

South Dakota's Public School Accountability System



south dakota
DEPARTMENT OF EDUCATION

Learning. Leadership. Service.

Accountability

Accountability is based on the School Performance Index, which was part of the Flexibility Waiver granted by the U.S. Department of Education. South Dakota's waiver expired on August 1, 2016 yet remains in place for the 2015-16 and 2016-17 Report Cards.

History:

- **Fall 2012:** Began collecting feedback
- **October 2012, August 2013:** US ED monitoring
- **Fall 2013:** Presented proposed changes key stakeholders
- **February and March 2014:** US ED gave feedback
- **May 2014:** Solicited public comment
- **May 2014:** Submitted waiver amendment request to US ED
- **July 2014:** Approved for the 2014-15 academic year
- **August 2015:** Approved for the 2015-16 academic year
- **December 2015:** Every Student Succeeds Act replaces No Child Left Behind and the Flexibility Waivers.

Accountability

Components

High School

- Achievement
- High School Completion
- College and Career Ready

Elementary and Middle School

- Achievement
- Student Growth
- Attendance

Accountability: High School

Achievement

High School Completion

College and Career Ready

Before (2013-14 and prior):

- Percent of students scoring proficient or higher on state assessment in math and ELA
- Weighted gap and non-gap

Current:

- Same calculations
- Smarter Balanced assessment
- Add three years of data: 2014-15, 2015-16, and 2016-17

Accountability: High School

Achievement

High School Completion

College and Career Ready

Before (2013-14 and prior):

- Four-year cohort graduation rate, as mandated by federal law
 - Percent of students who graduate with a regular high school diploma within four years of first entering 9th grade
- Percent of students in most recently completed school year who attained a diploma or GED

Current:

- No change

Accountability: High School

Achievement

High School Completion

College and Career Ready

Before (2013-14 and prior):

- No Career Ready measure.
- College Ready measure: percent of ACT-test takers meeting Board of Regents cut scores:
 - English: 18
 - Math: 20

Accountability: High School

Achievement

High School Completion

College and Career Ready

Current:

2014-15

2015-16

2016-17

- No change to SPI
- No Career Ready measure
- College Ready measure: percent of ACT-test takers meeting Board of Regents cut scores:
 - English: 18
 - Math: 20

Accountability: High School

Achievement

High School Completion

College and Career Ready

Current:

2014-15

2015-16

2016-17

- SPI:
 - Calculated from 2014-15 graduates' results
 - College Ready points: ACT, Accuplacer
 - Meet or exceed Board of Regents cut scores = College Ready
 - Career Ready points: National Career Readiness Certificate
 - Attain a certificate (Bronze level or above) = Career Ready
 - Point structure changes

Accountability: High School

Achievement

High School Completion

College and Career Ready

Current:

2014-15

2015-16

2016-17

- **SPI:**

- Calculated from 2015-16 graduates' results
- College Ready points: ACT, Accuplacer, or Smarter Balanced
 - Meet or exceed Board of Regents cut scores = College Ready
- Career Ready points: National Career Readiness Certificate
 - Attain a certificate (Bronze level or above) = Career Ready

Accountability: High School

Achievement

High School Completion

College and Career Ready

Current:

2014-15

2015-16

2016-17

• Met **Smarter Balanced** Cut Score?

Yes → College Ready

No

• Took **ACT** and met Cut Scores?

Yes → College Ready

No

• Took **Accuplacer** and met Cut Scores?

Yes → College Ready

No

↓
Not College Ready

Accountability: High School

Achievement

High School Completion

College and Career Ready

After:

2014-15

2015-16

2016-17

All College Ready Students

All College Ready Students +
All Not College Ready Students

Percentage of
students



College
Ready

Accountability: High School

Achievement

High School Completion

College and Career Ready

What does it all look like?

Accountability: High School

Achievement

High School Completion

College and Career Ready

CCR indicator:	Maximum Points Available:				
	2014-2015:	2015-2016:		2016-2017:	
College Ready: Math and ELA	25 <i>based on previous year's graduating cohort ACT cut scores.</i>	20 <i>If school chooses to use career ready assessment</i>	30 <i>If school chooses *not* to use career ready assessment.</i>	20 <i>If school chooses to use career ready assessment.</i>	30 <i>If school chooses *not* to use career ready assessment.</i>
		<i>Based on previous year's graduating cohort ACT or Accuplacer cut scores.</i>		<i>Based on previous year's graduating cohort ACT or Accuplacer cut scores.</i>	
Career Ready	0	10 <i>based on previous year's graduating cohort NCRC results.</i>	0	10 <i>based on previous year's graduating cohort NCRC results.</i>	0

