South Dakota
2014-15 Accountability/School Performance Index
Report Card Calculation Guide

This resource document is designed to answer frequently asked questions regarding South Dakota's accountability system. Additional information can be found at: http://doe.sd.gov/Accountability/spi.aspx.

The SPI

South Dakota's accountability system is based on a 100-point School Performance Index (SPI). The SPI consists of three key indicators, with a numeric value assigned to each of the indicators, to measure a school's performance. These values are added to create a total SPI score out of 100 points. The SPI recognizes both achievement and growth, while providing schools with unique student achievement targets that encourage continuous and ongoing improvement. This year is the first year of incorporating results of the Smarter Balanced assessments into the SPI; thus, scores will look different from previous years based on new standards and summative assessments.

Gap Group and Non-Gap Group - One of the main components of the state accountability system is the use of a Gap Group. South Dakota's Gap Group consists of subgroups of students that have historically contributed to the achievement gap. This is calculated from state assessment data and is reevaluated every six years. The Gap Group contains students who are part of one or more of the following subgroups: American Indian or Alaskan Native, Black, Hispanic, English Language Learners, Students with Disabilities, and Economically Disadvantaged Students. Students who do not belong to any of these subgroups are part of the Non-Gap group. The Non-Gap group currently consists of the following subgroups: White, Asian, Hawaiian/Pacific Islander, and Multi-Racial. Because of the Gap Group, almost every school in the state has a focus on those groups of students who traditionally have experienced the largest achievement gaps.

Annual Measurable Objectives (AMOs) - To hold schools accountable, South Dakota has set unique school-level, district-level and state-level goals, called AMOs. AMOs are based on the overarching goal of reducing by half within six years the percentage of students in the "all students" group and in each subgroup, including the Gap and Non-Gap Groups, who are not proficient.

AMOs are set separately for English 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 at: http://doe.sd.gov/Accountability/amo.aspx

The accountability system incorporates the following key indicators of school performance:

Indicator #1: Student Achievement

A minimum of 95% participation on the state's assessment is required for a school to receive points for the student achievement indicator in the SPI. The state administered the Smarter Balanced assessment for most students and the NCSC assessment for the few students with the most severe cognitive disabilities.

Participation Rate Calculation:

$$\frac{\text{Numerator} = \text{*Count of students tested who were enrolled as of May 1}}{\text{Denominator} = \text{Count of eligible students enrolled as of May 1}}$$

*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.

Achievement Rate Calculation:

$$\frac{\text{Numerator} = \text{Count of students who tested at Level 3 or 4 on the State Assessment}}{\text{Denominator} = \text{Count of students who tested}}$$

All students in grades 3-8 and 11 are included in the Achievement 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 1st to May 1st with an enrollment gap of no more than 15 consecutive school days.

Indicator #2: High School Completion or Academic Growth*
* Academic growth as a key indicator will not be calculated until the 2015-2016 school year.

At the High School level, the High School Completion Indicator is calculated using two measures: High School Completer Rate and the Four-Year Adjusted Cohort Graduation Rate. Each counts for half of the total 25 points available for this indicator.

(1) High School Completer Rate 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).

Completer Rate Calculation:

$$\frac{\textbf{Numerator =} \text{ Number of students who obtained a high school diploma or GED in the current school year}}{\begin{array}{c}\textbf{Denominator =} \text{ Dropouts (Grade 9 dropouts in 2011-12 + Grade 10 dropouts in 2012-13 +} \\ \text{Grade 11 dropouts in 2013-14 + Grade 12 dropouts in 2014-15) +} \\ \text{the number of students who obtained a high school diploma or GED in the current school year}\end{array}}$$

(2) Four-Year Cohort Graduation Rate is 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. South Dakota is required to follow the Title I Four-Year Adjusted Cohort methodology in determining Graduation Rate, as defined in 34 C.F.R. § 200.19(b).

Four-Year Cohort Graduation Rate Calculation:

$$\frac{\textbf{Numerator} = \text{ Number of cohort members who graduate in four years with a regular high school diploma}}{\begin{array}{c}\textbf{Denominator} = \text{ Number of first-time ninth graders in fall 2011 (starting cohort year),} \\ \text{plus students who transfer into, minus students who are removed from, the cohort} \\ \text{during the school years 2011-12, 2012-13, 2013-14, and 2014-15}\end{array}}$$

Indicator #3: College and Career Readiness or Attendance

At the High School level, the College and Career Readiness score is based on those students in the previous year's graduating cohort (those who graduated in 2014) who met or exceeded the Board of Regents' cut scores on the ACT. The points are divided equally between math and English. The indicator is comprised of:

1) The percent of students whose ACT math sub-score is 20 or above (using the highest score if the ACT was taken more than once)

2) The percent of students whose ACT English sub-score is 18 or above (using the highest score if the ACT was taken more than once)

Beginning with the 2015-16 school year South Dakota will include multiple options for schools to show that they have prepared students to be college and career ready.

