

South Dakota Department of Education

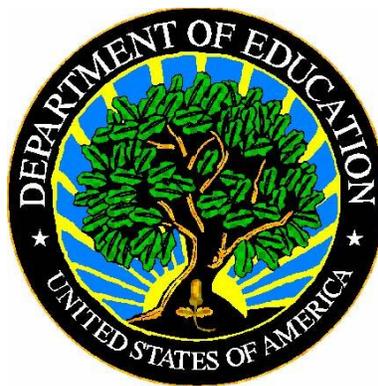
Consolidated State Application
Accountability Workbook

for State Grants under Title IX, Part C, Section 9302 of the Elementary and
Secondary Education Act (Public Law 107-110)

Approved by USDOE on August 24, 2011

General clean up to Elements 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 3.2, 5.2, 5.3, 5.4, 5.5, 5.6,
6.1, 7.2, 7.3, 8.1, 9.1, 9.2, 9.3 and 10.2

Amendments to Critical Elements 2.1, 3.2c, 5.1 and 7.1
Final Information as of August 2, 2011



U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202
Summary of Implementation Status for Required Elements of
State Accountability Systems

| Status | State Accountability System Element |
|--|--|
| <u>Principle 1: All Schools</u> | |
| 1.1 | Accountability system includes <i>all schools and districts in the state.</i> Page 4 |
| 1.2 | Accountability system holds <i>all schools to the same criteria.</i> Page 4 |
| 1.3 | Accountability system incorporates the <i>academic achievement standards.</i> Page 5 |
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| 1.6 | Accountability system includes <i>rewards and sanctions.</i> Page 7 |
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| <u>Principle 5: Subgroup Accountability</u> | |
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| 5.2 | The accountability system holds <i>schools and LEAs accountable for the progress of student subgroups</i> . | Page 23 |
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PRINCIPLE 1. A single statewide Accountability System applied to all public schools and LEAs.**CRITICAL ELEMENT**

1.1 How does the State Accountability System include every public school and LEA in the State?

All public schools and districts in the state are included in the state's accountability system.

1. School districts (LEAs) – The accountability system shall apply to all public school districts that have a school district ID code assigned by the Department of Education (DOE).
2. Schools – The accountability system shall apply to all public schools whose primary purpose is to provide academic instruction. Schools will follow policies and procedures in state Administrative Rule to define the grade spans of elementary, middle, and high school.
3. Title I school and district – A school or district that receives Title I Part A funds shall be subject to the accountability provisions of section 1116 that apply to Title I schools and/or districts.

All public schools and districts will be accountable for the performance of student subgroups – including major racial/ethnic subgroups, students with disabilities, English Language Learners (ELL), and economically disadvantaged students – through the AYP determination, provided the subgroup meets the minimum group size requirement. Both Title I and non-Title I schools and districts will be part of the single statewide accountability system.

For accountability purposes, schools that have no tested grades will be linked with the schools into which their students feed. For example, where a kindergarten through grade two school feeds into a grade three through six school, the AYP determinations for the grade three through six school will also apply to the feeder school. If placed in school improvement, the feeder school and the school to which it is linked would write a combined school improvement plan encompassing all grade levels in the schools.

CRITICAL ELEMENT

1.2 How are all public schools and LEAs held to the same criteria when making an AYP determination

Special considerations of alternative instructional settings:

In cases in which the school or district has a say in deciding to educate the student in another setting outside of the student's resident district, the student will be counted at his/her resident district. The resident district is that in which the parent or legal guardian physically resides, or in which the student is open enrolled.

- Alternative Schools – (Programs outside of the traditional setting whereby students receive instruction as an extension of the regular or traditional school environment.) If alternative schools are academic extensions of the public school, for accountability purposes, test scores will be mapped back to the resident school and district.
- Institutions for the blind and the deaf – These students will be included for accountability purposes in the resident district.
- Students placed in South Dakota private/non-profit facilities will be included for accountability purposes in the resident district.
- Students placed by other state agencies and attending either state or privately operated schools will be included for accountability purposes at the state level.
- Out-of-state students who have been placed in a South Dakota facility to serve the special needs of the student will be included for accountability purposes at the state level.
- If a student failed to take the test in 11th grade due to district policies for grade promotion, the student must take the test in 12th grade. Students in the 11th grade who turn 21 years of age during the school fiscal year are required to take the test.

CRITICAL ELEMENT

1.3 Does the State have, at a minimum, a definition of *basic*, *proficient* and *advanced* student achievement levels in reading/language arts and mathematics?

The State of South Dakota has defined four levels of student achievement: advanced, proficient, basic, and below basic.

Grade level content standards and achievement descriptors have been established for reading and math and approved by the State Board of Education. Definitions of achievement levels have been expressed through the performance descriptors.

CRITICAL ELEMENT

1.4 How does the State provide accountability and adequate yearly progress decisions and information in a timely manner?

South Dakota has invested heavily in a state-of-the-art technology-based score processing and reporting system. The system was fully implemented in 2002-03 and supports timely reporting and data usage by schools and districts throughout the state. The State conducts its annual state assessment each spring. The testing window is approximately three weeks. The State's Report Card incorporates AYP decision rule calculations. Accountability results are available online 14 calendar days prior to the beginning of the school year for any school in the state.

It is the responsibility of each individual district to report AYP status and identification for school improvement to its schools, parents, and the community.

CRITICAL ELEMENT

1.5 Does the State Accountability System produce an annual State Report Card?

The state uses a web-based reporting system that includes all of the data elements required under NCLB and for reporting assessment results. The State maintains a statewide student information system where student data records are stored in a centralized database. Each student has been assigned a unique identifier that matches student demographics with each assessment result, having the capacity for tracking the status and location of each student.

The South Dakota state report card is available to all stakeholders. The State also provides a report card for every public district and every public school using this same format. Report cards have been and will continue to be available to the public and school districts on the Department's website and will be sent to local media. Districts are required to disseminate both district and school level report cards directly to parents and the public within 30 days of the start of the new school year. Local school boards are required to review results at a public meeting.

The report card will include:

1. Information, in the aggregate, on student achievement at each proficiency level on the State academic assessments (disaggregated by race/ethnicity, gender, disability status, migrant status, ELL, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.)

2. Information that provides a comparison between the actual achievement levels of each student

subgroup and the State’s annual measurable objectives for each such group of students.

3. The percentage of students not tested (disaggregated by the student subgroups), except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

4. The most recent 2-year trend in student achievement in each subject area, and for each grade level, for the required assessments.

5. Attendance rates for elementary school students for the school as a whole and disaggregated by student subgroups. Attendance for district elementary grade spans (K-5 and 6-8) for the grade span as a whole and disaggregated by student groups.

6. Graduation rates for secondary school students for each secondary school and each district disaggregated by student subgroups.

7. Information on the performance of local educational agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement under section 1116.

8. The professional qualifications of teachers in the State and district, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which (for this purpose) means schools in the top quartile of poverty and the bottom quartile of poverty in the State and district.

