

ARTICLE 24:55

PUBLIC SCHOOL PERFORMANCE INDEX

24:55:02:01. Key indicators of public school performance. The accountability system shall include multiple indicators of public school performance in advancing student learning and in improving instruction and school leadership. The department shall calculate SPI key indicator scores for each public school for each school year, with each key indicator assigned a maximum value according to this chapter. The department shall incorporate the use of a confidence interval when reporting each of the SPI key indicator scores. The department also shall calculate a total SPI score for each public school, with one-hundred being the maximum value.

Source: 39 SDR 51, effective October 3, 2012; 40 SDR 40, effective September 11, 2013.

General Authority: SDCL 13-3-69.

Law Implemented: SDCL 13-3-62 to 13-3-65, 13-3-69, inclusive.

24:55:02:03. Presecondary school level key indicators. For the 2015-2016 school year the student achievement, student attendance, and academic growth key indicators shall be used to assess the performance of each public school at the presecondary school level. ~~The student achievement and academic growth key indicators shall each be worth a maximum of forty points, and the student attendance key indicator shall be worth a maximum of twenty points. The~~ department shall calculate performance against these indicators but suspend awarding points for the key indicators for the 2015-16 school year.

The implementation of key indicators at the presecondary school level is illustrated in Appendix A at the end of this chapter.

Source: 39 SDR 51, effective October 3, 2012; 41 SDR 218, effective July 1, 2015; 42 SDR 98, effective January 7, 2016.

General Authority: SDCL 13-3-69.

Law Implemented: SDCL 13-3-62 to 13-3-65, 13-3-69, inclusive.

24:55:02:04. Secondary school level key indicators implemented in the 2012-2013 school year. Repealed.

Source: 39 SDR 51, effective October 3, 2012; repealed, 41 SDR 218, effective July 1, 2015.

24:55:02:05. Secondary school level key indicators. For the 2015-2016 school year, the student achievement, high school completion, and college and career readiness key indicators shall be used to assess the performance of each public school at the secondary school level. ~~The student achievement key indicator shall be worth a maximum of forty points, and the high school completion and college and career readiness key indicators shall each be worth a maximum of thirty points.~~ The department shall calculate performance against these indicators but suspend awarding points for the key indicators for the 2015-16 school year.

The implementation of key indicators at the secondary school level is illustrated in Appendix B at the end of this chapter.

Source: 39 SDR 51, effective October 3, 2012; 41 SDR 218, effective July 1, 2015; 42 SR 98, effective January 7, 2016.

General Authority: SDCL 13-3-69.

Law Implemented: SDCL 13-3-62 to 13-3-65, 13-3-69, inclusive.

24:55:02:06. Calculation of student achievement SPI key indicator score. ~~For the 2015-2016 school year, the department shall base the student achievement SPI key indicator score for all public presecondary and secondary schools on the percentage of students at the proficient level on the state academic assessment for the two most recent school years. The department shall calculate this score separately for the presecondary school level and the secondary school level. For the 2015-2016 school year, the department shall calculate and report the performance for all public presecondary and secondary schools performance based on the percentage of students at the proficient level on the state academic assessment for the two most recent school years. The department shall suspend awarding SPI points for the 2015-16 school year.~~

~~— To calculate the SPI key indicator score for a public school, the department shall first divide the maximum points for this indicator in half, in order to count English language arts and mathematics scores equally. The department shall then calculate the percentage of students in that school in the gap group and the nongap group for the two most recent school years in order~~

~~to arrive at weighted points for this indicator. The department shall multiply these weighted points by the percent of students in the school's gap group and nongap group at the proficient level on the state academic assessment in the two most recent school years to come up with four scores: gap group English language arts, gap group math, nongap group English language arts, and nongap group math. The sum of these four scores is the final score for the student achievement SPI key indicator for that school.~~

This calculation is illustrated in the Appendices C and D, inclusive, at the end of this chapter.

Source: 39 SDR 51, effective October 3, 2012; 41 SDR 218, effective July 1, 2015; 42 SDR 98, effective January 7, 2016.

General Authority: SDCL 13-3-69(2)(5).

Law Implemented: SDCL 13-3-62, 13-3-63, 13-3-64, 13-3-69, inclusive.