At the Elementary and Middle School Level, the Attendance indicator calculation has changed for the 2014-15 school year. Previously, it had been calculated based on Average Daily Attendance. For this year's SPI and going forward, points are awarded based on the percentage of students who reach at least a 94% attendance rate. For some schools, the points awarded for attendance will look quite different from the points they had earned in the past.

Attendance Calculation:

Numerator = Count of students who attended at least 94% of his or her enrolled days

Denominator = Count of all students who were enrolled for at least 15 consecutive school days at any point in time during the year

All students enrolled in grades kindergarten through grade 8 are included in the attendance calculation if they were enrolled in a school for at least 15 consecutive school days. In addition, for the Attendance Key Indicator only, students who are only partially enrolled in a school are counted as well, meaning that some students will count, *for attendance calculation purposes only*, at more than one school.

Classification, Recognition and Support

New school classifications are calculated this year after having held steady for the 2013-14 school year. The below scale applies:

Exemplary Schools
High Performing – SPI score at or above the top 5%
High Progress – Top 5% for growth on Certain Gap Group indicators (effective 2015-16)
Status Schools
SPI score at or above top 10% (excluding Exemplary)
Progressing Schools
SPI score between bottom 5% and top 10%
Most non-Title I schools that are not Exemplary or Status
Priority Schools
Title I schools whose SPI score is at or below the bottom 5%

**A separate calculation is used to determine the Focus Schools category.

Exemplary Schools: All South Dakota public schools are eligible for recognition in one of two Exemplary categories:
1) **Exemplary Schools:** Schools whose overall SPI scores rank in the top 5 percent of schools across the state
2) **Exemplary High Progress Schools:** Schools that rank in the top 5 percent for improvement of Student Achievement and Attendance Indicators for the Gap Group (elementary and middle school levels); and Student Achievement and four-year cohort graduation rate for the Gap Group (high school level) over a period of two years. (Because there are no Student Achievement scores for the 2013-14 school year, schools will first be eligible for this category in 2015-16).

No school with a significant achievement gap, as determined by the Focus School calculation (see below), will be classified as an Exemplary School.

Status Schools: Schools whose total SPI score is at or above the top 10 percent, excluding Exemplary Schools

Progressing Schools: Schools whose total SPI score is above the bottom five percent but below the top 10 percent. In addition, the majority of schools that do not accept Title I funds and that are not classified as exemplary or status are also classified as progressing.

Priority Schools: Title I schools whose total SPI score is at or below the bottom five percent. Per federal requirements, the total number of Priority Schools must be at least five percent of the Title I schools in the state. This classification also applies to Title I and Title I eligible high schools whose graduation rate is below 60 percent for the last two years.

Focus Schools
Title I schools contributing to the achievement gap
Measured by certain Gap Group indicators

Focus Schools: Title I schools that are contributing to the achievement gap. The primary calculation to determine Focus Schools looks specifically at Student Achievement and Four-Year Cohort Graduation Rate of the Gap Group at the high school level; and Student Achievement and Attendance of the Gap Group for elementary and middle schools.

Using this combination of factors, schools whose rank is among the lowest 10 percent of Title I schools across the state will be identified as Focus Schools. Any school that is already a Priority School would not be included on this list.

As a safeguard to ensure that no single subgroup within the larger Gap Group is ignored, a Title I school in which any subgroup whose combined English language arts and math proficiency rate is 75% lower than the Gap Group combined English language arts and math proficiency rate at the same school for *the past two consecutive years* will be placed in the Focus School category.

Per federal regulations, the South Dakota Department of Education (SD DOE) will work with districts that have Priority and Focus Schools to implement targeted supports and interventions, which are described in full detail in the state's approved ESEA Flexibility Waiver (http://doe.sd.gov/secretary/nexgen_accountability.aspx).

Special District Classifications
A district that has at least one Priority School and in which at least 50 percent of schools are Priority and/or Focus schools, is a Priority District. Only public districts with three or more schools may be identified as Priority Districts.

Confidentiality

SD DOE 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 publically 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 605-773-3426 or DOE.Accountability@state.sd.us