9. The most recent available academic achievement results in grades four and eight on the State’s NAEP reading and mathematics assessments on district and state annual report cards The report cards will include— (1) The percentage of students at each achievement level reported on the NAEP in the aggregate and, for State report cards, disaggregated for each subgroup described in § 200.13(b)(7)(ii); and (2) The participation rates for students with disabilities and for ELL students.

CRITICAL ELEMENT

1.6 How does the State Accountability System include rewards and sanctions for public schools and LEAs?¹

Rewards and Sanctions

The State uses the school and district accountability system primarily to promote enhanced learning and teaching.

State sanctions apply to all public districts and schools.

Federal sanctions outlined in Title I, Part A, Section 1116 apply only to schools and districts receiving Title I Part A funds.

| All public schools | | |
|---|--|---|
| Rewards | | |
| Recognition of Distinguished Schools | <p>Distinguished Schools are identified using the following criteria:</p> <ul style="list-style-type: none"> a. Met AYP for two consecutive years in both reading, math, and the other academic indicator AND b. Significantly closed the achievement gap between the disaggregated groups of students. A school is considered to have significantly reduced the achievement gap if the gap between the identified group and the non-identified group decreases by 10% over a two year period for one or more of the subgroups. Only subgroups meeting the minimum “n” size of 25 will be considered. <ul style="list-style-type: none"> i. Students with disabilities ii. Economically disadvantaged students iii. ELL students iv. Major racial / ethnic groups <p>OR</p> <ul style="list-style-type: none"> c. The percentage of students in the “all student” group that have met the State's proficient and advanced levels of student performance in both reading and math is 10 percentage points higher than the current year's AMO for each subject. <p>To be eligible for the Distinguished Schools award, a school must have an average of 10 or more students in the grades tested in that school.</p> | |
| Sanctions | | |
| | State Requirements | Federal Requirements (Title I Schools) |
| Alert Status -- 1 Year No AYP | None | None |

| | | |
|--|--|---|
| School Improvement Level 1 – Fail to meet AYP two years in a row | Develop & implement 2-year school improvement plan, participate in a peer review of the plan, plan approved by the SEA. | School improvement plan, offer public school choice (transportation paid by Title I funds) |
| Level 2 – Fail to meet AYP one additional year | Evaluate the implementation and effectiveness of the plan and continue implementation of school improvement plan. | Choice & supplemental services from state-approved list (paid by district) |
| Level 3 – Fail to meet AYP one additional year | Evaluate the implementation and effectiveness of the plan, revise as necessary, and continue implementation of a 2-year school improvement plan. | Choice, supplemental services & corrective actions |
| Level 4 – Fail to meet one additional year | District will conduct a school audit, inform SEA of recommendations. School evaluates and continues implementation of the school improvement plan. | Choice, supplemental services, corrective action & school restructuring plan |
| Level 5 – Fail to meet AYP one additional year | Implement recommendations of audit, district monitors implementation. | Choice, supplemental services, and implement restructuring plan. (Offering choice and SES is not required for schools that have changed their educational structure to the extent that the school is identified as a new school and AYP determinations begin anew.) |

At the time in which a non-Title I school that is in school improvement (having failed to make AYP for two consecutive years) begins participation in a Title I program, that school will enter Title I sanctions at Level 1, school choice, and proceed upward through the Title I sanctions if the school continues to fail to make AYP in subsequent years.

| All public districts | | |
|---|---|---|
| Rewards | | |
| Recognition | <p>Distinguished Districts are identified using the following criteria:</p> <ul style="list-style-type: none"> a. Met AYP for two consecutive years in reading, math, and the other academic indicator for all three grade spans AND b. At least 85% of the students in the “all student” group have met the State's proficient and advanced levels of student performance in both reading and math. <p>To be eligible for the Distinguished District award, a district must have 30 or more students in each of the 3-5 and 6-8 grade spans and 10 or more students in the 11th grade.</p> | |
| Sanctions | State Requirements | Federal Requirements (Title I Districts) |
| Alert Status -- 1 Year No AYP | None | None |
| District Improvement Level 1 – Fail to meet AYP two years in a row | District must submit a 2-year district school improvement plan to DOE. SEA will provide technical assistance if requested. | District must submit a 2-year district school improvement plan to the Department. SEA will provide technical assistance if requested. |
| District Improvement Level 2 – Fail to meet AYP one additional year | Evaluate implementation and effectiveness of plan, revise and continue implementation of school improvement plan. | First full year after identification not making AYP. Continue to implement school improvement plan. |

| | | |
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| District Improvement Level 3 – Fail to meet AYP one additional year | Receive district audit from SEA and implement recommendations as determined by the Secretary, with follow up as necessary. The State will establish a plan to monitor and evaluate the implementation of the recommendations. | Corrective action – SEA continues technical assistance and takes at least one corrective action. |
| State – Level | | |
| | USDOE will provide technical assistance to the state if it does not make AYP for two consecutive years. | |

PRINCIPLE 2. All students are included in the State Accountability System.

CRITICAL ELEMENT
 2.1 How does the State Accountability System include all students in the State?

Legislation mandates that all public school children will be tested and all public school districts will be held accountable for proficiency scores on state specified content standards. The legislation also requires that all students in grades 3-8 and grade 11 will be tested in reading and math. If a student failed to take the test in 11th grade due to district policies for grade promotion, the student must take the test in 12th grade. The student scores will be counted at the school and district for AYP purposes. Students in the 11th grade who turn 21 years of age during the school fiscal year are required to take the test. All public school students are included in other academic indicators.

In cases where a student has been assigned out of district and is enrolled in a South Dakota school operated to serve the special needs of the student (e.g., special education or alternative programs) the student will be counted at the resident district level. In cases where a student has been placed by a state agency (South Dakota Department of Social Services (DSS) or South Dakota Department of Corrections (DOC) and are in the care and custody of DSS or DOC and enrolled in a South Dakota school, the student will be counted at the state level.

- Alternative Schools – (Programs outside of the traditional setting whereby students receive instruction as an extension of the regular or traditional school environment.) If alternative schools are academic extensions of the public school, for accountability purposes, test scores will be mapped back to the resident school and district.
- Institutions for the blind and the deaf – These students will be included for accountability

purposes in the resident district.

- Students placed in South Dakota private/non-profit facilities will be included for accountability purposes in the resident district.
- Students placed by other state agencies and attending either state or privately operated schools will be included for accountability purposes at the state level.
- Out-of-state students who have been placed in a South Dakota facility to serve the special needs of the student will be included for accountability purposes at the state level.

When a student is dually enrolled, the results will be accountable at the public school where the student spends greater than 50% of their day. For accountability purposes, schools that have no tested grades will be linked with the school into which their students feed. For example, where a kindergarten through grade two school feeds into a grade three through six school, the AYP determinations for the grade three through six school will also apply to the feeder school building.

DOE has implemented a system of statewide student identification that makes it possible to accurately track student information across public schools and districts in the state, and supports the inclusion of every student in the state's school and district accountability system.

CRITICAL ELEMENT

2.2 How does the State define "full academic year" for identifying students in AYP decisions?

For a student's assessment results to be included in a school's performance, the student must be enrolled a substantial portion of the year in a single school. For accountability purposes, a substantial portion or full academic year is defined as a student being enrolled from October 1 to the last day of the testing window with an enrollment gap of no more than 15 consecutive days. This assures the annual progress of a student is attributed to a single school. The statewide student information management system makes it possible for the State to easily track and determine that students test in only one school.

