

## School Support Identification Calculation Guide

### Identification Details

Schools are identified for one of the following four categories of support on an annual basis.

<b>General Support</b> All Schools not identified for extra support
<b>Targeted Support and Improvement (TSI)</b> Schools with subgroups that are underperforming across all indicators at the same school
<b>Additional Targeted Support and Improvement (ATSI)</b> Schools with subgroups that are underperforming on all indicators than the aggregate performance of Title I schools whose SPI score is at or below the bottom 5%
<b>Comprehensive Support and Improvement (CSI)</b> Title I school whose SPI score is at or below the bottom 5% OR High schools with On Time Graduation Rate below 67% OR Title I ATSI schools not meeting exit criteria within four years of identification

### Comprehensive Support and Improvement

In accordance with ESSA, the South Dakota Department of Education (DOE) will identify the lowest-performing five percent of Title I schools as CSI based on the results of the School Performance Index<sup>1</sup> (SPI) indicators. Also, the DOE will examine the four-year cohort graduation rates of all public high schools in the state. Those public high schools that do not graduate at least one-third of their students will be identified as CSI. Additionally, any Title I school identified as ATSI that does not meet the exit criteria within a 4-year period will be designated as CSI.

### Targeted Support and Improvement

Using three years of data, the DOE will review the results of the SPI indicators to determine which subgroups are underperforming across all eligible indicators at each school. *Only those subgroups with 10 or more students in the current school year will be used to identify underperformance.* Subgroup underperformance is determined using a 95% confidence interval between the subgroup and the All Students group at the school. If the Upper Bound confidence interval on an indicator for a subgroup is lower than the Lower Bound confidence interval for the All Students group, then the subgroup is flagged for that indicator.

If the subgroup is flagged on all accountable indicators, then the DOE will determine the subgroup performance to be disproportional and identify the school as TSI.

### Confidence Interval Calculation Details

The confidence interval equation is:

---

<sup>1</sup> SPI indicators for elementary and middle schools are student performance, student progress, English language learners progress, and attendance; high schools indicators are student performance, high school completion, on-time graduation, college and career readiness, English language learners progress (see Calculation Guide for more details)

$$\hat{p} \pm z\sqrt{\frac{\hat{p}(1-\hat{p})}{n}}$$

Where  $\hat{p}$  is the indicator rate,  $z = 1.96$  and  $n$  is the size of the (sub)group.

To see a full example of this equation, let's say for English Language Arts Proficiency the **All Students Group** achieved a 44% and there are 300 students and the **Economically Disadvantaged subgroup** achieved a 30% and there are 50 students. Both of their equations would look like this:

$$0.44 \pm 1.96\sqrt{\frac{0.44(1-0.44)}{300}} \quad 0.30 \pm 1.96\sqrt{\frac{0.30(1-0.30)}{50}}$$

Next, you calculate everything to the right of the  $\pm$ . The number you get is then used to calculate the **Upper Bound** and **Lower Bound** for that indicator and subgroup. Running through both equations you get:

