take the alternative assessment are not included in this indicator. The English Learners Progress indicator is based on the students who meet Full Academic Year (FAY) in the current school year.

- The point of entry to the indicator is a student’s first SD-ELP assessment.
- The indicator is structured to consider separately students taking SD-ELP for the first time and students’ progress on the SD-ELP.

All English Learner students who have been in the program before the 2016-17 Academic Year will have their progress trajectories set on their **2016-17 SD-ELP Composite Score**, regardless of how long they have been in the English Learner program (Linear Growth cannot be accurately calculated using scores from two different tests). For English Learner students identified after 2016-2017, their first SD-ELP Composite Score will become the baseline score used to calculate their progress trajectories.

When English Learner students take the SD-ELP assessment for the first time, the **Composite Score** they get is used to determine the number of years it will take for individual students to exit the English Learner program. The diagram below shows the number of years for an English Learner student to exit the program after taking their first SD-ELP assessment.

First SD-ELP Score	Years to Exit after First SD-ELP
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 student has their first SD-ELP Composite Score, a Linear Progress Trajectory is calculated based on the number of years they are expected to remain in the English Learner program.

The equation used to calculate the Linear Progress Trajectory is:

#### Calculation

*Numerator:* 5.0 – First Score

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*Denominator:* Years to Exit based on first SD-ELP Composite Score

The Linear Progress Trajectory is used as annual target scores a student must achieve to stay on track to exit. 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

The student's second assessment score is used to categorize the student's progress, as detailed below:

- If the student didn't test -> **Returning EL, not tested**
- If the student scored a 1.9 on his/her next test -> **Returning EL, tested, no growth**
- If the student scored a 2.5 on his/her next test -> **Returning EL, growing but not meeting goals**
- If the student scored a 3.1 on his/her next test -> **Returning EL, tested, meeting growth goals**
- If the student scored a 5.2 on his/her next test -> **Returning EL, tested, early exit**

### **Growth Categories**

Students can fall into one of seven growth categories, whether they are first identified as an English Learner, or they are a returning English Learner without a test.

First-identified students (students without a previous SD-ELP test score):

Growth Category	Report Card Label	Definition
Newly-Identified EL, not tested	Identified, Not Tested	Newly identified students required to take SD-ELP but did not <b>OR</b> Newly identified students required to take SD-ELP but did not receive a composite score due to circumstances of ABS, INV, or DEC
Newly-Identified EL, exiting	Identified, Exited	Newly identified EL students who both took the SD-ELP assessment for the first time, and who met the exit criteria within their first year of receiving services
First Time Test Taker**	NA	Newly identified EL students who took the SD-ELP for the first time and did not exit within their first year of services

\*\* Students who took the SD-ELP assessment for the first time and did not exit within their first year of services are given a Progress trajectory but are **NOT INCLUDED** in the progress indicator until the second year of identification when progress towards growth can be calculated.

Students with at least one previous SD-ELP assessment score:

Growth Category	Report Card Label	Definition
Returning EL, not tested	Returning, Not Tested	Returning EL students required to take SD-ELP but did not <b>OR</b> Returning identified students required to take SD-ELP but did not receive a composite score due to circumstances of ABS, INV, or DEC
Returning EL, tested, no growth	Not Growing	Returning EL students who took SD-ELP as required but either lost proficiency or failed to make progress
Returning EL, growing but not meeting goals	Growing, Not On Target	Returning EL students who are not on track to exit within the prescribed time frame but who have nevertheless progressed in proficiency <b>OR</b> Returning EL students who did NOT take the SD-ELP when first identified but then took the assessment for the first time this year.

Tested, late exit	Exited Late (counted in Growing, Not On Target for front-facing report card)	Returning EL students who have passed their “projected exit date” and now have exited.
Returning EL, tested, meeting growth goals	On Target	Returning EL students who are either on track to exit within the prescribed time frame <b>OR</b> Returning EL students who exited on time <b>OR</b> Students who have a gap of regular assessment for 2 years, then took the test and exited
Returning EL, tested, early exit	Exited Early	Returning EL students who exit ahead of the prescribed timeframe

**Rounding Rule for ELP Progress Goals**

The Linear Growth Trajectory is measured to the hundredth decimal place and the SD-ELP assessment measures scores by the tenth decimal place. We calculate targets using the hundredth, but the student’s score is rounded down to the tenth (Rounding up would mean they would have to earn a higher than intended score with a linear progress trajectory).

