ARTICLE 24:55

PUBLIC SCHOOL ACCOUNTABILITY SYSTEM

Chapter

CHAPTER 24:55:01

DEFINITIONS

Section

24:55:01:01. Definitions. Terms used in this article mean:

(1) "Academic indicators," at the presecondary level shall consist of the student achievement, academic growth, and English language proficiency key indicators; at the secondary level, shall consist of the student achievement, graduation rate, college and career readiness, and English language proficiency key indicators;

(2) "Accreditation," certification by the secretary that a school system meets the adopted standards of the state board for a specified school fiscal year;

(3) "Alternative school," programs outside of the traditional setting whereby students receive instruction as an extension of the regular or traditional school environment;

(4) "Attendance, day of," a day in which an enrolled person is present under the guidance and direction of a teacher for the minimum length of time that school is in session;

(5) "Attendance rate," the percentage of students meeting the ninety-four percent target attendance percentage as referenced in § 24:55:02:07;

(6) "Below proficient level," scoring level one or two on the state academic assessment;

(7) "Confidence interval," a group of continuous or discrete adjacent values that is used to estimate a statistical parameter (as a mean or variance) and that tends to include the true value of the parameter a predetermined proportion of the time if the process of finding the group of values is repeated a number of times;

(8) "Department," Department of Education;

(9) "Dropout," a student who:

  (a) Was enrolled in school at some time during the school year and was expected to be enrolled the following year but was not enrolled;

  (b) Has not graduated from high school or completed a state or district approved educational program; and

  (c) Has not met any of the following exclusionary conditions:

    (i) Transfer to another public school district, private school, or state or district-approved educational program;

    (ii) Temporary school-recognized absence due to suspension or illness; or

    (iii) Death;

(10) "Dual enrollment," the enrollment of a student in a kindergarten through twelfth grade program in two or more school systems at the same time;

(11) "Economically disadvantaged," students who qualify for free and reduced lunch status;

(12) "English learner," as that term is defined in 20 U.S.C. § 7801(20)(2015);

(13) "Enrollment," for accountability purposes, the total number of students who are enrolled in a public school for greater than fifty percent of a school day;

(14) "ESEA," the Elementary and Secondary Education Act, 20 U.S.C. 6301 et seq., as in effect on December 10, 2015;

(15) "ESSA," the Every Student Succeeds Act, Pub. L. No. 114-95 (December 10, 2015);

(16) "Grade," that portion of a school program that represents the work of one regular school term, identified by a designation such as kindergarten, grade one, or grade ten;

(17) "Gap group," an aggregate count of student groups that have experienced the most significant achievement gaps on the state academic assessment. The gap group currently includes the following student groups: Black or African American; American Indian or Alaska Native; Hispanic/Latino; economically disadvantaged; students with disabilities; and English learner;

(18) "Graduation rate," the four-year adjusted cohort graduation rate for students who attended at least 50 percent of the last year of enrollment at the same attendance center or who did not attend at least 50 percent of the last year of enrollment at the same attendance center but attended a given attendance center for the longest period in which they were enrolled in a South Dakota secondary school, as defined in Title I, Part A, of the ESEA, 20 U.S.C. § 8101(25) (December 10, 2015);

(19) "High school completion rate," the number of students who attended at least 50 percent of the last year of enrollment at the same attendance center or who did not attend at least 50 percent of the last year of enrollment at the same attendance center but attended a given attendance center for the longest period in which they were enrolled in a South Dakota secondary school, who, in the most recently completed school year, have attained a regular high school diploma or a high school equivalency, divided by the total number of students in that same year who dropped out or attained a regular high school diploma or a high school equivalency;

(20) "Key indicators," the key indicators of public school performance in §§ 24:55:02:03 and 24:55:02:05;

(21) "Nongap group," all students in a specific public school who are not included in the gap group;

(22) "Presecondary school level," the elementary, middle, and junior high school levels;

(23) "Proficient level," scoring level three or four on the state academic assessment;

(24) "School district," a public school district as defined in SDCL 13-5-1;

(25) "School, elementary," a school consisting of any combination of grades from kindergarten through eighth grade;

(26) "School, junior high," a school consisting of any combination of two or more consecutive grades that must include grades seven and eight, and may include grade nine;

(27) "School level," the designation of two separate and distinct levels for determining public school performance under the SPI, with those levels being the presecondary school level and the secondary school level;

(28) "School, middle," a school consisting of any combination of two or more consecutive grades, five through eight;

(29) "School, public," a public entity that is approved or accredited by the secretary for the purpose of instructing children of compulsory school age as provided in SDCL 13-27-1;

(30) "School, secondary," a school consisting of any combination of three or more consecutive grades, including ninth grade through twelfth grade;

(31) "School system," all of the schools and supporting services operated by a public school district;

(32) "School term," "school year," the school term as defined in SDCL 13-26-1 and 13-26-2;

(33) "Secretary," the secretary of the Department of Education;

(34) "SPI," school performance index;

(35) "SPI key indicator score," the score assigned to each key indicator at each school level;

(36) "SPI ranking," the ranking referenced in § 24:55:03:01;

(37) "State academic assessment," the academic achievement test in English language arts and mathematics annually administered to all students in grades three to eight, inclusive, and in grade eleven as defined in SDCL 13-3-55;

(38) "Student," an individual for whom instruction is provided in an educational program under the jurisdiction of a public school district;

(39) "Student growth," a change in student achievement between two or more points in time;

(40) "Student growth percentile," a measure of student growth whereby the change in a student's performance on the state academic assessment over two or more years is compared with students across the state who have similar score histories on the state academic assessment;