$$0.44 \pm .0561$$

The Upper Bound: 49.61%

The Lower Bound: 38.39%

$$0.30 \pm 0.127$$

The Upper Bound: 42.70%

The Lower Bound: 17.30%

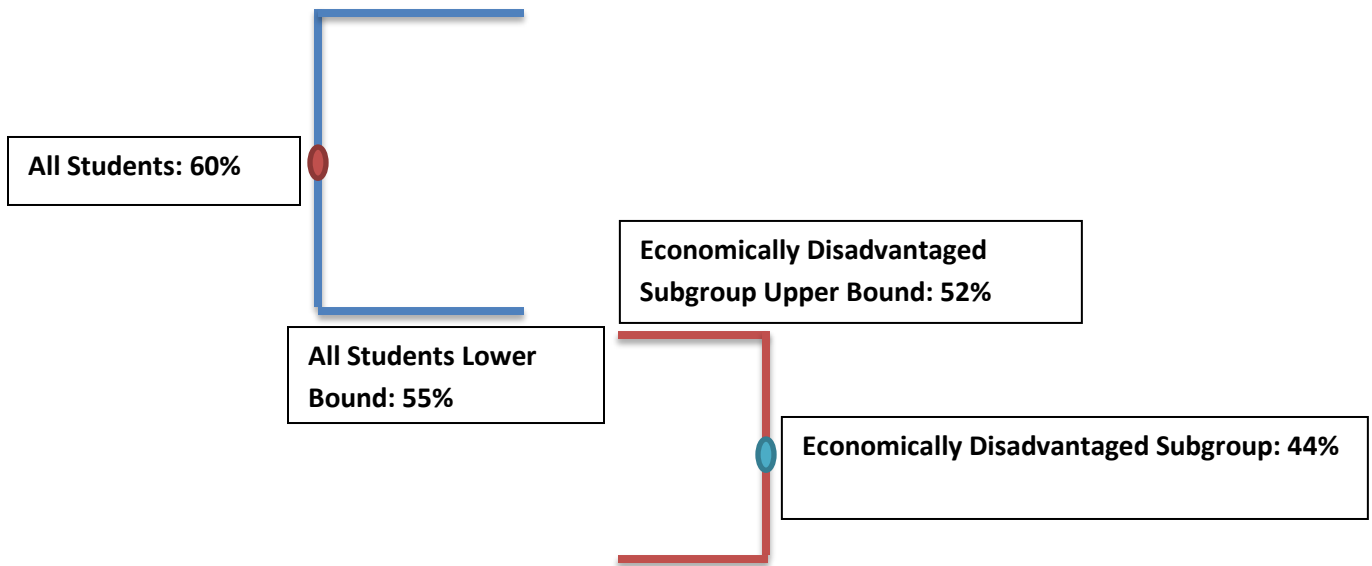
The below example demonstrates how confidence intervals are used to determine if a subgroup is flagged for an indicator. In this example, the DOE is comparing the Student Performance on the state assessment on English Language Arts for the All Students group and the Economically Disadvantaged subgroup. The All Students group is 60% Proficient on English Language Arts while the Economically Disadvantaged subgroup is 44% proficient.

The DOE then calculates the confidence intervals for both subgroups. The confidence interval finds the Upper Bound and Lower Bound of a subgroup's performance on an indicator. In this example, the Lower Bound of the All Students group is 55% and the Upper Bound for the Economically Disadvantaged subgroup is 52%.

Once the Lower and Upper bounds are calculated, the DOE checks to see if the Upper Bound of the subgroup is higher or lower than the Lower Bound of the All Student group. If the subgroup's Upper Bound is higher than the All Students' Lower Bound, then the subgroup **would not be** flagged for the indicator. If the subgroup's Upper Bound is lower than the All Student's Lower Bound, then the subgroup **would be** flagged for the indicator.

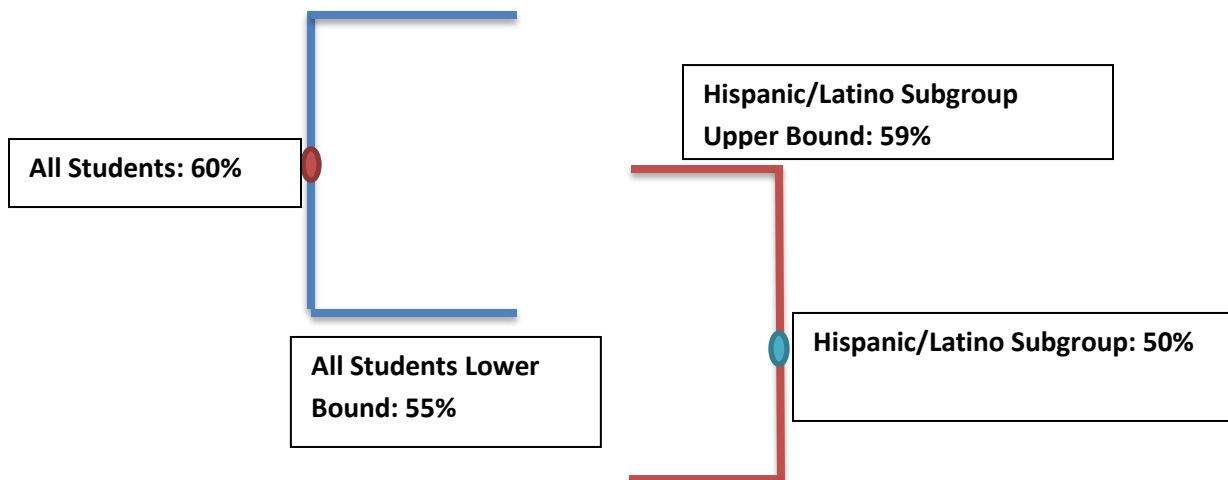
Going back to the example, the subgroup's Upper Bound is 52% and the All Students' Lower Bound is 55%. Since the Upper Bound is lower than the Lower Bound, the Economically Disadvantaged subgroup **would be** flagged on the English Language Arts Student Performance indicator.

