

## PUBLIC SCHOOL ACCOUNTABILITY SYSTEM

Updated: Sept. 13, 2012

### SUMMARY

South Dakota’s new accountability model takes a thoughtful, balanced approach to defining the indicators of a strong education system. Rather than focusing almost exclusively on student proficiency on a single assessment, it encompasses multiple indicators that are critical pieces in preparing students for the rigors of the 21<sup>st</sup> century world.

The new accountability system will continue to hold schools accountable through annual public reporting and classification based on a ranking of schools. The expectation is that the model will be used to inform school leaders, teachers and the public as to how schools are progressing. With its emphasis on continuous improvement, it sets a high bar for ongoing reflection and goal setting.

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

High School	Elementary/Middle School
1) Student Achievement	1) Student Achievement
2) High School Completion	2) Academic Growth
3) College & Career Readiness	3) Attendance
4) Effective Teachers and Principals	4) Effective Teachers and Principals
5) School Climate	5) School Climate

### SCHOOL PERFORMANCE INDEX

South Dakota’s new accountability system is based on a 100-point index, called the School Performance Index, or SPI. The SPI consists of the five key indicators noted above. A numeric value is assigned to each of the indicators. These values are added to create a total SPI score out of 100 points.

Two distinct indexes will be used: 1) one for High School (secondary) accountability, and 2) one for elementary and middle school (pre-secondary) accountability. The indexes will be phased in over the next two years, with full implementation in the 2014-15 school year.

The charts on page 2 illustrate the point values for each of the SPI key indicators for the 2012-13, 2013-14 and 2014-15 school years.

### School Performance Index -- High School (Secondary)

INDICATOR #1	INDICATOR #2:	INDICATOR #3:	INDICATOR #4:	INDICATOR #5:
<b>Student Achievement</b>	<b>High School Completion</b>	<b>College &amp; Career Ready</b>	<b>Effective Teachers &amp; Principals</b>	<b>School Climate</b>
2012-13 & 2013-14 Points: 50	2012-13 & 2013-14 Points: 25	2012-13 & 2013-14 Points: 25	2012-13 & 2013-14 Points: 0	2012-13 & 2013-14 Points: 0
2014-15 Points: 25	2014-15 Points: 25	2014-15 Points: 20	2014-15 Points: 20	2014-15 Points: 10
--Percent proficient and advanced in reading and math in grade 11 on state assessment  Calculation includes: --Gap Group score --Non-Gap Group score	--Graduation rate  --Completer rate	--Percent of ACT math sub-scores 20 or higher  --Percent of ACT English sub-scores 18 or higher	--Aggregate number of teachers in each of four categories: Unsatisfactory, Basic, Proficient, Distinguished	--Measurement tool needs to be determined
Implemented in 2012-13	Implemented in 2012-13	Implemented in 2012-13	Implemented in 2014-15	Implemented in 2014-15

### School Performance Index -- Elementary and Middle School (Pre-Secondary)

INDICATOR #1:	INDICATOR #2:	INDICATOR #3:	INDICATOR #4:	INDICATOR #5:
<b>Student Achievement</b>	<b>Academic Growth</b>	<b>Attendance</b>	<b>Effective Teachers &amp; Principals</b>	<b>School Climate</b>
2012-13 & 2013-14 Points: 80	2012-13 & 2013-14 Points: 0	2012-13 & 2013-14 Points: 20	2012-13 & 2013-14 Points: 0	2012-13 & 2013-14 Points: 0
2014-15 Points: 25	2014-15 Points: 25	2014-15 Points: 20	2014-15 Points: 20	2014-15 Points: 10
--Percent proficient and advanced in reading and math in grades 3-8 on state assessment  Calculation includes: --Gap Group score --Non-Gap Group score	--Model that uses indicators to evaluate student academic achievement over time and determines whether that progress is reasonable or appropriate		--Aggregate number of teachers in each of four categories: Unsatisfactory, Basic, Proficient, Distinguished	--Measurement tool needs to be determined
Implemented in 2012-13	Implemented in 2014-15	Implemented in 2012-13	Implemented in 2014-15	Implemented in 2014-15

ANNUAL MEASURABLE OBJECTIVES (AMOs): Goals and Targets

The SPI score provides a broad first lens through which to view school performance. The new model also applies a second lens; this second lens is specific to Indicator #1: Student Achievement. It is at this level that AMO goals and targets are applied.

