south dakota
DEPARTMENT OF EDUCATION
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School and Educator Equity Report
Calculation Guide for 2020-2021

This resource will answer frequently asked questions regarding the department's State Plan and the report for disproportionate rates of access to qualified teachers in Title I schools serving low-income and minority students.

The Report

The School and Educator Equity Report is a new addition to the Accountability Report Card in response to Every Student Succeeds Act (ESSA), the State Plan under ESEA section 1111(g)(1)(B), which requires SEAs to report disproportionate rates of access to qualified teachers for low-income and minority students served by Title I schools as compared to all schools in the state.

Information and Descriptions used in the Report
Accountability reports the number of schools (Non-Title I, Title I, all schools) by poverty and minority status; and schools that have or have not met the criteria for the three teacher qualifications when compared to all schools in South Dakota.

Title I Designation
Title I schools receive supplemental funds to assist in meeting low-income student's educational goals. The number of low-income students is determined by the number/percent of students enrolled in the free and reduced lunch (FRL) program. LEAs may designate as eligible any school attendance area or school in which at least 35% of the children are from low-income families (additional details are found in ESEA: SEC. 1113. ø20 U.S.C. 6313). Once the department has finalized the list of LEAs designated as Title I and Non-Title I schools, that list is used in this equity report.

Poverty Status
Poverty designation for a school is based on the percentage of economically disadvantaged students as compared to all other public schools in the state. There are three levels for poverty status (high, low and neither high nor low).

Minority Status
Minority designation is based on the percentage of students who are members of race/ethnicity subgroups as compared to all other public schools in the state. The racial subgroups considered for minority designations are:

  a. American Indian/Alaska Native
  b. Black/African American
  c. Hispanic/Latino
  d. Native Hawaiian/Pacific Islander
  e. Two or more Races

Organization of the Report

Data in the report are organized as:

1. Number of schools by poverty and minority status
    a. Number of schools with high poverty status
    b. Number of schools with low poverty status
    c. Number of schools with high minority
    d. Number of schools with low minority
2. Number of Title I schools with high poverty and minority status
    a. Number of Title I with high poverty status
    b. Number of Title I with high minority status
    c. Number of Title I with both high poverty and high minority status

Method for Determining Poverty Status Level

The following steps are conducted to identity the status for all schools.

- Determine Economically Disadvantaged rates for all schools for current school year
    - Economically Disadvantaged rates are calculated using data from two sources (CEP, FRL)
- Quartile method is applied to school level data
    - Rank schools from lowest to highest Economically Disadvantaged rate
    - Exclude all NULLS from the data
    - Divide the number of schools with rates into four quarters or quartiles
        - Schools with rates in the upper quartile (above the 75th percentile) are considered high poverty
        - Schools with rates in the lower quartile (below the 25th percentile) are considered low poverty
        - Schools with rates in the middle two quartiles (between the 25th and 75th percentiles) are considered neither high nor low poverty
    - All the previously excluded NULLS are then classified as neither high nor low poverty

Method for Determining Minority Status Level

The following steps are conducted to identity the minority status level for all schools.

- Quartile method is applied to school level
    - Rank schools from lowest to highest minority rate
    - Exclude all NULLS from the data
    - Divide the number of schools with rates into four quarters or quartiles
        - Schools with rates in the upper quartile (above the 75th percentile) are considered high minority
        - Schools with rates in the lower quartile (below the 25th percentile) are considered low minority
        - Schools with rates in the middle two quartiles (between the 25th and 75th percentiles) are considered neither high nor low minority
    - All the previously excluded NULLS are then classified as neither high nor low minority

Teacher Qualifications Measures

The department selected three teacher qualifications categories to use in the calculation for disproportionate rates of access to teachers. These are:

1. Out-of-field (teachers who are teaching in content areas without certification)
2. Three or fewer years of experience (inexperienced)
3. Out-of-field AND Three or fewer years of experience (ineffective)

Calculation Details

The calculation includes two years of teacher data for each of the three teacher characteristics; inexperienced, out-of-field, and inexperienced and out-of-field. The department's PRF database system is the source for the teacher qualifications data which uses Full Time Equivalent (FTE) counts.