24:55:02:07. Calculation of student attendance SPI key indicator score. The department shall calculate performance according to the student attendance SPI key indicator score and report the results for all public presecondary schools as follows:

(1) For each enrolled student, divide the number of days the student was in attendance by the number of days the student was enrolled to obtain the attendance percentage;

(2) Count the number of students who have attained at least a ninety-four percent target attendance percentage;

(3) Divide the number obtained in subdivision (2) by the total number of enrolled students; ~~and to arrive at a school's performance on this indicator.~~

~~(4) Multiply the number obtained in subdivision (3) by the maximum points for this indicator.~~

This calculation is illustrated in Appendix E at the end of this chapter. For purposes of this section, an "enrolled student" is a student enrolled a minimum of fifteen consecutive school days.

Source: 39 SDR 51, effective October 3, 2012; 41 SDR 218, effective July 1, 2015.

General Authority: SDCL 13-3-69(9).

Law Implemented: SDCL 13-3-62, 13-3-63, 13-3-65, 13-3-69, inclusive.

24:55:02:08. Calculation of high school completion SPI key indicator score. The department shall base performance against the high school completion SPI key indicator ~~score~~ for all public secondary schools on the two factors of high school completion rate and graduation rate, ~~with each of the two factors accounting for fifty percent of the score. To calculate the high school completion SPI key indicator score performance for a public secondary school, the department shall do the following:~~ The department shall report performance on this key

indicator for every public secondary school but suspend calculation of SPI points under this key indicator for the 2015-2016 school year.

~~—— (1) Multiply the high school completion rate by half of the maximum points for this indicator;~~

~~—— (2) Multiply the graduation rate by half of the maximum points for this indicator; and~~

~~—— (3) Add the numbers obtained in subsections (1) and (2).~~

This calculation is illustrated in Appendix F at the end of this chapter.

Source: 39 SDR 51, effective October 3, 2012; 41 SDR 218, effective July 1, 2015.

General Authority: SDCL 13-3-69(5)(8).

Law Implemented: SDCL 13-3-62, 13-3-63, 13-3-65, 13-3-69, inclusive.

24:55:02:09. Calculation of college and career readiness SPI key indicator score. For the 2015-2016 school year, the department shall base performance on the college and career readiness SPI key indicator ~~score~~ for public secondary schools on postsecondary preparedness for college and career. Postsecondary preparedness for college shall be evidenced by participation in and performance on the American College Test (ACT) for high school achievement and the College Board Accuplacer test. Postsecondary preparedness for career shall be evidenced by participation in and performance on the National Career Readiness Certificate/ACT Work Keys (NCRC). ~~If the school or district administers the NCRC, the department shall divide the maximum points for the college and career readiness indicator~~

~~equally between college readiness in math, college readiness in English, and career readiness. If the school or district does not administer the NCRC, then the department shall divide the maximum points for the college and career readiness indicator equally between college readiness in math and college readiness in English.~~ The department shall calculate performance on the college and career readiness SPI key indicator score for a public secondary school by adding together the numbers obtained via the calculations in §§ 24:55:02:09.01 to 24:55:02:09.03, inclusive. The department shall calculate performance on this indicator but suspend calculation of SPI points for the 2015-2016 school year. This calculation is illustrated in Appendix G at the end of this chapter.

Source: 39 SDR 51, effective October 3, 2012; 41 SDR 218, effective July 1, 2015; 42 SDR 98, effective January 7, 2016.

General Authority: SDCL 13-3-69(5)(8).

Law Implemented: SDCL 13-3-62, 13-3-63, 13-3-65, 13-3-69, inclusive.

24:55:02:09.01. Calculation of college readiness in math. To determine college readiness in math, the department shall:

(1) Determine the number of students in the school's graduating class in the prior year who took the ACT and received a math subscore of at least twenty;

(2) Determine the number of students in the school's graduating class in the prior year whose ACT score did not meet or exceed the ACT score referenced in subsection (1) but who took the Accuplacer and received an algebra score of at least seventy-six;

(3) Add the numbers obtained in subsections (1) and (2);

(4) Divide the number obtained in subsection (3) by the total number of students in the school's graduating class from the prior year who took the ACT or the Accuplacer; ~~and~~ to arrive at the percentage of students college ready in math.

~~—— (5) Multiply the number obtained in subsection (4) by the maximum points allocated to college readiness in math pursuant to § 24:55:02:09.~~

Source: 42 SDR 98, effective January 7, 2016.

General Authority: SDCL 13-3-69(5)(8).

Law Implemented: SDCL 13-3-62, 13-3-63, 13-3-65, 13-3-69.