South Dakota's overarching goal is **to reduce by half the percentage of students (all subgroups) who are not proficient within six years**. Proficiency is measured by performance on the annual statewide assessment, just as it currently is.

Targets, based on this six-year goal, will be set for each subgroup at each school, in equal increments, to give that school a unique trajectory that recognizes where the school's various subgroups started in terms of student proficiency and to support continuous improvement. Targets will be set separately for reading and math. The 2012-13 school year serves as the base year for setting the six-year goal and annual targets.

ANNUAL REPORTING

Each year, the Department of Education will calculate a School Performance Index score for each school in the state. The scores will be ranked and reported. The SPI score will be used to determine schools for recognition purposes as well as for interventions and support (see page 9). Progress towards AMO goals and targets at the subgroup level will be reported annually, and individual subgroup data will continue to be reported as well.

PHASE-IN OF SCHOOL PERFORMANCE INDEX

- |                |   |
|----------------|---|
| <b>2011-12</b> | Existing accountability model used for final year; no AYP determinations  |
| <b>2012-13</b> | School Performance Index in place with the following indicators: <ul style="list-style-type: none"> <li>• High School: Student Achievement, High School Completion, College &amp; Career Ready</li> <li>• Elementary and Middle School: Student Achievement, Attendance</li> </ul> <p>State required to identify Priority and Focus Schools in fall 2012, per federal ESEA flexibility waiver</p> |
| <b>2013-14</b> | School Performance Index same indicators as in 2012-13  |
| <b>2014-15</b> | <b>Add</b> Academic Growth Indicator at the Elementary and Middle School level<br><b>Add</b> Effective Teachers and Principals Indicator at both levels<br><b>Add</b> School Climate Indicator at both levels   |
|                | <b>Reset</b> AMO targets and goals due to new assessment, then reset every six years  |

## School Performance Index

### INDICATOR #1: Student Achievement

At the High School level, the Student Achievement score will be based on the percent of students scoring proficient and advanced on the statewide assessment in reading and math delivered in 11<sup>th</sup> grade.

At the Elementary and Middle School levels, the Student Achievement score will be based on the percent of students scoring proficient and advanced on the statewide assessment in reading and math in grades 3-8.

Points will be given for two groups: the **Gap Group and Non-Gap Group**. The points will be weighted according to the size of the group. Calculations will be done separately for reading and math, which each account for half of the total points for this indicator. (See chart on page 5 for calculation.)

#### What are the Gap and Non-Gap Groups?

The Gap Group is an **aggregate count of student subgroups in the state that have historically experienced achievement gaps**. The South Dakota Department of Education analyzed three years of state assessment data to determine the composition of the Gap Group, which includes the following subgroups: Black or African American, American Indian or Alaska Native, Hispanic/Latino, Economically Disadvantaged, Students with Disabilities, Limited English Proficient.

The Non-Gap Group includes students in the remaining subgroups used for accountability purposes: White/Caucasian; Asian; Native Hawaiian-Pacific Islander; 2 or More Races.

Use of a Gap and Non-Gap Group for the Student Achievement calculation results in an **unduplicated count** of students. Unlike the current system in which a single student could be counted multiple times, the new system counts each student once – in either the Gap or Non-Gap Group – but not more than once.

#### **Example: Unduplicated Count**

- Addy -- Special Education and Economically Disadvantaged subgroups. Scores Proficient.
- Marcus – Limited English Proficient and Economically Disadvantaged subgroups. Scores Basic.
- Cheyenne – Native American. Scores Advanced.

Based on the above, an unduplicated count would show three total students with two of the students (Addy and Cheyenne), or 66.66 percent, counting as proficient or advanced in the Gap Group.

The new system uses an N-size of 10. By using an N of 10 and the aggregate of subgroups that have historically experienced achievement gaps, almost every school in the state will have a focus on those groups of students who have traditionally experienced the largest achievement gaps. Data for individual subgroups of students will still be disaggregated and reported.