**N-Size of 10 Rule for English Language Learner Progress Indicator**

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 for the performance of its students for the English Language Learner Progress indicator. In this way, SDDOE will be able to hold the maximum number of districts accountable for the progress of their EL students.

- If a school in a district does not meet the EL N-size of 10 in the current school year, but the district identifies 10 or more ELs in the current year, that school will the district level data for the indicator.
- If a school and district did not meet the N-size of 10 in the current year, no EL data will show.

**English Learners On Track**

The English Learners On-Track progress measures the rate of EL students that have met annual target goals. This rate will reflect district data if the N-size for the school is less than 10 students.

Calculation

*Numerator:* EL students with growth category of ‘On Target’, ‘Identified, Exited’ or ‘Exited Early’

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*Denominator:* EL students in any growth category EXCEPT ‘First Time Test Taker’

**English Learners Exited**

The English Learners Exited progress measures the percentage of EL students that score a 5.0 or higher on the SD-ELP assessment and exited the program. This rate will reflect district data if the N-size for the school is less than 10 students.

Calculation

*Numerator:* EL students that score 5.0 or higher on the SD-ELP assessment

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*Denominator:* EL students in any of the above growth categories

## Indicator #4: School Environment (Attendance)

Not reported due to COVID-19.

# The High School Accountability System

The High School Accountability System incorporates five key indicators including: student performance, on-time graduation, high school completion, college and career readiness, and English language learner progress.

## Indicator #1: Student Performance

Not reported due to COVID-19.

## 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 count 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

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*Denominator* = Dropouts (Grade 9 dropouts in 2016-17 + Grade 10 dropouts in 2017-18 +  
Grade 11 dropouts in 2018-19 + Grade 12 dropouts in 2019-20) +  
the number of students who obtained a high school diploma or GED in the most recently completed school year

### Indicator #3: On-Time Graduation Rate

#### **Description**

The On-Time Graduation rate 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, only students who graduate with a regular diploma are counted positively in this measure. 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 On-Time Graduation Rate. The state’s graduation rate goal for All Students group and all subgroups is 100 percent.

**NOTE:** If students did not attend at least 50% of the last year of enrollment at one school, students count 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 the ESEA, 20 U.S.C. § 8101(25) (December 10, 2015).

#### **Calculation**

*Numerator* = Number of cohort members who graduate in 2019-20 within four years from their first point of entry into 9th grade (fall 2016) with a regular high school diploma

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*Denominator* = Number of first-time ninth graders (starting cohort year-fall 2016), plus students who transfer in, minus students who are removed from the cohort during the school years 2016-17, 2017-18, 2018-19, and 2019-20



## Indicator #4: College and Career Readiness

### **Description**

The CCR indicator is a comprehensive measure that includes four types of college and career assessments and three types of coursework.

**Assessment Readiness and Coursework Readiness.** Measures reported in the report card for CCR include: assessment readiness; coursework readiness; assessment OR coursework readiness (one or the other but not both); and assessment AND coursework readiness (combined). Unlike other indicators, the student cohort for CCR data is comprised of the previous year's completer roster.

<b>Assessment Readiness for College or Career</b>	<b>Coursework Readiness for College or Career</b>
<i>Student must meet 1 readiness indicator</i>	<i>Student must meet 1 readiness indicator</i>
<ul style="list-style-type: none"> <li>• <b>College English Readiness- meet 1 of the 3 options:</b> <ul style="list-style-type: none"> <li>○ State Assessment-ELA (Level 3 or 4)</li> <li>○ ACT English (sub-score 18)</li> <li>○ Accuplacer-Sentence Skills (score 86-120) OR Accuplacer NextGen**Writing (score 263+)</li> </ul> </li> <li>• <b>College Math Readiness- meet 1 of 3 options:</b> <ul style="list-style-type: none"> <li>○ State Assessment-Math (Level 3 or 4)</li> <li>○ ACT Math (sub-score 20)</li> <li>○ Accuplacer-Algebra (score 76-120) OR Accuplacer NextGen-Quantitative Reasoning, Algebra &amp; Statistics (score 255-300)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>CTE Concentrator</b> <ul style="list-style-type: none"> <li>• 2 credits within 1 career cluster</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Dual credit</b> <ul style="list-style-type: none"> <li>• 1 course completed with a C or higher</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• <b>Career English and Math Readiness- earn silver or higher</b> <ul style="list-style-type: none"> <li>✓ National Career Readiness Certificate</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Advanced Placement exam</b> <ul style="list-style-type: none"> <li>• 1 course completed with an exam score of 3 or higher</li> </ul> </li> </ul>