24:55:02:09.02. Calculation of college readiness in English. To determine college readiness in English, the department shall:

(1) Determine the number of students in the school's graduating class in the prior year who took the ACT and received an English subscore of at least eighteen;

(2) Determine the number of students in the school's graduating class in the prior year whose ACT score did not meet or exceed the ACT score referenced in subsection (1) but who took the Accuplacer and received a sentence skills score of at least eighty-six;

(3) Add the numbers obtained in subsections (1) and (2);

(4) Divide the number obtained in subsection (3) by the total number of students in the school's graduating class in the prior year who took the ACT or the Accuplacer; ~~and~~ to arrive at the percentage of students college ready in English.

~~—— (5) Multiply the number obtained in subsection (4) by the maximum points allocated to college readiness in English pursuant to § 24:55:02:09.~~

Source: 42 SDR 98, effective January 7, 2016.

General Authority: SDCL 13-3-69(5)(8).

Law Implemented: SDCL 13-3-62, 13-3-63, 13-3-65, 13-3-69.

24:55:02:09.03. Calculation of career readiness. If the school or district administers the NCRC, the department shall perform the following steps to determine career readiness:

(1) Determine the number of students in the school's graduating class in the prior year who scored at the bronze level or above on the NCRC;

(2) Divide the number obtained in subsection (1) by the total number of students in the school's graduating class in the prior year who took the NCRC; ~~and to determine the percentage of students career ready.~~

~~— (3) Multiply the number obtained in subsection (2) by the maximum points allocated to career readiness pursuant to § 24:55:02:09.~~

Source: 42 SDR 98, effective January 7, 2016.

General Authority: SDCL 13-3-69(5)(8).

Law Implemented: SDCL 13-3-62, 13-3-63, 13-3-65, 13-3-69.

24:55:02:10. Calculation of total SPI score for a public school. The department shall ~~calculate the total SPI score for each public school by adding together all of the school's SPI key indicator scores.~~ suspend calculating a total SPI score for each public school for the 2015-2016 school year.

Source: 39 SDR 51, effective October 3, 2012.

General Authority: SDCL 13-3-69.

Law Implemented: SDCL 13-3-62, 13-3-69.

24:55:02:11. Calculation of SPI score for the state level. The department shall calculate SPI key indicator ~~scores~~ performance at the presecondary and secondary school levels based on all students in the state. The department shall ~~add the SPI key indicator scores together to arrive~~

~~at a state level total SPI score for each school level.~~suspend calculation of a total SPI score for the 2015-16 school year. Students counted at the state level pursuant to chapter 24:55:07 are included in these calculations.

Source: 39 SDR 51, effective October 3, 2012.

General Authority: SDCL 13-3-69.

Law Implemented: SDCL 13-3-62, 13-3-69.

24:55:02:12. Academic growth key indicator. For the 2015-2016 school year and subsequent school years, the department shall calculate the academic growth SPI key indicator ~~score~~ performance of each public school using student growth percentiles to calculate growth in English language arts and in mathematics, based on the percentage of students achieving tier one, tier two, or tier three growth. The department shall calculate the academic growth key indicator as follows:

(1) ~~Multiply ten points by~~ Calculate the percentage of all students in the school who reached tier one, tier two, or tier three growth in English language arts;

(2) ~~Multiply ten points by~~ Calculate the percentage of all students in the school who reached tier one, tier two, or tier three growth in mathematics;

(3) ~~Multiply ten points by~~ Calculate the percentage of students in the lowest one fourth of students in the school for whom growth is calculated in English language arts who reached tier one, tier two, or tier three growth in English language arts;

(4) ~~Multiply ten points by~~ Calculate the percentage of students in the lowest one fourth of students in the school for whom growth is calculated in mathematics who reached tier one, tier two, or tier three growth in mathematics; ~~and~~

~~— (5) Add the numbers obtained subsections (1) through (4), inclusive.~~

This calculation is illustrated in Appendix M at the end of this chapter.

Source: 39 SDR 51, effective October 3, 2012; 42 SDR 98, effective January 7, 2016.

General Authority: SDCL 13-3-69(2)(5).

Law Implemented: SDCL 13-3-62 to 13-3-65, 13-3-69, inclusive.