**Example: Student Achievement Calculation**

Overall possible points: 25 points in 2014-15

- Step 1: Divide the maximum allowable index points in half to allow equal weight for reading and math.
- Step 2: Calculate the # of students that fall into the Gap Group and Non-Gap Group.
- Step 3: Calculate the % of students that fall into the Gap Group and Non-Gap Group by dividing each by the total number of students.
- Step 4: Take the overall possible points (column 1) times the % of students (column 3) in each group to get the weighted points for each group.
- Step 5: Calculate the % Proficient/Advanced for each group.
- Step 6: Calculate the score for each group by multiplying the % Proficient/Advanced (column 5) times the weighted points for each group (column 4).
- Step 7: The sum of these represents total points for Student Achievement category.

	Step:	1	2	3	4	5	6	
		Overall Index Points Possible	Number of Students	% of Students	Weighted Points (% Students X Points)	% Proficient/Advanced	Score (Weighted Points X % P/A)	
Math	Gap Group	12.5	71	26%	3.27	58%	1.90	
	Non-Gap Group		200	74%	9.23	83%	7.66	
Reading	Gap Group	12.5	71	26%	3.27	62%	2.03	
	Non-Gap Group		200	74%	9.23	88%	8.12	
	TOTAL	25			25.00		<b>19.71</b>	<b>Step 7</b>
							<b>TOTAL POINTS for Student Achievement Category</b>	

### School Performance Index

#### INDICATOR #2: High School Completion OR Academic Growth

At the High School level, the second indicator is called High School Completion. This indicator consists of two weighted measures: a High School Completion Rate and a four-year cohort Graduation Rate. Each will account for half of the points for Indicator #2.

**High School Completion Rate** is defined as the percent of students in the most recently completed school year who have attained a diploma or a GED.

#### Example: Completion Rate Calculation

HS Diploma = 100 + GED = 7 in SY 2012-13 (Total = 107)

Dropouts = 7 + HS Diplomas = 100 + GED = 7 in SY 2012-13 (Total = 114)

$107/114 = 94\%$  Completer Rate

**Graduation Rate** is defined as the four-year cohort Graduation Rate required under Title I.

#### Example: Calculation of High School Completion Rate

- Step 1: Calculate weighted points for each factor by multiplying weighted % for each factor by total possible points (25 total possible points in 2014-15)
- Step 2: Calculate the rate for each factor
- Step 3: Calculate the score for each factor by multiplying the rate times the weighted points for each group
- Step 4: The sum of these is the points for High School Completion Rate

Step		1	2	3
Factors	Weight as %	Weighted Points	Rate as %	Score
High School Completion Rate	50.0%	12.50	94%	11.75
Four-year Cohort Graduation Rate	50.0%	12.50	91%	11.38
Total possible points	100%	25		<b>23.1 Step 4</b> <b>Total points for High School Completion Indicator</b>

Information on the four-year cohort graduation rate for each subgroup will still be reported out so that schools can determine where to focus their efforts to increase graduation rates.

At the Elementary and Middle School levels, the second indicator is Academic Growth. This indicator will be used beginning in the 2014-15 school year. The delayed implementation will allow the Department of Education time to develop a Growth Model that best fits South Dakota's needs. It will coincide with the availability of a new assessment in the 2014-15 school year.

### School Performance Index

#### INDICATOR #3: College & Career Readiness OR Attendance

At the High School level, the College & Career Readiness score will be based on the factors noted below. Each of the factors will account for half of the points for this indicator.

- 1) Percent of students whose ACT math sub-score is 20 or above (using the highest score if the ACT is taken more than once)
- 2) Percent of students whose ACT English sub-score is 18 or above (using the highest score if the ACT is taken more than once)

#### Example: Calculating College & Career Readiness Calculation

Overall possible points: 20 in 2014-15

Step 1: Calculate weighted points for each factor by multiplying weighted % for each factor by total possible points.

Step 2: Calculate the rate for each factor.

Step 3: Calculate the score for each factor by multiplying the rate times the weighted points for each group.

Step 4: The sum of these represents total possible points for College and Career Readiness.

Step:		1	2	3	
Factors	Weight as %	Weighted Points	Rate as %	Score	
% ACT Score 20 or Greater for Math	50%	10.00	67%	6.7	
% ACT Score 18 or Greater for English	50%	10.00	69%	6.9	
Total possible points	100.0%	20.00		13.6	<b>Step 4</b>
					<b>TOTAL POINTS</b> for College & Career Readiness

By the 2014-15 school year, a specific career-readiness measure will be incorporated into this indicator.

At the Elementary and Middle School levels, the indicator is Attendance rate based on the average daily attendance of all students. A school's Attendance percentage is multiplied by the total points for this category to come up with a score for this indicator.