### English Language Arts Student Performance - Example 1



Another example is provided that demonstrates confidence intervals for the English Language Arts Student Performance indicator. A comparison of the Hispanic/Latino subgroup to the All Students group shows the Hispanic/Latino subgroup's Upper Bound is higher than the All Students' Lower Bound. Therefore, the Hispanic/Latino subgroup **would not be** flagged on English Language Arts in the Student Performance indicator.

### English Language Arts Student Achievement – Example 2



### Additional Targeted Support and Improvement

From the list of schools with consistently underperforming subgroups (TSI schools), any public school with a federally defined subgroup or a Gap group performing no better on all eligible indicators than the aggregate performance by schools designated for the bottom 5% of Title I schools in that academic year over a period of three years. Only those subgroups with 10 or more students in the current school year will be used to identify underperformance. Like the confidence intervals are applied to targeted support schools, a 95 percent confidence interval will be used when applying this calculation. Any subgroup whose upper confidence bound for all indicators is less than the lower confidence bound for bottom 5% of Title I schools will flag a school for additional targeted support.

### Exit Criteria for Comprehensive Support and Improvement

Schools identified as CSI will have a **period of four years** to improve their performance. Exit Criteria are:

- School is no longer in the **bottom 5% of overall SPI points; Graduation rate is above 67%**; and/or subgroup performance has improved.
- School performance on **all SPI indicators** over the period of designation demonstrate a positive overall trajectory.
- School **demonstrated improvement on the SPI indicators of highest need**, based on comprehensive needs assessment results conducted in the first year of designation; and through collaboration with School Success Facilitator.

### Exit Criteria for Targeted Support and Improvement

Schools identified as TSI have a **period of two years** to improve the performance of underperforming identified subgroup(s). Exit Criteria are:

- School no longer meets the definition under which it was identified as TSI.
- Subgroup SPI indicator that led to the initial designation demonstrates a positive overall trajectory.

### Exit Criteria for Additional Targeted Support and Improvement

Schools identified as ATSI have a **period of two years** to improve the performance of underperforming subgroup(s). Exit Criteria are:

- School no longer meets the definition under which it was identified as TSI.
- Subgroup SPI indicator that led to the initial designation demonstrates a positive overall trajectory.

### **Administrative Rules Reference for School Support Identification when EdStructure for school or district changes:**

**Administrative Rule 24:55:08:01. Public school or district changing grade span or physical status.** A public school or public school district that proposes to change its grade span or physical building capacity must submit a request to the department to explain the reasons for the proposed change. The department shall review the request and either approve or deny. **Regardless of changes made in student population, a school identified as a comprehensive support and improvement, or targeted**

**support and improvement school is not eligible for a new accountability status while in the identified classification.**

**Administrative Rule 24:55:08:02. Students attending public school or district in first year of operation -- Included in accountability classification.** Students attending a public school district in its first year of operation are included in the accountability classification at the public school level.

**Administrative Rule 24:55:08:03. Accountability classification determination starts with first year of operation.** Accountability classifications for new public schools are made by the department within their first year of operation.

**Administrative Rule 24:55:08:04. Public school boundaries altered -- Prior academic progress goals and targets recalculated.** If a public school district that has two or more attendance centers per grade span changes boundaries such that at least 50 percent of the student population of the attendance center, or students in the grade spans assessed in that attendance center, moved and have been replaced with students from another attendance center within the district:

1. The academic progress goals and targets of the affected public schools shall be recalculated using the methodology in § 24:55:05:03 and shall be applied for the remaining years of the current cycle; and

2. If one or more of the affected schools has been classified as a comprehensive support and improvement school, the classification shall be removed by the department, notwithstanding the provisions of § 24:55:04:06.

**Administrative Rule 24:55:08:05. School district consolidation -- Prior academic progress goals and targets recalculated.** If two or more public school districts consolidate under the provisions of SDCL chapter 13-6:

1. The academic progress goals and targets of the affected public schools shall be recalculated using the methodology in § 24:55:05:03 and shall be applied for the remaining years of the current cycle; and

2. If one or more of the affected schools has been classified as a comprehensive support and improvement school, the classification shall be removed by the department, notwithstanding the provisions of § 24:55:04:06.