CHAPTER 24:55:03

PUBLIC SCHOOL RANKINGS AND CLASSIFICATIONS

24:55:03:01. School performance index ranking. ~~Following the 2012-2013 school year and each subsequent school year, the department shall rank all public schools according to each school's total SPI score. This ranking shall serve as the basis for the classification of public schools referenced in this chapter. The department shall rank the presecondary school level and the secondary school level separately.~~ The department shall suspend ranking public schools according to each school's total SPI score for the 2015-16 school year. The department shall carry over the classifications from the 2014-2015 school year.

Source: 39 SDR 51, effective October 3, 2012.

General Authority: SDCL 13-3-69(6).

Law Implemented: SDCL 13-3-67, 13-3-69.

24:55:03:02. Classifications of public schools. The department shall ~~classify~~ retain classifications of all public schools from the 2014-2015 school year based ~~into~~ on the following categories pursuant to this chapter:

- (1) Exemplary schools;
- (2) Status schools;
- (3) Progressing schools;
- (4) Priority schools;

(5) Focus schools.

Source: 39 SDR 51, effective October 3, 2012; 41 SDR 218, effective July 1, 2015.

General Authority: SDCL 13-3-69(6).

Law Implemented: SDCL 13-3-67, 13-3-69.

24:55:03:03. Classification of exemplary schools. The department shall ~~classify~~ retain classification of a public school as an exemplary school from its performance on the 2014-2015 school year SPI if it ~~is~~ was not classified as a focus or priority school and ~~meets~~ met either of the following criteria:

- (1) The school's total SPI score is at or above the top five percent of the SPI ranking; or
- (2) The school is in the top five percent of improvement over the last two school years for:

(a) At the presecondary school level, the gap group indicators for student achievement and student attendance; or

(b) At the secondary school level, the gap group indicators for student achievement and graduation rate.

Source: 39 SDR 51, effective October 3, 2012; 41 SDR 218, effective July 1, 2015.

General Authority: SDCL 13-3-69(6).

Law Implemented: SDCL 13-3-67, 13-3-69.

24:55:03:04. Classification of status schools. The department shall ~~classify~~ retain classification of a public school as a status school from its performance on the 2014-2015 school year SPI if the school is was not characterized as an exemplary, focus, or priority school, and the school's total SPI score ~~is~~was at or above the top ten percent of the SPI ranking.

Source: 39 SDR 51, effective October 3, 2012; 41 SDR 218, effective July 1, 2015.

General Authority: SDCL 13-3-69(6).

Law Implemented: SDCL 13-3-67, 13-3-69.

24:55:03:05. Classification of progressing schools. The department shall ~~classify~~ retain classification of a public school as a progressing school from its performance on the 2014-2015 school year SPI if the school is was not characterized as a focus, priority, or exemplary school, and the school's total SPI score ~~is~~ was greater than the bottom five percent but less than the top ten percent of the SPI ranking. Except as provided in § 24:55:03:07(2), a public school which is not a Title I school and which has a total SPI score at or below the bottom five percent of the SPI ranking of all schools at that school level shall be designated as a progressing school.

Source: 39 SDR 51, effective October 3, 2012; 41 SDR 218, effective July 1, 2015.

General Authority: SDCL 13-3-69(6).

Law Implemented: SDCL 13-3-67, 13-3-69.

24:55:03:06. Classification of non-Title I schools as priority schools. Repealed.

Source: 39 SDR 51, effective October 3, 2012; repealed, 41 SDR 218, effective July 1, 2015.

24:55:03:07. Classification of priority schools. The department shall ~~classify~~ retain classification of a school as a priority school from its performance on the 2014-2015 school year SPI if it ~~meets~~ met any of the following criteria:

(1) The school is a Title I school whose total SPI score is at or below the bottom five percent of the total SPI scores for all Title I schools in that school level; or

(2) The school is a Title I high school or a Title I eligible high school whose graduation rate is below sixty percent for the last two school years, regardless of whether the school accepts Title I funds.

Source: 39 SDR 51, effective October 3, 2012; 41 SDR 218, effective July 1, 2015.

General Authority: SDCL 13-3-69(6).

Law Implemented: SDCL 13-3-67, 13-3-69.

24:55:03:08. Classification of focus schools. The department shall ~~classify~~ retain classification of a Title I school, not already classified as a priority school, as a focus school, from its performance on the 2014-2015 school year SPI if it ~~meets~~ met any of the following criteria:

(1) At the presecondary school level, the school ranks within the bottom ten percent for gap group indicators for student achievement and attendance; or

(2) At the secondary school level, the school ranks within the bottom ten percent for gap group indicators for student achievement and graduation rate; or

(3) At the presecondary or secondary school level, the combined math and English language arts student proficiency rates on the state academic assessment for any student group are seventy-five percent lower than the combined English language arts and math proficiency rates for the gap group.