\* Progress towards post-high school credentials is labeled as "Coursework Readiness for College or Career" in this table.

### **Details of CCR indicator measures in the above table as reported on the report card:**

- 1) **Coursework Readiness (includes college and career coursework options)**
  - a) Students must meet one of the following criteria to be counted as coursework ready:
    - i) CTE-concentrator met = student completed 2 credits within 1 career cluster
    - ii) State-sponsored dual credit course met = completed with a C or higher
    - iii) Advanced Placement exam cut score met = score of 3 or higher
- 2) **Assessment Readiness (includes college and career assessment options)**
  - a) Assessment ready met = students met the benchmark on one of the four assessment options for both English/reading and math. See benchmark and cut score details on the next page.
- 3) **College AND Career Readiness**
  - a) Students met criteria for both coursework AND assessment readiness measures.
- 4) **Assessment OR Coursework Readiness**
  - a) Students met the criteria for either assessment OR coursework readiness but not both.
  - b) CCR data are reported in dashboards in the report cards.

### **CCR Rules**

1. Use Completer roster from previous year.
2. A student will count for the college and career readiness key indicator at the school for which the student counted for the purposes of the prior year completer rate
3. Identify all assessment and coursework taken anytime during a student's high school career for each student by matching student ID.
4. Identify if the student met any of the benchmarks. Each of the assessment readiness and coursework readiness measures has its own benchmark.
5. If an assessment or course is taken multiple times, only the best mark is considered; only C or better for courses-see table above.

### **N-Size Rule of 10**

N-sizes and subgroup information will be reported for this indicator-both for assessment and coursework readiness. N-size suppression rules will apply. If the number of students who met the different measures (i.e., South Dakota Assessments, ACT, Accuplacer, or NCRC) is less than 10, the percentage of students will be suppressed in the public report card. However, SPI points will be reported regardless of N-size.

### **Assessment Readiness Cut Scores**

The South Dakota Assessments, ACT, and Accuplacer assessments are used to measure college assessment readiness, a component of the College and Career Readiness indicator. The state's goal is that 100 percent of students taking a college readiness assessment will meet the Board of Regents cut scores:

- South Dakota Assessments:
  - ELA: Level 3 or 4
  - Math: Level 3 or 4
- ACT:
  - English: 18
  - Math: 20
- Accuplacer
  - Sentence Skills: 86
  - Algebra: 76
- Accuplacer NextGen
  - Writing: 263+
  - Quantitative Reasoning, Algebra & Statistics 255-300
- NCRC Assessment (Workkeys)
  - Applied Math: 76-79 (Level Score 4; Certificate Silver)
  - Graphic Literacy: 76-77 (Level Score 4; Certificate Silver)
  - Workplace Documents: 77-80 (Level Score 4; Certificate Silver)

Students can also qualify for assessment readiness if they earn a silver or higher certificate on the NCRC. To earn a certificate, a student must successfully complete three WorkKeys assessments: Applied Math, Graphic Literacy, and Workplace Documents. The student's scores on these WorkKey assessments are then used to assign a certificate level. Students who do not score a Level 3 or higher on all three exams do not earn a certificate. There are four NCRC levels.

- Platinum – scores of Level 6 or higher on all three exams
- Gold – scores of Level 5 or higher on all three exams

- Silver – scores of Level 4 or higher on all three exams
- Bronze – scores of Level 3 or higher on all three exams

## **Indicator #5: English Learners Progress**

### ***Description***

The English Learners Progress indicator is the same for high schools as the elementary/middle school indicator. See details at [Indicator #3: English Learners Progress](#)

## **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 605-773-3134 or [DOE.Accountability@state.sd.us](mailto:DOE.Accountability@state.sd.us)