Accountability: High School

Indicator	Maximum Points Available			
	2014-15		2015-16	
Student Achievement	Math	25	Math	20
	ELA	25	ELA	20
	Total	50	Total	40
High School Completion	Completion	12.5	Completion	15
	Graduation	12.5	Graduation	15
	Total	25	Total	30
College and Career Ready	College	25	College	20
	Career	N/A	Career	10
	Total	25	Total	30
Total	100	100	100	100

Accountability: Elem. and Middle School

Achievement

Attendance

Academic Growth

Before (2013-14 and prior):

- Percent of students scoring proficient or higher on state assessment in math and ELA
- Weighted gap and non-gap

Current:

- Same calculations
- Smarter Balanced assessment
- Add together three years of data: 2014-15, 2015-16, 2016-17

Accountability: Elem. and Middle School

Achievement

Attendance

Academic Growth

Before (2013-14 and prior):

- Average Daily Attendance Rate calculation
 - Did the school/district meet the state's target rate of 94 percent over all students?

Current:

- Percentage of students meeting the state's target rate of 94 percent attendance of all enrolled days.

Accountability: Elem. and Middle School

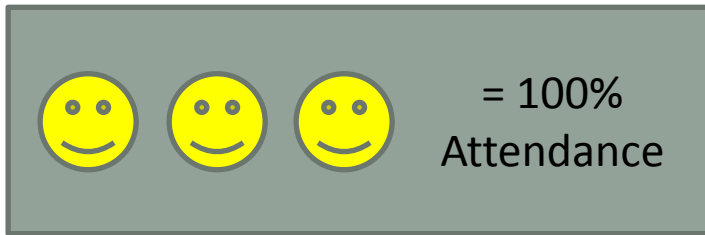
Achievement

Attendance

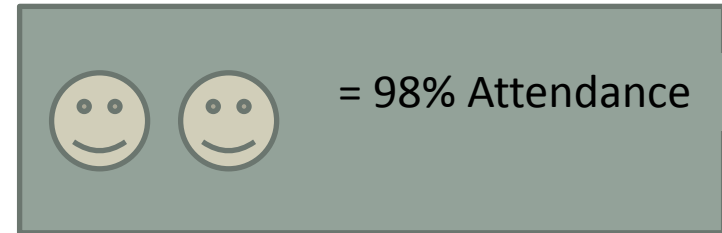
Academic Growth

Imagine we have a school with 10 students:

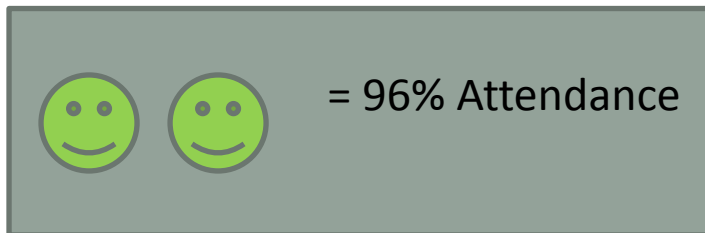
Three have 100% attendance



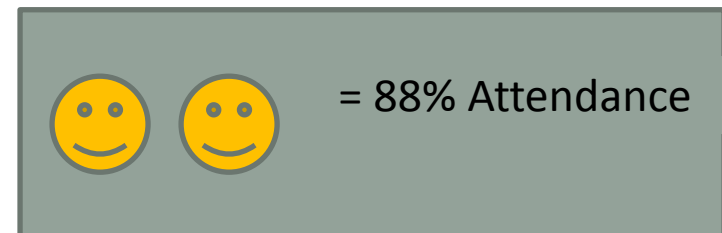
Two have 98% attendance



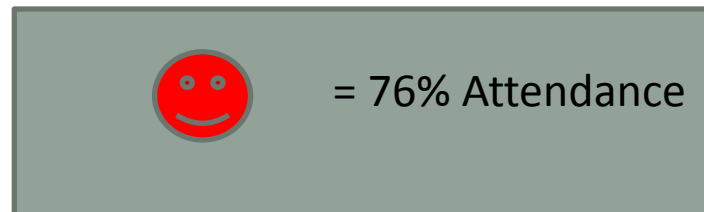
Two have 96% attendance



Two have 88% attendance



And one has 76% attendance



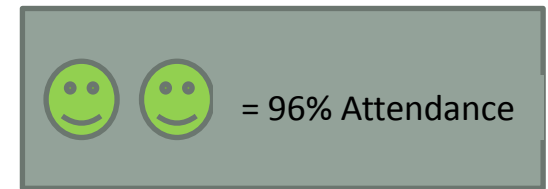
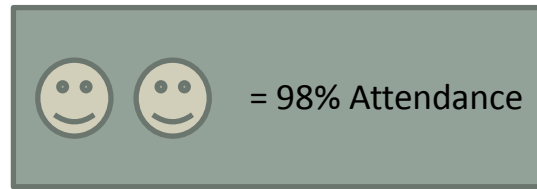
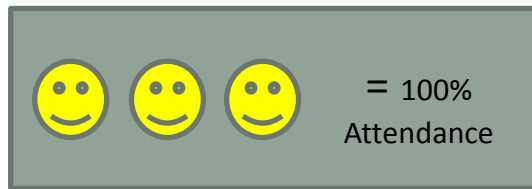
Accountability: Elem. and Middle School