A student enrolled in a school for the full academic year but was not identified as a student with disabilities until after December 1 will be counted in the "all" group for the school and district but will not be counted in the subgroup for students with disabilities.

CRITICAL ELEMENT

2.3 How does the State Accountability System determine which students have attended the same public school and/or LEA for a full academic year?

The state accountability system tracks students for AYP purposes as follows:

- at the school and district level if she/he is enrolled for the full academic year, or
- at the district level if she/he has been enrolled in two or more schools operated by the district for the full academic year, or
- at the state level if she/he has been enrolled in public schools in the state but not consecutively enrolled at any one school or district.

The statewide student information management system tracks student enrollment from one public school to another, and is used to determine which students meet the definition of a full academic year.

- During the testing window, all students are required to test at their current school. If a student moves during the testing window and has not been tested, the receiving school is obligated to test the student.
- Students who were tested at their previous school and have moved to a new school during the testing window are not required to retest. If a student retests, the student's first score for a test session or subject will be considered the official score and used for determining AYP.
- Students moving into a district who do not meet the full academic year stipulation must be tested but their scores will not be counted at the school or district level for AYP. Results are included at the state level.

PRINCIPLE 3. State definition of AYP is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading/language arts and mathematics no later than 2013-2014.

CRITICAL ELEMENT

3.1 How does the State's definition of adequate yearly progress require all students to be proficient in reading/language arts and mathematics by the 2013-2014 academic year?

South Dakota includes two academic content areas in its school and district accountability system: reading and mathematics.

The state's assessment, Dakota STEP, has been aligned to the state academic standards in reading and mathematics. The state assessment will be administered to every student enrolled in grades 3-8 and 11. The Dakota STEP-A, an alternate assessment, is available for students with significant cognitive disabilities.

Annual measurable objectives and intermediate goals are determined as specified in regulation.

CRITICAL ELEMENT

3.2 How does the State Accountability System determine whether each student subgroup, public school and LEA makes AYP?

Separate AYP determinations are made for reading and math. AYP determinations are also made for attendance and graduation rates.

The school, district grade span, or student group must have a participation rate of at least 95 percent in order to meet AYP, and must also meet one of the three criteria listed below.

Criteria

1. The school, district grade span, or student group's status score meets or exceeds the (Annual Measurable Objectives) AMO for that year; **OR**
2. If the school, district grade span, or student group's score (including the use of a confidence interval) in the most recent year is equal to or greater than the target AMO; **OR**
3. If the school, district grade span, or student group's average score using a confidence interval, over the two most recent years, is equal to or greater than the target AMO;

The overall confidence interval of 99% will be applied to the available status score data (i.e., most recent single year or average of two years).

School Improvement (Safe Harbor)

If the school, district grade span, or student group does not meet those annual measurable objectives as described above, the school, district grade span, or student group may be considered to have made AYP if:

- the percentage of students in that group who did not meet or exceed the proficient level of academic achievement on the State assessments for that year decreased by 10% of that percentage from the preceding public school year;
- that group made progress on one or more of the State's academic indicators;
- that group had at least 95% participation rate on the statewide assessment.

In determining if the school, district grade span, or student group has met the 10% reduction in the percent not proficient, a 75% confidence interval will be applied.

Uniform averaging procedure – To provide greater reliability, the higher of the following shall be used to determine if a school, district grade span, or student group has made adequate yearly progress for reading or math:

1. Data from the school year for which a determination is being made.
2. Average data from the two most recent years of student assessment.

Scores will be combined from the two most recent years and a percentage proficient calculated from that data (see Table 1 for illustration). This two-year average will be calculated separately for reading and mathematics.

To meet the student performance requirements of AYP, a school, district grade span, or student group will be counted as meeting AYP for reading or math if it meets one of the following conditions including participation rate requirement:

- If the school, district grade span, or student group’s average score over the two most recent years is equal to or greater than the target AMO (including confidence intervals), or
- If the school, district grade span, or student group’s observed score (including confidence intervals) in the most recent year is equal to or greater than the target AMO.

Table 1: Example of Two-Year Averaging Applied to AYP Status Decision

| Year | Percent Proficient | Number of Students Proficient | Number of Students |
|----------------|--------------------|-------------------------------|--------------------|
| 2003 | 57% | 26 | 46 |
| 2004 | 65% | 35 | 54 |
| Total | | 61 | 100 |
| 2-year average | 61% | 30.5 | 50 |

| Year | Percent Proficient | AMO for current year | AYP Decision (Status) |
|--------------|--------------------|----------------------|-----------------------|
| 2003-04 Avg. | 61% | 63% | (Did not meet) |
| 2004 | 65% | 63% | Met |

In the example, the school’s two-year average percent proficient is 61%. If the AMO were 63%, the school would not meet AYP on the basis of its two-year average, but it would meet AYP on the basis of its most-recent year (65%). This approach rewards schools and district grade spans for efforts that result in strong single-year achievement gains and minimizes the potential for falsely inferring that a school or district grade span has failed to meet AYP standards.

The State's statewide student information management system tracks this information at the school, district, and state levels.

Other Academic Indicators

Adequate Yearly Progress for the other academic indicators is determined for each school and district grade span for its student group of all students.

A school or district grade span that includes grade 12 will be expected to meet or exceed the State's graduation rate of 80% or show progress of at least two percentage points. A school or district grade span that does not enroll students in grade 12 must have an average daily attendance rate that will meet or exceed the state's minimum attendance rate expectations of 94%, or show progress.

Student Groups -- The State will disaggregate test data for all public schools to report the progress of student subgroups and to determine whether or not each subgroup has met or exceeded the State's annual measurable objectives. Effective with the 10/11 school year, South Dakota will incorporate the seven categories required in the Final Guidance on Maintaining, Collecting and Reporting Racial and Ethnic Data to the US Department of Education into its AYP determinations. The racial/ethnic subgroups will consist of (1) Hispanic/Latino of any race, (2) American Indian or Alaska Native, (3) Asian, (4) Black or African American, (5) Native Hawaiian or Other Pacific Islander, (6) White, and (7) Two or more races. Additional subgroups also include;

- Students with free or reduced lunch status will be the basis for determining the subgroup of economically disadvantaged status.
- Students identified through the WAPT test to identify students as ELL will be assigned to the ELL subgroup.
- Students qualifying for an IEP (Individualized Education Plan) will be assigned to the students with disabilities subgroup.

Each subgroup in the school or district grade span must have at least 95% of the students enrolled in the tested grades on the last day of the testing window participate in the state assessments. If a subgroup has 40 or fewer students enrolled in the tested grades, then it shall have no more than 2 (two) students not participate in the state assessments.

CRITICAL ELEMENT

3.2a What is the State's starting point for calculating Adequate Yearly Progress?