1. Calculate the average percent of teachers falling into each of the three measures mentioned above (average percent of teachers who are out of field, average percent of teachers with three or fewer years of experience, and the average percent of teachers who are out of field and have three or fewer years of experience).
2. Calculate the standard deviation of the percentages of the three measures mentioned above (standard deviation of the percent of teachers who are out of field, standard deviation of the percent of teachers with three or fewer years of experience, and the standard deviation of the percent of teachers who are out of field and have three or fewer years of experience).
3. Calculate the threshold (aka target) for determining whether a school has a disproportionate rate of access to qualified teachers.
   a. The thresholds for each measure are calculated by adding the mean and standard deviation of the measure. When a school's percentage for the measure is greater than the threshold, the school is flagged for disproportionate access related to the measure.

Disproportionate Rates of Access to Qualified Teachers Report Details

Using two years of data, the department looks at multiple teacher qualifications for the state and for Title I schools to identify schools with disproportionate rates of access to qualified teachers.

The report is found in the State public report card's Options Menu.

Features of the Report

- Red shaded data in this report represent Title I schools that have not met the criteria for the three teacher qualifications when compared to all schools in South Dakota. These are Title I schools that have disproportionate rates of access to qualified teachers.
- Interactive analysis dashboard allows users to filter on Title I status, poverty status and minority status.
- Users have options for exporting the data into Excel, PDF and CVS documents
- Filtering options include:
  - Title I Status (Title I, Non-Title I or All)
  - Poverty Status (high, low, neither or All)
  - Minority Status (high, low, neither or All)

Report Feature Images

Three images of report features are provided in this section.

(Below) Image describing how to export the report. The arrow is pointing to the location to access the export

(Below) Image of the number of Title I and all schools by poverty and minority status

(Below) Image of a report filtered by Title I, High poverty and minority status (red data flags the schools with disproportionate access to qualified teachers by the teacher qualifications categories)

		Title I Status						Poverty Status						
Title I						High Poverty							High Minority	

							School Status Details							
District	School	Title I Status	Poverty Status	Minority Status	Schools	Teachers (Multi-Year FTE)	Teachers Teaching Out-of-Field Count (Multi-Year FTE)	Teachers Teaching Out-of-Field Percent (Multi-Year FTE)	Teachers Three Years or Less Years Experience Count (Multi-Year FTE)	Teachers Three Years or Less Years Experience Percent (Multi-Year FTE)	Teachers Three or Less Years and Out-of-Field Count (Multi-Year FTE)	Teachers Three or Less Years and Out-of-Field Percent (Multi-Year FTE)
		Title I	High Poverty	High Minority	1	70.50	0.00	0.00	9.50	13.48	0.00	0.00
		Title I	High Poverty	High Minority	1	59.25	0.00	0.00	13.00	21.94	0.00	0.00
		Title I	High Poverty	High Minority	1	56.48	1.00	1.77	14.74	26.10	0.00	0.00
		Title I	High Poverty	High Minority	1	53.63	0.00	0.00	12.00	22.38	0.00	0.00
		Title I	High Poverty	High Minority	1	24.72	2.26	9.14	3.63	14.68	0.84	3.40
		Title I	High Poverty	High Minority	1	45.70	0.00	0.00	9.00	19.69	0.00	0.00
		Title I	High Poverty	High Minority	1	17.30	2.52	14.57	5.84	33.76	1.00	5.78
		Title I	High Poverty	High Minority	1	53.83	0.00	0.00	8.84	16.42	0.00	0.00
		Title I	High Poverty	High Minority	1	83.98	1.30	1.55	19.90	23.70	1.30	1.55
		Title I	High Poverty	High Minority	1	14.95	0.00	0.00	1.96	13.11	0.00	0.00
		Title I	High Poverty	High Minority	1	28.36	0.00	0.00	6.00	21.16	0.00	0.00
		Title I	High Poverty	High Minority	1	14.65	0.00	0.00	2.96	20.20	0.00	0.00
		Title I	High Poverty	High Minority	1	35.98	0.00	0.00	4.00	11.12	0.00	0.00

Questions?

Contact the SD DOE Accountability staff at 605-773-3134 or DOE.Accountability@state.sd.us