The department shall incorporate the use of a confidence interval when reporting the gap group indicators pursuant to this section.

Source: 39 SDR 51, effective October 3, 2012; 40 SDR 40, effective September 11, 2013; 41 SDR 218, effective July 1, 2015.

General Authority: SDCL 13-3-69(6).

Law Implemented: SDCL 13-3-67, 13-3-69.

CHAPTER 24:55:04

SANCTIONS, REWARDS, AND RECOGNITION

24:55:04:06. Exiting priority school classification. The department shall suspend determining whether a priority school has met exit criteria for the 2015-2016 school year. ~~After a school has been classified a priority school for four years, and has fully implemented interventions aligned to all of the turnaround principles pursuant to § 24:55:04:02 for three complete years, the department shall examine whether the school meets the exit criteria in this section based on the most recent school year data. The department shall remove the priority school classification if the school meets the following criteria:~~

- ~~—— (1) The school's total SPI score is above the bottom five percent of the SPI ranking;~~
- ~~—— (2) The gap group and nongap group in the school have met the annual targets in English language arts and math referenced in § 24:55:05:02 for the last three school years; and~~
- ~~—— (3) Follow-up program audits show that interventions required by the chapter are being implemented.~~

~~—— In addition to subsections (1) to (3), inclusive, a Title I high school or Title I eligible high school that was classified as a priority school pursuant to § 24:55:03:07(2) must have a graduation rate of 70% or above for the last two school years.~~

Source: 39 SDR 51, effective October 3, 2012; 40 SDR 40, effective September 11, 2013; 41 SDR 218, effective July 1, 2015.

General Authority: SDCL 13-3-69(6).

Law Implemented: SDCL 13-3-67, 13-3-69.

24:55:04:08. Exiting focus school classification. The department shall suspend determining whether a focus school has met the exit criteria for the 2015-2016 school year. ~~After a school has been classified a focus school for one year, the department shall examine whether the school meets the exit criteria in §§ 24:55:04:08.01 and 24:55:04:08.02 based on the most recent school year data.~~

Source: 39 SDR 51, effective October 3, 2012; 40 SDR 40, effective September 11, 2013.

General Authority: SDCL 13-3-69(6).

Law Implemented: SDCL 13-3-67, 13-3-69.

24:55:04:08.01. Exit criteria for a school classified as a focus school pursuant to § 24:55:03:08(1) or (2). The department shall suspend determining whether a focus school has met the exit criteria for the 2015-2016 school year. ~~For a school classified as a focus school pursuant to § 24:55:03:08(1) or (2), the school must meet the following criteria before it can exit focus school classification:~~

~~—— (1) The gap group indicators are above the bottom ten percent of Title I schools:~~

~~—— (a) For student achievement and attendance at the presecondary school level; and~~

~~—— (b) For student achievement and graduation rate at the secondary school level;~~

~~—— (2) The gap group in the school has met the annual targets in English language arts and math referenced in § 24:55:05:02; and~~

~~—— (3) Annual monitoring by the department indicates that interventions required by this chapter have been implemented for a minimum of a full academic year and continue to be implemented.~~

Source: 40 SDR 40, effective September 11, 2013; 41 SDR 218, effective July 1, 2015.

General Authority: SDCL 13-3-69(6).

Law Implemented: SDCL 13-3-67, 13-3-69.

24:55:04:08.02. Exit criteria for schools classified as focus schools pursuant to § 24:55:03:08(3). The department shall suspend determining whether a focus school has met the exit criteria for the 2015-2016 school year. ~~For a school classified as a focus school pursuant to § 24:55:03:08(3), the school must meet the following criteria before it can exit focus school classification:~~

~~—— (1) The gap group indicators are above the bottom ten percent of Title I schools:~~

~~—— (a) For student achievement and attendance at the presecondary school level; and~~

~~—— (b) For student achievement and graduation rate at the secondary school level;~~

~~—— (2) Annual monitoring by the department indicates that interventions required by this chapter are being implemented; and~~

~~——(3) The difference between the student group and gap group performance has been cut in half for two consecutive years.~~

Source: 40 SDR 40, effective September 11, 2013.

General Authority: SDCL 13-3-69(6).

Law Implemented: SDCL 13-3-67, 13-3-69.