Achievement

Attendance

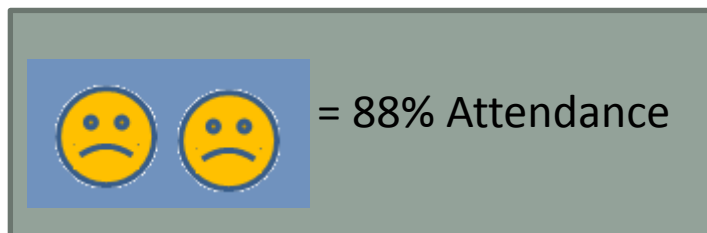
Academic Growth

Seven of our students are in school most of the time and are meeting state attendance goal:



GOAL: 94%

30% have missed out on significant learning time:



Accountability: Elem. and Middle School

Achievement

Attendance

Academic Growth

This might not seem so bad in a school with only 10 students, but what if I have 100 students?



GOAL: 94%



30 students are missing the goal.

Accountability: Elem. and Middle School

Achievement

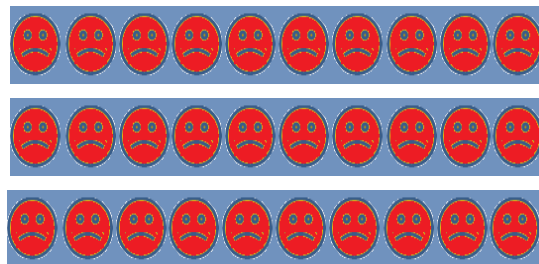
Attendance

Academic Growth

And if I am a school with 300 kids, that means that 90 students might be missing out on critical learning time.



GOAL: 94%



That's a lot of students and a lot of missed learning time. This model better identifies those gaps that schools can then look to address.

Accountability: Elem. and Middle School

Achievement

Attendance

Academic Growth

Before (2013-14 and prior):

- Not measured

Current: 2015-16 and forward

- Use the Student Growth Percentiles Model.
- Based on results of the current year and any prior year Smarter Balanced and alternate assessment results.
- Percent of students meeting the growth standard: Keeping Up, Catching Up, or achieving Very High Growth.

Accountability: Elem. and Middle School

Achievement

Attendance

Academic Growth

Student Growth Percentiles

- What are SGPs?
 - Indicators of student growth: test scores compared with scores of students with similar score histories (academic peers).
- What can SGPs tell us about student growth?
 - How much a student grew, relative to his/her academic peers. A student with an SGP of 65 performed better than 65% of his/her academic peers.

Accountability: Elem. and Middle School

Achievement

Attendance

Academic Growth

The next slide shows two students – one of whom scored a 220 on an assessment, one of whom scored a 280 on an assessment in third grade.

We see that in fourth grade, both students earned the same score – a 310.

Despite having scored the same in fourth grade, they do not have identical SGPs.

Our student who initially scored a 220 earned an SGP of 310. That student grew more than 75 percent of her academic peers – the other students who also scored around a 220 in grade 3.

Our student who scored a 280 in grade 3 earned an SGP of 42. That student only grew more than 42 percent of his academic peers – those also scoring around a 280 in grade 3.

This is the underlying premise of the model.