South Dakota holds schools accountable for having 100% of the students reach proficiency by 2013-14 in two academic content areas in its school and district grade span accountability systems: reading and mathematics. Schools are required to show that they have at least a minimum status score, beginning in 2002-03, which is raised over time. The starting point for 2002-03 was calculated by ranking schools in terms of the school status score, and denoting the school status score of the school enrolling the 20th percentile student in terms of overall school enrollment for 2002-03. Starting points, intermediate goals, and AMOs are calculated separately

for two grade spans—high schools (schools that enroll students in grade 12) and elementary/middle schools. Every subgroup, school, and district grade span in the state are accountable for meeting the high school or elementary/middle school AMOs.

District and state grade spans are held to the applicable AMOs established. Both the elementary (grades 3-5) and middle school (grades 6-8) grade spans are held to the starting point and the subsequent AMOs established for the K-8 group. The district and state high school grade span are held to the AMO set for the 9-12 grade span as established.

Due to a timeline waiver approved by USDOE, the initial AYP starting point was determined for reading and mathematics in the summer of 2003. The State determined the starting points for reading/math using the NCLB prescribed methodology for 2 different methods. Both methods were calculated, and then the higher of the two used. In all cases, the higher calculation was the school status score of the school enrolling the 20th percentile student in terms of overall school enrollment. The following chart shows the results of the calculations for each grade span and subgroup.

| <u>Starting Point Calculations: Based on 2002-2003 Data</u> | | | | |
|---|----------------|----------------------------------|--------------------------|------------------------------|
| <u>Grouping</u> | <u>Subject</u> | <u>% Based on 20% Enrollment</u> | <u>Lowest Subgroup %</u> | <u>Sub-Group Description</u> |
| K-8 | Reading | 65.9% | 29.5% | State K-8 ELL Reading |
| K-8 | Math | 45.9% | 16.9% | State K-8 ELL Math |
| 9-12 | Reading | 50.0% | 7.5% | State 9-12 ELL Reading |
| 9-12 | Math | 60.2% | 12.9% | State 9-12 IEP Math |

The starting points for 2003 for each grade span were as follows:

| <u>Grouping</u> | <u>Subject</u> | <u>Starting Points</u> |
|-----------------|----------------|------------------------|
| K-8 | Reading | 65% |
| K-8 | Math | 45% |
| 9-12 | Reading | 50% |
| 9-12 | Math | 60% |

Due to a change in the academic content and achievement standards as well as the assessment for reading, the AYP starting point for reading was revised during the summer of 2005. The State determined the starting point for reading using the NCLB prescribed methodology for 2 different methods. Both methods were calculated, and then the higher of the two used. The following chart shows the results of the calculations for each grade span and subgroup.

| <u>Starting Point Calculations: for Reading Based on 2004-2005 Data</u> | | | | |
|---|----------------|----------------------------------|--------------------------|------------------------------|
| <u>Grouping</u> | <u>Subject</u> | <u>% Based on 20% Enrollment</u> | <u>Lowest Subgroup %</u> | <u>Sub-Group Description</u> |
| K-8 | Reading | 78.5% | 41.3% | State K-8 ELL |
| 9-12 | Reading | 66.5% | 13.5% | State 9-12 ELL |

The 2005 starting points for Reading for each grade span are as follows:

| <u>Grouping</u> | <u>Subject</u> | <u>Starting Points</u> |
|-----------------|----------------|------------------------|
| K-8 | Reading | 78% |
| 9-12 | Reading | 66% |

The reading academic content and achievement standards were revised and implemented during the 2008-09 school year along with the Dakota STEP reading assessment administered in 2009. Accordingly, the AYP starting points for reading were revised during the summer of 2009. The State determined the starting point for reading using the NCLB prescribed methodology for 2 different methods. Both methods were calculated, and the higher of the two used. The following chart shows the results of the calculations for each grade span and subgroup.

| <u>Starting Point Calculations: for Reading Based on 2008-2009 Data</u> | | | | |
|---|----------------|----------------------------------|--------------------------|------------------------------|
| <u>Grouping</u> | <u>Subject</u> | <u>% Based on 20% Enrollment</u> | <u>Lowest Subgroup %</u> | <u>Sub-Group Description</u> |
| K-8 | Reading | 69.0% | 23.9% | State K-8 ELL |
| 9-12 | Reading | 61.7% | 6.8% | State 9-12 ELL |

The 2009 starting points for Reading for each grade span are as follows:

| <u>Grouping</u> | <u>Subject</u> | <u>Starting Points</u> |
|-----------------|----------------|------------------------|
| K-8 | Reading | 69 |
| 9-12 | Reading | 62 |

Content standards and achievement descriptors for mathematics have been revised and were implemented during the 2005-06 school year. The Dakota STEP assessment was revised to ensure alignment with these revised standards and the revised assessment was administered in spring 2006. Cut scores for the revised math assessment were set in May 2006. South Dakota followed the established procedure for re-establishing the starting point for mathematics as described above for reading. The new target for mathematics has been implemented for determining accountability based upon the Dakota STEP assessment results from the 2005-06 school year.

| <u>Starting Point Calculations: for Math Based on 2005-2006 Data</u> | | | | |
|--|----------------|----------------------------------|--------------------------|------------------------------|
| <u>Grouping</u> | <u>Subject</u> | <u>% Based on 20% Enrollment</u> | <u>Lowest Subgroup %</u> | <u>Sub-Group Description</u> |
| K-8 | Math | 65.8% | 36.2% | State K-8 ELL |
| 9-12 | Math | 54.5% | 13.2% | State 9-12 SPED |

The 2005 starting points for Math for each grade span are as follows:

| <u>Grouping</u> | <u>Subject</u> | <u>Starting Points</u> |
|-----------------|----------------|------------------------|
| K-8 | Math | 65% |
| 9-12 | Math | 54% |

CRITICAL ELEMENT

3.2b What are the State’s annual measurable objectives for determining adequate yearly progress?

South Dakota will hold schools and districts accountable for having 100% of the students reach proficiency by 2013-14. Starting points, intermediate goals, and AMOs will be calculated separately for two grade spans—high schools (schools that enroll students in grade 12) and elementary/middle schools, and for districts /State. Every subgroup, school, and district grade span in the state will be accountable for meeting the high school or elementary/middle school AMOs.

The starting point for reading was recalculated July 2009 to reflect changes in academic content and achievement standards as well as the assessment for reading. AMOs were also recalculated, preserving the 100% proficiency requirement no later than the 2013-2014 school year. Likewise, the starting point for mathematics was recalculated June 2006 to reflect the revisions to the mathematics content and achievement standards as well as the assessment for math. AMOs for math were recalculated. In 2011, South Dakota opted to postpone increases in its reading intermediate goals and annual measurable objectives (AMOs).

Annual measurable objectives for each grade span and subject area:

| School Year | K-8 | | 9-12 | |
|-------------|---------|------|---------|------|
| | Reading | Math | Reading | Math |
| 2002-2003 | 65% | 45% | 50% | 60% |
| 2003-2004 | 65% | 45% | 50% | 60% |

| | | | | |
|-----------|------|------|------|------|
| 2004-2005 | 78% | 54% | 66% | 67% |
| 2005-2006 | 78% | 65% | 66% | 54% |
| 2006-2007 | 82% | 65% | 72% | 54% |
| 2007-2008 | 82% | 72% | 72% | 63% |
| 2008-2009 | 69% | 72% | 62% | 63% |
| 2009-2010 | 69% | 72% | 62% | 63% |
| 2010-2011 | 69% | 79% | 62% | 72% |
| 2011-2012 | 79% | 86% | 75% | 81% |
| 2012-2013 | 89% | 93% | 88% | 90% |
| 2013-2014 | 100% | 100% | 100% | 100% |

CRITICAL ELEMENT

3.2c What are the State’s intermediate goals for determining adequate yearly progress?

