

Calculation Guide

2020-2021 Accountability Report Card

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

COVID-19

- Due to the COVID-19 pandemic and unprecedented learning conditions, certain data are not available for the 2020-21 school year. State assessments were not administered in the 2019-20 school year and therefore data for student growth are not available this year.
- In addition, data reported on the 2020-21 report card should be interpreted with caution. Due to the pandemic, certain data may not be comparable to past years. Data may also be incomplete and/or not representative of the make-up of the State, district, or school population.
- In a normal year, School Performance Index (SPI) points for each accountability indicator are calculated; however, based upon South Dakota's waiver approved by U.S. Department of Education, the schools’ overall scores (SPI Points) are not calculated for the 2020-21 report card.
- Also, part of this waiver, school support status is based on school performance results from the 2018-19 academic year.

Elementary and Middle School Indicators:

Indicator		Reported in 2020-2021	
Academic Indicators	Student Performance	Math	Yes
		English Language Arts	Yes
	Student Progress	English Language Arts – All Students	No
		Math – All Students	No
		English Language Arts – Lowest Quartile	No
		Math – Lowest Quartile	No
	English Language Progress		Yes
School Environment		Yes	

High School Indicators:

Indicator		Reported in 2020-2021	
Academic Indicators	Student Performance	Math	Yes
		English Language Arts	Yes
	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

Elementary and middle schools are accountable for the Student Performance indicator. This indicator measures students' performance on the South Dakota English Language Arts Assessment (SD-ELA) and the South Dakota Math Assessment (SD-MATH) or the South Dakota Alternate Assessments in both English Language arts (SD-ELA Alt) and math (SD-MATH Alt). Only those students with the most severe cognitive disabilities take an alternate assessment. First Year in Country students in tested grades are required to participate in the math and science assessments.

The Accountability Report Card also reports proficiency rates that include the South Dakota Science Assessment (SD-SCI) and the South Dakota Science Alternate Assessment (SD-SCI Alt) scores, however, the South Dakota Science Assessment and Alternate Assessment are not required to be included in the calculation of student performance for reporting.

The South Dakota Assessments are single snapshot, summative assessments designed to measure each student's mastery of South Dakota's content standards in ELA and math. A student receives a scale score which falls into four achievement levels: Level 1 being the lowest level, Level 3 indicating proficiency, and Level 4 indicating advanced performance. Levels 1 and 2 are considered not proficient; levels 3 and 4 are proficient and above.

All students in grades 3-8 and 11 are included in the Student Performance rate calculation for a school or district if they meet Full Academic Year (FAY). FAY means a student was enrolled for a substantial portion of the year in a specific school or district – from October 1 to May 1 with an enrollment gap of no more than 15 consecutive school days.

Results on the State Assessments will be returned two ways:

- Current Year Proficiency
- Current Year Participation

Current Year Proficiency

Description

The proficiency rate for students on the current school year assessments for ELA, math and science are calculated and presented for informational purposes. Schools can compare their current year performance to prior years' performance.

Calculation

Numerator = Count of students who tested at Level 3 or 4 in the current school year

Denominator = Count of students who tested in the current school year

Invalidated Test Scores

SDDOE process for invalidating test scores is based on a unique situation at a school, which sometimes results in the invalidation of test scores. Invalidated test scores will count in the denominator when calculating student proficiency.

Current Year Participation

Description

The final component of Student Performance is the participation rate. All students enrolled in a South Dakota public school as of May 1 are required to participate in the ELA, math and science assessments.

Calculation

Numerator = *Count of students with valid scores

Denominator = Count of eligible students enrolled as of May 1

*Count of students tested includes all students who attempted to take the test by logging in and attempting both portions of the test for ELA or math.

Invalidated Test Scores

SDDOE process for invalidating test scores is based on a unique situation at a school, which sometimes results in the invalidation of test scores. Invalidated test scores will count in the denominator when calculating student participation.

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 alternate 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

$$\frac{\text{Numerator: } 5.0 - \text{First Score}}{\text{Denominator: Years to Exit based on first SD-ELP Composite Score}}$$

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 OR 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 OR 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 OR 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	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 OR Returning EL students who exited on time OR 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'

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 OR scored a 4.0 or higher on the ELP Assessment AND a Level 3 or 4 on the SD-ELA Assessment

Denominator: EL students in any of the above growth categories

Indicator #4: School Environment (Attendance)

Description

The attendance rate is based on the percentage of students attending school for 90% or more of enrolled days. All students who are FAY and enrolled in grades kindergarten (including junior kindergarten – K1) through grade 8 are included in the attendance rate calculation.

NOTE: The attendance rate of 94% was the standard in past years (before 2017-18) and FAY was not applied. In 2017-18, the attendance rate benchmark changed to 90% and FAY is applied to measure.