**EXAMPLE:** School A has an Attendance rate of 90%. If total points for this indicator are 20, School A's score for this indicator would be 18.

Information on attendance rate for each subgroup will still be reported out so that schools can use this information to determine where to focus their efforts to improve attendance rates.

### School Performance Index

#### INDICATOR #4: Effective Teachers & Principals

At High School and Elementary and Middle School levels, the Effective Teachers & Principals score is based on the percentage of teachers and principals in the school who perform at the Proficient or Distinguished levels. The percentage that score at these levels is multiplied by total possible points. For teachers,

- 50 percent of the performance rating must be based on quantitative measures of student academic growth.
- 50 percent of the performance rating must be based on qualitative components that are measurable and evidence-based.

This indicator will be included in the School Performance Index beginning in the 2014-15 school year. Work groups are addressing both the teacher evaluation piece and the principal standards and evaluation piece.

#### Example: Effective Teachers & Principals Calculation

Step:	1	2
		Score (%)
Overall Index	% Teachers/ Principals	Teachers/ Principals
Points Possible	Proficient & Distinguished	X Overall Points)
20	71%	<b>14.2</b>
		<b>Total Points Effective Teachers/Principals Indicator</b>

## School Performance Index

### INDICATOR #5: School Climate

At High School and Elementary and Middle School levels, this indicator is designed to address the major aspects of school life such as safety, relationships, teaching and learning, and a healthy environment that are associated with academic achievement and that can positively impact student learning. This indicator will be included in the School Performance Index beginning in the 2014-15 school year. A work group is meeting to define the indicator and to identify appropriate measurements.

The department will incorporate the use of a confidence interval into the calculation of SPI key indicator scores, in order to address volatility of small student populations.

### CLASSIFICATION, RECOGNITION AND SUPPORT

School Performance Index scores will be calculated annually, and schools will be ranked based on these scores. This ranking will be used to classify schools into the following categories:

<p style="text-align: center;"><b>Exemplary Schools</b></p> <p style="text-align: center;">High Performing – SPI score at/above top 5% High Progress – Certain Gap Group indicators High district autonomy – low state engagement</p>
<p style="text-align: center;"><b>Status Schools</b></p> <p style="text-align: center;">SPI score at/above top 10% High district autonomy – low state engagement</p>
<p style="text-align: center;"><b>Progressing Schools</b></p> <p style="text-align: center;">SPI score between bottom 5% and top 10% State engagement as needed</p>
<p style="text-align: center;"><b>Priority Schools</b></p> <p style="text-align: center;">SPI score at/below bottom 5% Dramatic interventions – very high state engagement for Title I Priority Schools</p>

A separate calculation is used to determine the Focus Schools category (see page 10).

**Exemplary Schools:** All South Dakota public schools are eligible for recognition in one of two Exemplary categories:

- 1) Exemplary High Performing 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.

No school with a significant achievement gap, as determined by the Focus School calculation, will be classified as an Exemplary School. Schools that achieve Exemplary status will receive special recognition through a statewide branding effort designed to draw attention to their outstanding performance.

**Status Schools:** Schools whose total score on the SPI is at or above the top 10 percent.

**Progressing Schools:** Schools whose total score on the SPI is above the bottom 5 percent but below the top 10 percent.

**Priority Schools:** Schools whose total score on the SPI is at or below the bottom 5 percent. Per federal requirements, the total number of Priority Schools must be at least 5 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. Tier I and II SIG schools are included in this classification as well.

In addition to the classifications noted above, there also will be a Focus School category that applies only to Title I schools.

<p><b>Focus Schools (Title I only)</b> Schools contributing to achievement gap Measured by certain Gap Group indicators Approved interventions – high state engagement</p>
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**Focus Schools:** Focus Schools are **Title I schools** that are contributing to the achievement gap. The calculation to determine Focus Schools looks specifically at Student Achievement and Attendance of the Gap Group for elementary and middle schools; and Student Achievement and four-year cohort Graduation Rate of the Gap Group at the high school level.

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. In addition, any Title I high school with a graduation rate below 60 percent for the last two years will be considered a Focus School, if it has not already been identified as a Priority School.

Per federal regulations, the South Dakota Department of Education 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 Request located online at <http://www2.ed.gov/policy/eseaflex/approved-requests/sd.pdf>