Intermediate goals will be established that require schools to increase their minimum performance from the starting point to 100% in five equal intervals, with each increase occurring no more than three years apart. South Dakota will increase the first intermediate goal for math in 2004-2005, then in 2007-08, 2010-11, 2011-12, 2012-13, and 2013-2014. Annual measurable objectives (AMO) will be established that reflect this schedule for increasing the intermediate goals.

The starting point for reading was recalculated in July 2005 to reflect changes in the state’s academic content and achievement standards for reading as well as the reading assessment. Intermediate goals were re-established, once the revised starting point was calculated, that requires schools to increase their minimum performance from the starting point to 100% in equal intervals, with each increase occurring no more than three years apart. This same procedure was followed in setting intermediate goals for math once the starting point was recalculated in July 2006. South Dakota will postpone increases in its reading intermediate goals and annual measurable objectives (AMOs). The revised intermediate goals and AMOs are as follows:
Schedule for Intermediate Goal Increases

| School Year | K-8 | | 9-12 | |
|-------------|---------|-------|---------|-------|
| | Reading | Math | Reading | Math |
| 2002-2003 | 65% | 45% | 50% | 60% |
| 2004-2005 | 78% | 54% | 66% | 67% |
| 2005-2006 | 78% | Reset | 66% | Reset |

| | | | | |
|-----------|-------------|-------------|-------------|-------------|
| 2006-2007 | Increase | Same as '06 | Increase | Same as '06 |
| 2007-2008 | Same as '07 | Increase | Same as '07 | Increase |
| 2008-2009 | Reset | Same as '08 | Reset | Same as '08 |
| 2009-2010 | Same as '09 | Same as '08 | Same as '09 | Same as '08 |
| 2010-2011 | Same as '09 | Increase | Same as '09 | Increase |
| 2011-2012 | Increase | Increase | Increase | Increase |
| 2012-2013 | Increase | Increase | Increase | Increase |
| 2013-2014 | 100% | 100% | 100% | 100% |

Intermediate Goals for Reading:

| | K-8 | 9-12 |
|-------------|---------|---------|
| School Year | Reading | Reading |
| 2002-2003 | 65% | 50% |
| 2004-2005 | 78% | 66% |
| 2006-2007 | 82% | 72% |
| 2009-2010 | 69% | 62% |
| 2010-2011 | 69% | 62% |
| 2011-2012 | 79% | 75% |
| 2012-2013 | 89% | 88% |
| 2013-2014 | 100% | 100% |

Intermediate Goals for Math

| | K-8 | 9-12 |
|-------------|-------------|-------------|
| School Year | Mathematics | Mathematics |
| 2002-2003 | 45% | 60% |
| 2004-2005 | 54% | 67% |
| 2005-2006 | 65% | 54% |
| 2007-2008 | 72% | 63% |
| 2010-2011 | 79% | 72% |
| 2011-2012 | 86% | 81% |
| 2012-2013 | 93% | 90% |
| 2013-2014 | 100% | 100% |

PRINCIPLE 4. State makes annual decisions about the achievement of all public schools and LEAs.

CRITICAL ELEMENT

4.1 How does the State Accountability System make an annual determination of whether each public school and LEA in the State made AYP?

A school, district grade span, or student group will be declared to having met AYP if it meets the provisions defined in element 3.2 and have the sum of 25 or more students in the most recent two years in the grades tested.

For schools and districts who have fewer than 25 students in the grades tested in the most recent two years, AYP will be determined by the DOE. DOE will implement a review or “small school audit”. This audit will include, but is not limited to, a review of other assessment data that may be available to DOE for this school or district and also a request for additional information that may assist in this review of educational progress.

PRINCIPLE 5. All public schools and LEAs are held accountable for the achievement of individual subgroups.

CRITICAL ELEMENT

5.1 How does the definition of adequate yearly progress include all the required student subgroups?

All decision rules for AYP in math and reading also apply to the defined subgroups:

- All public school students
- Effective with the 10/11 school year, South Dakota will incorporate the seven categories required in the Final Guidance on Maintaining, Collecting and Reporting Racial and Ethnic Data to the US Department of Education into its AYP determinations. The racial/ethnic subgroups will consist of (1) Hispanic/Latino of any race, (2) American Indian or Alaska Native, (3) Asian, (4) Black or African American, (5) Native Hawaiian or Other Pacific Islander, (6) White, and (7) Two or more races.
- Students with free or reduced lunch status are the basis for determining the subgroup of economically disadvantaged.
- Students identified through the State’s required test of Limited English Proficiency are identified for the ELL subgroup.

- Students qualifying for an IEP are categorized under the students with disabilities subgroup.

The following table indicates the areas in which subgroups are held accountable:

| | Reading | | Mathematics | | Other Academic Factor |
|---|--------------------------------------|--------------------|--------------------------------------|--------------------|-----------------------|
| | Performance (Status and Improvement) | Participation Rate | Performance (Status and Improvement) | Participation Rate | |
| All students | | | | | |
| Hispanic/Latino of any race | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Native Hawaiian or Other Pacific Islander | | | | | |
| White | | | | | |
| Two or more races | | | | | |
| Economically Disadvantaged | | | | | |
| Students with Disabilities | | | | | |
| ELL Students | | | | | |

CRITICAL ELEMENT

5.2 How are public schools and LEAs held accountable for the progress of student subgroups in the determination of adequate yearly progress?

The same tests that are applied to the school and district grade spans as a whole are applied to each subgroup in the school and district to determine if each meets AYP. An overall confidence interval of 99% is used to increase the reliability of these tests. Using the statewide student information system, we are able to match student data with test results and calculate results for all required subgroups.

CRITICAL ELEMENT

5.3 How are students with disabilities included in the State's definition of adequate yearly progress?

All students with disabilities participate in the statewide assessment program either by taking the Dakota STEP or by taking the South Dakota alternate assessment entitled Dakota STEP-A.

Test scores of students with disabilities who are assessed using the Dakota STEP are included in the assessment data for the grade in which the student is enrolled for purposes of calculating adequate yearly progress (AYP). If a student failed to take the test in 11th grade due to district policies for grade promotion, the student must take the test in 12th grade. The student scores are counted at the school and district for AYP purposes. Students included in the December 1st child count and enrolled in special education through the end of the testing window are included in the students with disabilities subgroup.

A small number of students take the alternate assessment. The Dakota STEP-A is based on extended content standards and alternate academic achievement standards, both aligned to the State's academic content standards, assessing student performance in reading and mathematics. The alternate assessment is available for students in grades 3 through 8 and 11 and is used for accountability purposes, consistent with the State's standards and assessment plan.