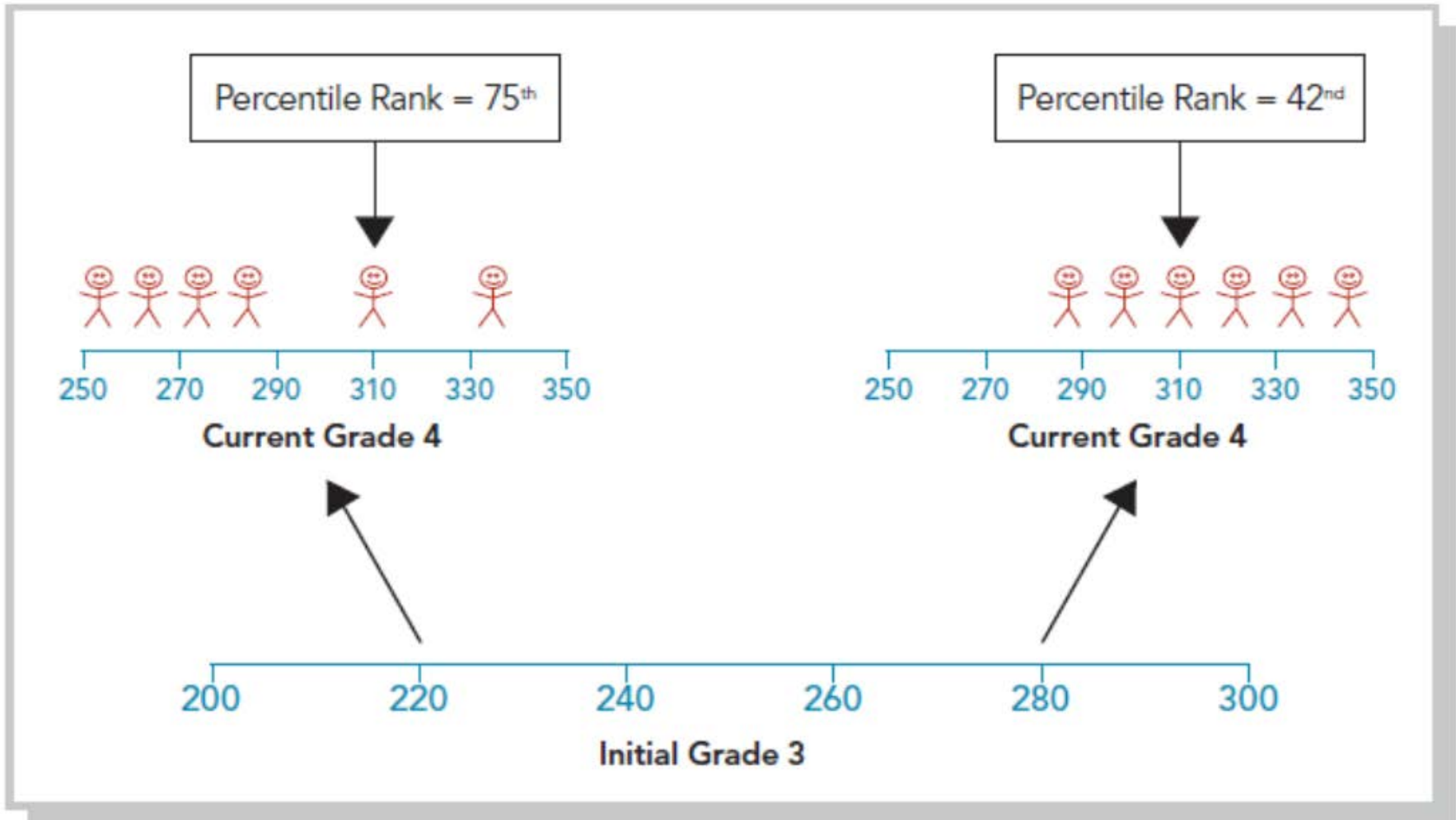
Accountability: Elem. and Middle School

Achievement

Attendance

Academic Growth

Illustration of a Heuristic Approach to Computing Student Growth Percentiles



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Achievement




Attendance

Academic Growth

Determining Academic Growth SPI points

Results are reported as the percent of students who meet the growth standard:

Meeting Standard:

Keeping Up	
Catching Up	
Very High Growth	

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Achievement

Attendance

Academic Growth

Keeping Up: Proficient, projected to remain proficient over the next three years.

Catching Up: Not proficient, but projected to get to proficiency within three years.

Very High Growth: Not proficient, not projected to reach proficiency, but growing at a rate better than 70 percent of his or her peers.

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Achievement

Attendance

Academic Growth

The 40 points are broken down as follows:

I

	Math	ELA	Total
			Max. Points
All Students	0-10	0-10	20
Lowest 25%	0-10	0-10	20
Total			40

Accountability: Elem. and Middle School

Achievement

Attendance

Academic Growth

What does it all look like?

Accountability: Elem. and Middle School

Indicator	Maximum Points Available			
	2014-15		2015-16	
Student Achievement	Math	40	Math	20
	ELA	40	ELA	20
	Total	80	Total	40
Attendance	Total	20	Total	20
Academic Growth	Total	n/a	Math	20
			ELA	20
	Total		Total	40
Total		100		100

What's Next?

The Department is in the process of transitioning to the Every Student Succeeds Act (ESSA); South Dakota's accountability system is part of that conversation.

For more on the Department's ESSA work, please see:

<http://doe.sd.gov/secretary/essa.aspx>

Questions?

Contact:

Laura Scheibe

Deputy Director, Division of Accountability Systems

South Dakota Department of Education

605-773-4773

Laura.Scheibe@state.sd.us