Calculation

Numerator = Count of FAY students who attended at least 90% of his or her enrolled days

Denominator = Count of all FAY students who were enrolled for at least 15 consecutive school days

Attendance rates are calculated based on every unique student enrollment record (a student can have multiple enrollment records) at grades kindergarten (including junior kindergarten – K1) through eighth grade, reduced by students incarcerated at the state penitentiary, students attending school out-of-state, private school, summer school, home school, foreign exchange students, and students attending out-of-state on a contract basis. A unique student enrollment record is defined as unique student/ district/school/enrollment period. There could exist in Infinite Campus multiple enrollment records for the same student at the same district/school for the same enrollment period – if this is so, only one of these is retained for analysis.

Students can be accountable at the school/district/state levels, or district/state levels, or state level only, determined by the process involving district type and funding codes used for academic performance. For each level, the attendance rate is calculated by the (sum of membership days – sum of absent days) / (sum of membership days), summed over each unique enrollment record. This gives each unique enrollment record an attendance percentage).

Note: Chronic Absenteeism is reported in the elementary and middle school report cards. *Chronic Absenteeism measures the percentage of students that have attended more than 10 days and have missed 10% or more enrolled days in the school year.*

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

Description

The Student Performance indicator is the same for high schools as the elementary/middle school indicator. See details at [Indicator #1: Student Performance](#) on page 3 of this document.

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

Denominator = Dropouts (Grade 9 dropouts in 2017-18 + Grade 10 dropouts in 2018-19 +
Grade 11 dropouts in 2019-20 + Grade 12 dropouts in 2020-21) +
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 2020-21 within four years from their first point of entry into 9th grade (fall 2017) with a regular high school diploma

Denominator = Number of first-time ninth graders (starting cohort year-fall 2017), plus students who transfer in, minus students who are removed from the cohort during the school years 2017-18, 2018-19, 2019-20, and 2020-21

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. New in the 2021 report card year are the rules for high school graduation advanced endorsements and dual credit. See details in asterisk notes at the end of the "Newly Revised CCR Table" below.

NEWLY REVISED CCR TABLE (April 2021)

Assessment Readiness for College or Career	Coursework Readiness for College or Career* 2021 Report Card
<ul style="list-style-type: none"> • College English Readiness- meet 1 of 3 options: <ul style="list-style-type: none"> ○ State Assessment-ELA (Level 3 or 4) ○ ACT English (sub-score 18) ○ Accuplacer-Sentence Skills (score 86-120) OR Accuplacer- NextGen Writing (score 263+) • College Math Readiness- meet 1 of 3 options: <ul style="list-style-type: none"> ○ State Assessment-Math (Level 3 or 4) ○ ACT Math (sub-score 20) ○ Accuplacer-Algebra (score 76-120) OR Accuplacer- NextGen-Quantitative Reasoning, Algebra & Statistics (score 255-300) 	<ul style="list-style-type: none"> • CTE Concentrator <ul style="list-style-type: none"> • 2 approved CTE courses from the cluster, pathway or dual credit level within the same career cluster • Dual credit <ul style="list-style-type: none"> • 1 course completed in the state-sponsored dual credit program* • Advanced Placement exam <ul style="list-style-type: none"> • 1 course completed with an exam score of 3 or higher
<ul style="list-style-type: none"> • Career English and Math Readiness- earn silver or higher <ul style="list-style-type: none"> ✓ National Career Readiness Certificate 	<ul style="list-style-type: none"> • High School Graduation Advanced Endorsement** <ul style="list-style-type: none"> ✓ Earn 1 or more endorsements

* In 2020, the benchmark for completing dual credit could be either a “C or higher” or a “pass” due to the pandemic; in future years (2021 and forward) the benchmark will go back to “C or higher”.

**In the 2021 report card, students that earn 1 or more advanced endorsements will count in the coursework readiness measure.

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

- 1) Progress towards post high school credential is labeled as **Coursework Readiness** in the CCR indicator measure in the Accountability System and report cards. Details are:
 - a) Students are Coursework Ready if they meet one of the following criteria to be counted as coursework ready:
 - i) Career and Technical Education concentrator, which means the student completed 2 approved CTE courses from the cluster, pathway or dual credit level within the same career cluster
 - ii) Completion of a state-sponsored dual credit course (rule change in 2020 due to pandemic; will change back to a “C or higher” in future years)
 - iii) Score of 3 or higher on an Advanced Placement exam
 - iv) NEW: Earn 1 or more High School Graduation Advanced Endorsements
 - (1) Details for Advanced Endorsements are found at <https://doe.sd.gov/gradrequirements/documents/1118-Infographic.pdf>
- 2) **Assessment Readiness (includes college and career assessment options)**
 - a) Students are Assessment Ready if they meet the benchmark on one of the assessment options for both English/reading and mathematics or earn a silver or higher NCRC certificate. See section about Assessment Readiness for more information.
- 3) **College AND Career Readiness**
 - a) This measure reflects students who met both the criteria for Coursework Readiness AND Assessment Readiness measures.
 - b) Students met criteria for both coursework AND assessment readiness measures.

4) Assessment OR Coursework Readiness

- c) Students met the criteria for either assessment OR coursework readiness but not both.
- d) 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.

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 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](#) on page 4 of this guide.

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.