Alternate academic achievement standards for students with significant cognitive disabilities were reset for mathematics for the 2005-06 school year and for reading in 2008-09 as cut scores were determined to align with the revised Extended Academic Content Standards and achievement descriptors and the revised Alternate Assessment. Performance of students with significant cognitive disabilities on the Alternate Assessment was used in the determination of adequate yearly progress for the 2005-06 school year. The alternate academic achievement standards are aligned with South Dakota's academic content standards; promote access to the

general curriculum for such students; and reflect professional judgment of the highest learning standards possible for students with significant cognitive disabilities.

For purposes of determining adequate yearly progress, the state uses the Dakota STEP-A to evaluate the performance of students with the most significant cognitive disabilities and give equal weight to “proficient” and “advanced” performance based on the alternate academic achievement standards in calculating student group, school, district grade span, and state AYP. The number of “proficient” and “advanced” scores based on the alternate academic achievement standards will not exceed 1% of all students in the grades tested at the State and district level. All districts are held to the 1% cap except for the following exceptions:

- Districts with 200 or fewer students eligible for testing (enrolled in grades assessed) would be able to count as proficient up to 2 scores of students who score proficient on an alternate assessment aligned to extended content and alternate academic achievement standards.
- The group of districts with more than 200 students eligible for testing are held to an overall 1% cap on the number of scores of students who score proficient on an alternate assessment aligned to extended content and alternate academic achievement standards as proficient unless they apply and are approved for an exception to the cap.

Any scores that exceed the percentage limitation and for whom no exception is granted are counted as non-proficient for accountability purposes.

Former Students with Disabilities

South Dakota takes advantage of the flexibility offered by USDOE allowing the state to include former students with disabilities as part of that subgroup for two years in determining if the subgroup made AYP, including the status score, confidence interval, safe harbor, and two –yearst averaging for reading and math. A student whose IEP has been terminated by the December 1st Child Count will be considered as a former student with disabilities. The former students would be included in the determining AYP for the students with disabilities subgroup for a maximum of two test administrations.

CRITICAL ELEMENT

5.4 How are students with limited English proficiency included in the State’s definition of adequate yearly progress?

A student is identified as limited English proficient (ELL) when the student meets the criteria for ELL as established by the federal definition for ELL and by the administration of the test used to identify ELL students in South Dakota. South Dakota joined the WIDA (World Class Instructional Design and Assessment) Consortium beginning with the 2008-09 school year and the W-APT (WIDA-ACCESS Placement Test™) is used to identify students as ELL.

The state has adopted the ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners) test as the state's annual English language proficiency assessment. ELL students who attain a 4.8 on the overall composite score of the ACCESS English language proficiency assessment and a minimum of 4.0 on both the reading and writing sections of the test are considered proficient and are no longer considered active ELL students.

All students identified as ELL participate in all statewide assessment programs with accommodations as necessary. The State does not provide a native or first language version of any state mandated assessment instruments. An alternate assessment for ELL students is not available. Flexibility is provided for those who are in their first 12 months of enrollment in a U.S. school as indicated below.

First Year in Country

ELL students in their first 12 months of enrollment in a school in the United States are provided some flexibility in testing. The flexibility is offered during one calendar year, effective on the first day of enrollment in a school in the US. These provisions may only be applied to one test administration.

- ELL students in their first year enrolled in a school in the U.S. are not required to take the reading test, if that student has participated in the state mandated, annual test of English language proficiency, ACCESS. Participation in the ACCESS test constitutes participation in reading for purposes of determining AYP. Students who enroll for the first time in a school in the U.S. after the testing window for the ACCESS test has ended in South Dakota meets participation requirements for reading through the completion of the ELL eligibility assessment (W-APT).
- ELL students in their first year enrolled in a school in the U.S. are required to take the state's mathematics test, indicating participation for AYP determination. The results of the math test for ELL students in their first year of enrollment in a U.S. school are not included in the determination of AYP for the school, district, or state, even if the student meets the requirements of attendance for a full academic year.
- The English language proficiency test, ACCESS, is administered annually, prior to the administration of Dakota STEP statewide assessment. Results of that assessment are reported to the district and State by the contractor and used to determine participation in the reading assessment in determining AYP status for the ELL subgroup, school, district grade span, and the state.

Former ELL Students

South Dakota takes advantage of the flexibility offered by USDOE, which allows the state to include these former ELL students as part of that subgroup for two years after reaching proficiency in determining if the subgroup made AYP, including the status score, confidence interval, safe harbor, and two –year averaging for reading and math.

CRITICAL ELEMENT

5.5 What is the State’s definition of the minimum number of students in a subgroup required for reporting purposes? For accountability purposes?

Minimum Size for Reporting purposes: For reporting purposes South Dakota employs a minimum size of 10 for all subgroups. This minimum-n enables the state’s reports to maintain individual student confidentiality, in accordance with federal FERPA privacy requirements.

Minimum Size for Accountability Purposes

For AYP calculations, the “All Student” group is held accountable at the school and district levels, regardless of size. South Dakota uses a confidence interval combined with a minimum n of 25 for all subgroups. This allows schools of all sizes to be included in the accountability system with reasonable reliability.

CRITICAL ELEMENT

5.6 How does the State Accountability System protect the privacy of students when reporting results and when determining AYP?

The state maintains the privacy of students by using a minimum number of 10 when reporting results, including subgroups. A minimum number of 25 is used when determining AYP.

PRINCIPLE 6. State definition of AYP is based primarily on the State’s academic assessments.

CRITICAL ELEMENT

6.1 How is the State’s definition of adequate yearly progress based primarily on academic assessments?

South Dakota includes two academic content areas in its school and district accountability system: reading and mathematics.

The state’s assessment, Dakota STEP, is aligned to the state content standards in reading and math. The state assessment is administered to every student enrolled in grades 3-8 and 11. An alternate assessment, Dakota STEP-A, is available for students with significant cognitive disabilities.

Adequate yearly progress is determined for the State, and for each district grade span and school, including all student groups. Annual measurable objectives and intermediate goals have been determined as specified in regulation.

Dakota STEP and Dakota STEP-A test data are used to determine the percentage of students proficient and advanced for each school, district grade span, or student group.

PRINCIPLE 7. State definition of AYP includes graduation rates for public high schools and an additional indicator selected by the State for public middle and public elementary schools (such as attendance rates).

CRITICAL ELEMENT

7.1 What is the State definition for the public high school graduation rate?

Methodology for Calculating Graduation Rate:

Effective with the 10/11 school year, SD will calculate its graduation rate according to the Title I 4 Year Adjusted Cohort methodology. This is defined as the number of students who graduate in 4 years with a regular high school diploma divided by the number of students who form the adjusted cohort for that graduating class.

The formula to be utilized is listed below with an example provided for the 2010/11 school year . This calculation is based on 34 CFR Part 200 effective November 28, 2008.

Example of the Four-Year Adjusted Cohort Rate for the 2010/11 school year

Numerator = Number of cohort members who graduate in four years with a regular high school diploma

Denominator = Number of first-time ninth graders in fall 2007 (starting cohort year), plus students who transfer into, minus students who are removed from the cohort during the school years 2007/08, 2008/09, 2009/10 and 2010/11.

This rate is reported and used for purposes of determining AYP for all students, in the aggregate, and reported for the disaggregated subgroups provided these student subgroups meet the minimum “n” size of 25. Student subgroups of less than 10 students are not reported for confidentiality purposes. Subgroup status for students is determined on the last day of the testing window (for those student group inclusion that may change: ELL, eligibility for free or reduced lunch, or migrant status).

**A student who takes longer than four years to graduate with a regular high school diploma:

- Must be included in the denominator of the four-year graduation rate, but may not

be included in the numerator.

- May not be removed from the cohort in the four-year graduation rate (I.E., cohort reassignment is not permitted).

To remove a student from a cohort, a school or LEA must confirm in writing that the student:

- Transferred out
 - Documentation must consist of official written notice that the student is enrolled in another school or an educational program which culminated in the award of a regular high school diploma.
 - Examples of official written documentation include:
 - Evidence of transfer recorded in the state's data system
 - Request for records from the receiving high school
 - An approved application for home schooling
 - Letter from an official in the receiving high school acknowledging the student's enrollment
 - A student who is retained in a grade, enrolls in a General Educational Development (GED) program, or leaves school for any other reason may not be counted as having transferred out for the purpose of calculating graduation rate and must remain in the adjusted cohort.
- Emigrated to another country
 - A school or LEA must confirm in writing that a student has emigrated to another country but it does not need to be official documentation.
 - Example of written confirmation might include:
 - Memo to the student's file based on a phone conversation with a parent stating that the student is leaving the country.
- Died
 - A school or LEA must confirm in writing that a student has passed away but it does not need to be official documentation.
 - Examples of written confirmation might include:
 - An obituary
 - Letter from a parent

Definition of Terms (based on USED Non-Regulatory Guidance dated December 22, 2008):

- "First time 9th grade cohort" – means the year in which the student initially entered the 9th grade.
- "Adjusted Cohort" – means a group of students who begin as first-time ninth graders in a particular school year and then adjust this group by adding in any students who transfer into the cohort in grades 9 through 12 and subtracting out any students who transfer,

emigrate or die.

- “Students who transfer into the cohort” – means the students who enroll after the beginning of the entering cohort’s first year in high school, up to and including in grade 12.
- “Students who graduate in four years” – means students who earn a regular high school diploma at the conclusion of the fourth year, before the conclusion of their fourth year or during the summer session immediately following their fourth year.
- “Regular High School Diploma” – means a standard high school diploma that is fully aligned with the state’s academic content standards. Does not include a credential from a General Education Development (GED) program, certificate of attendance, or another alternative award.

Newly enrolled students who subsequently drop are counted in the calculation as a drop for the serving school and district if they were enrolled in the serving district for 15 or more consecutive school days. If the newly enrolled student has been in a school less than 15 days, the drop is counted at the state level only.

A school and district grade span that includes grade 12 is expected to meet or exceed the State’s graduation rate of 80%. A school and district grade span will make AYP for the other indicator if the school meets or exceeds the 80% graduation rate threshold or improves its graduation rate by at least two percentage points over the previous year. South Dakota will revise its graduation rate targets. The 80% target will increase at a rate of 1.5% per year until reaching the state’s graduation goal of 85%

Graduation Rate (2009-2010)

| | |
|--------------------|----------|
| Mean | 92.84 |
| Median | 95.23 |
| Mode | 100 |
| Standard Deviation | 9.67 |
| Minimum | 11.11 |
| Maximum | 100 |
| Sum | 14111.83 |
| Count | 152 |

1 Standard Deviation 83.17 **80%**

Graduation Rate (2009-2010) by percentile

| | |
|-----------------------------|---------|
| 10 th percentile | 84.31% |
| 50 th percentile | 95.23% |
| 90 th percentile | 100.00% |

CRITICAL ELEMENT

7.2 What is the State’s additional academic indicator for public elementary schools for the definition of AYP? For public middle schools for the definition of AYP?

South Dakota uses attendance rate as its additional academic indicator for elementary and middle schools and district grade spans K-5 and 6-8.

Methodology for Calculation of Attendance Rate (reported as a percentage):

Numerator = Days of Attendance

Denominator = Days of Membership

This rate is reported and utilized for purposes of determining AYP for all students, in the aggregate, and reported for the disaggregated groups provided these student groups meet the minimum “n” size of 25. Student groups of less than 10 students are not reported for confidentiality purposes. Subgroup status for students is determined on the last day of the testing window.

Elementary and middle schools and district grade spans K-5 and 6-8 must meet or exceed the state’s minimum attendance rate of 94% or improve its attendance rate over the previous year. This rate was calculated based on a statistical review of district attendance rate data from the 2002-2003 school year. As per the data analysis included below, a rate of 94% represents 2 standard deviations from the mean.

| <i>District Attendance Rates (2002-2003)</i> | |
|--|------------|
| Mean | 97.0133824 |
| Median | 97.0291877 |
| Mode | 100 |
| Standard Deviation | 1.63745061 |
| Range | 10.3148139 |
| Minimum | 89.6851861 |
| Maximum | 100 |
| Sum | 16492.275 |
| Count | 170 |
| Confidence Level (95.0%) | 0.24792066 |

| | | |
|----------------------|------------|-----|
| 2 Standard Deviation | 93.7384812 | 94% |
|----------------------|------------|-----|

CRITICAL ELEMENT

7.3 Are the State’s academic indicators valid and reliable?

The State of South Dakota collects student data through a statewide student information system, which has greatly enhanced the reliability of data reporting. South Dakota’s graduation rate calculation complies with national standards and both the graduation and attendance rates are subject to audit and verification at the state level.

The graduation rate calculation is consistent with the methodology based upon 34 CFR Part 200 effective Nov. 20, 2008.

The South Dakota Department of Education reviews data submitted by school districts relative to the graduation and attendance rates and identifies figures that represent substantial change from past performance. The South Dakota Department of Education engages individual school districts in verifying data that represents substantial change from past performance.

PRINCIPLE 8. AYP is based on reading/language arts and mathematics achievement objectives.

CRITICAL ELEMENT

8.1 Does the state measure achievement in reading/language arts and mathematics separately for determining AYP?

The Adequate Yearly Progress (AYP) calculation separately examines the percent of students proficient and advanced in reading and mathematics, as well as the rates of participation in reading and mathematics. In determining whether each subgroup, school, and district grade span, as well as each State grade span meets the annual measurable objectives, South Dakota will calculate – separately for reading and for mathematics – the percent of the students tested who achieve the proficient level or higher, examine participation rates, implement a uniform averaging procedure, and employ the safe harbor provision.

South Dakota established separate reading and mathematics statewide annual measurable objectives for elementary/middle and high school grade spans which identify a minimum percentage of students that must meet the proficient level of academic achievement. The reading and mathematics annual measurable objectives are applied to each school building and school district grade span, as well as to each subgroup at the school, district grade spans, and state grade

spans to determine AYP status.

School Level Improvement Status

Two consecutive years of failing to make AYP in the same content area is the basis for identifying schools for reading or math improvement. Two consecutive years of failing to make AYP on the other academic indicator (attendance or graduation rate) puts a school into improvement status for the other academic indicator category.

Two consecutive years of making AYP in the same content area is necessary to be removed from the list of schools identified for improvement in reading or math. In addition, two consecutive years of making AYP in the other academic indicator removes a school from improvement status for that indicator.

District Level Improvement Status

District AYP is determined annually for districts as outlined in Element 3.2. A district is identified for improvement status only if all grade spans, elementary (grades 3-5), middle (grades 6-8), and high school (grades 9-12) fail to make AYP for two consecutive years in the same subject or other academic indicator. However, if at least one of the grade spans makes AYP, the district is not identified for improvement. AYP for each grade span is calculated by considering the percent of students proficient and advanced for the grade span compared to the established AMO for that grade span. Confidence interval, minimum N size, Safe Harbor, and 2 year averaging provisions stated in Element 3.2 also applies to this calculation.

A district identified for improvement status is removed from that status if the district makes AYP for 2 consecutive years in the same subject or category for which it was identified as needing improvement.

PRINCIPLE 9. State Accountability System is statistically valid and reliable.

CRITICAL ELEMENT

9.1 How do AYP determinations meet the State's standard for acceptable reliability?

South Dakota's school and district accountability system has two main features to allow reliable and valid accountability decisions to be made while including as many subgroups as possible.

- First, we use a confidence interval approach to ensure decisions are acceptably reliable. When using a statistical test, one must specify the null hypothesis and the "confidence level," or amount of acceptable error. South Dakota's assumption (null hypothesis) will be that the school did make AYP. South Dakota's confidence level for the overall judgment about schools is 99%.

- Second, South Dakota uses a minimum “n” of 25 for accountability. South Dakota tests every student in grades 3-8 and 11, and combines the results over two years, so that only extremely small schools require a small school audit. The use of a confidence interval makes possible this low minimum “n”, which is a statistically valid way to include subgroups in the state.

CRITICAL ELEMENT

9.2 What is the State's process for making valid AYP determinations?

The State requests that schools and districts examine their Dakota STEP and Dakota STEP-A data and analyze it for accuracy in order to validate (or challenge) the AYP decisions made by the state. In addition, the State conducts validity analyses regarding which schools are or are not identified as meeting AYP, common characteristics, and so on, as the data becomes available.

South Dakota’s appeal process is consistent with the requirements of NCLB with regard to submission of evidence and timelines.

Districts and schools identified for school improvement are given an opportunity to review the assessment data (Dakota STEP and Dakota STEP-A). If the district or school believes that such identification for school improvement is in error for statistical or other substantive reasons, a district or school may provide evidence to the DOE to support such belief. A district or school may challenge the data and its analysis only, not the assessment or accountability system. If the district or school believes this identification is in error, the district must submit a letter stating such to the Department of Education. This letter must be postmarked no later than 10 business days after receiving notification of school improvement status.

Districts that submit a letter within the allowed time frame are given the opportunity to discuss their status with DOE officials and are required to submit evidence to support their claim. A district or school will be formally notified of any change in their status after consideration of the district’s request. The state shall have 30 calendar days to respond to all district appeals with a final determination.

CRITICAL ELEMENT

9.3 How has the State planned for incorporating into its definition of AYP anticipated changes in assessments?

If a district or school undergoes any change with grade span or physical building, the district

must submit a request to DOE no later than April 15th explaining the reasons for the change in their status. DOE will approve or disapprove the proposed change.

Students attending public schools that are in their first year of operation are included at the school, district, and state levels in determining AYP.

When school boundaries are dramatically altered within a large school district (a district with 2 or more schools per grade span), prior AYP status for the school(s) involved will be void. Dramatically altered is defined to mean at least 50% of the student population of the school building – or – grade spans tested in that building has been removed and replaced with students from another school within the district. The first year of the newly restructured school will become its first AYP status. It is the responsibility of district administration to inform DOE that such changes have taken place prior to April 15th of each year.

In a case where two or more districts consolidate, prior AYP status for all districts and schools involved will be void. The newly formed district and its schools will obtain its first AYP status based upon assessment results of its first full year of operation.

As South Dakota revises its academic standards and assessments system, the department will adjust the starting points and AMOs as described in elements 3.2a, b, and c, maintaining the timeline for all students to reach proficiency by 2013-14.

PRINCIPLE 10. In order for a public school or LEA to make AYP, the State ensures that it assessed at least 95% of the students enrolled in each subgroup.

CRITICAL ELEMENT

10.1 What is the State's method for calculating participation rates in the State assessments for use in AYP determinations?

All students are required by state law to take the Dakota STEP in grades 3-8 and grade 11. It is the district's responsibility to ensure that all students enrolled in their district take the Dakota STEP or the Dakota STEP-A. If a student fails to take the test in 11th grade due to district policies for grade promotion, the student must take the test in 12th grade. Students in the 11th grade who turn 21 years of age during the school fiscal year are required to take the test. The student scores will be counted at the school and district for AYP purposes.

In order for a student to count as a participant in state assessments, the student must make an attempt to take the test. The department's definition of "attempt" requires the student to complete at least one item per subject in the reading, mathematics, and science assessments.

A minimum of 95% participation on the assessment is required for a school to make AYP. The requirement of 95% participation is determined based on one of the following calculations:

Current Year Determination:

- 95% participation rate is calculated using 95% of the total enrollment of the population of grades eligible at the end of the testing window in the current year.
- If a school has 40 or fewer students enrolled in the tested grades, then it shall have no more than 2 (two) students not participate in the state assessments.

Multiple Year Determination:

- If the district or school is unable to meet the 95% participation in the current year an average participation rate based on the past two years is determined and must meet or exceed 95%.

The 95% participation rate is calculated for the state and each district grade span, school and student group. An eligible student is one that is enrolled in the school on the last day of the testing window in a grade identified for testing.

The statewide student information system is the vehicle for assuring accurate data collection of participation rate. Each student in the State has a unique identifier number that is linked to student assessment results and participation.

CRITICAL ELEMENT

10.2 What is the State's policy for determining when the 95% assessed requirement should be applied?

The participation rate for each school and district grade span, and for the state as a whole, as well as for each student group, is based on the enrollment on the last day of the testing window. Subgroup, school and district grade span participation rates are determined by comparing the number of students with test results to the number of students enrolled on the last day of the testing window. If a school, district grade span, or student group has 40 or fewer students enrolled in the tested grades, then it shall have no more than 2 (two) students not participate in the state assessments.

South Dakota uses the recent flexibility provided by USDOE regarding students unable to be tested due to a significant medical emergency. Districts and schools that do not meet the participation may request a recalculation omitting the specified student. Documentation of the medical emergency is required to request this recalculation.

In rare instances, a student may be unable to participate in any part of the assessment due to a significant and documented and fully incapacitating medical emergency. Examples of significant medical emergency include: a serious car accident, hospitalization, severe emotional trauma, or placement in hospice care. Medical emergencies of this kind must be identified and verified in

writing by a licensed physician and kept on file by the local district. In order to qualify for state-approved special consideration, the incident or condition must also be so severe as to prevent the student from participating in instruction offered either at school or at home.