(41) "Students with disabilities," as defined in § 24:05:24.01:01;

(42) "Tier one growth," performance that within three years is not projected to allow a student to reach the proficient level but achieves a student growth percentile of seventy or more;

(43) "Tier two growth," performance that is projected to maintain the proficient level on the state academic assessment over three years;

(44) "Tier three growth," performance that is projected to reach the proficient level on the state academic assessment within three years;

(45) "Title I, Part A," Title I, Part A, of the ESEA, 20 U.S.C. §§ 6301 to 6339, as in effect December 10, 2015;

(46) "Title I school," "Title I district," a public school or public school district that receives funds under Title I, Part A and 34 C.F.R. Part 200 (July 1, 2014);

(47) "Total SPI score," the sum of all SPI key indicator scores, with a maximum of 100 points allowed at each school level per school year; and

(48) "US ED," the United States Department of Education.

Source: 39 SDR 51, effective October 3, 2012; 40 SDR 40, effective September 11, 2013; 41 SDR 37, effective September 4, 2014; 41 SDR 218, effective July 1, 2015; 42 SDR 98,

effective January 7, 2016; 42 SDR 182, effective June 27, 2016; 44 SDR 95, effective December 6, 2017.

General Authority: SDCL 13-3-69.

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

CHAPTER 24:55:02

PUBLIC SCHOOL PERFORMANCE INDEX

24:55:02:06. Calculation of student achievement SPI key indicator score. The department shall base the student achievement SPI key indicator score for all public presecondary and secondary schools on the percentage of students at each of the four levels on the state academic assessment for the three most recent school years. The department shall calculate this score separately for the presecondary school level and the secondary school level.

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 full academic~~

year students in that school in the gap group and the nongap group for the three most recent school years in order to arrive at weighted points for this indicator.

The department shall then calculate the percentage of students scoring at each performance level. In the event that a school did not assess at least 95% of the tested population, the number of students needed to reach a 95% participation rate is added to this calculation. Students not testing shall be assigned a value of 0 percent. Full academic year Sstudents scoring at level 1 shall be assigned a value of 0.25 percent, full academic year students scoring at level 2 a value of 0.50 percent, full academic year students scoring at level 3 a value of a full percent, and full academic year students scoring at level 4 a value of 1.25 percent. This process shall be completed separately for each of the following: gap group math, gap group English language arts, nongap group math, and nongap group English language arts.

The department then shall multiply these weighted points by the percent of students in the school's gap group and nongap group maximum points for this indicator to come up with four two scores: gap group English language arts, gap group math, nongap group English language arts, and nongap group math. The sum of these four two scores is the final score for the student achievement SPI key indicator for that school.

This calculation is illustrated in Appendix C 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; 43 SDR 176, effective July 3, 2017; 44 SDR 95, effective December 6, 2017.

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

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

24:55:02:09.04. Calculation of assessment readiness. To determine the percent of students successfully completing the assessment of readiness pathway, the department shall:

(1) Determine the number of students in the cohort of students included in the school's ~~graduating class in the~~ prior year high school completion SPI key indicator score calculation who demonstrated college readiness in English through achieving one of the following scores:

    (a) A Smarter Balanced English language arts score of level 3 or 4;

    (b) An ACT English subscore of at least 18; or

    (c) An Accuplacer sentence skills score of at least eighty-six;

(2) Determine the number of students in the cohort of students included in the school's ~~graduating class in the~~ prior year high school completion SPI key indicator score calculation who demonstrated college readiness in math through achieving one of the following scores:

    (a) A Smarter Balanced math score of level 3 or 4;

    (b) An ACT math subscore of at least 20; or

    (c) An Accuplacer algebra score of at least seventy-six;

(3) Determine the number of students in the cohort of students included in the school's ~~graduating class in the~~ prior year high school completion SPI key indicator score calculation who earned either a National Career Readiness Certificate of silver or above, or who achieved combined subscores to equate to a silver-level certificate;

(4) Divide the number of students meeting either the criteria in both (1) and (2), or in (3), by the cohort of students included in the school's ~~graduating class in the~~ prior year high school completion SPI key indicator score calculation to arrive at the percent of students meeting the assessment of readiness pathway; and

(5) Multiply the number achieved in (4) by half of the points available for the indicator.

Source: 44 SDR 95, effective December 6, 2017.

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

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

24:55:02:09.05. Calculation of progress towards post high school credentials. To determine the percent of students successfully completing the progress towards post high school credentials pathway, the department shall:

(1) Determine the number of students in the cohort of students included in the school's graduating class in the prior year high school completion SPI key indicator score calculation who earned Career and Technical Education Concentrator status;

(2) Determine the number of students in the cohort of students included in the school's graduating class in the prior year high school completion SPI key indicator score calculation who took an Advanced Placement exam at any point in the student's high school career and achieved a score of three or higher;

(3) Determine the number of students in the cohort of students included in the school's graduating class in the prior year high school completion SPI key indicator score calculation who took a dual credit course sponsored by the state and achieved a grade of C or better;

(4) Divide the unduplicated number of students meeting any criteria in (1), (2), or (3) by the cohort of students included in the school's graduating class in the prior year high school completion SPI key indicator score calculation to arrive at the percent of students meeting the progress towards post high school credentials pathway; and

(5) Multiply the number achieved in (4) by half of the points available for the indicator.

Source: 44 SDR 95, effective December 6, 2017.

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

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

24:55:02:12. Academic growth key indicator. The department shall calculate the academic growth SPI key indicator score 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 the percentage of all <u>full academic year</u> students in the school who reached tier one, tier two, or tier three growth in English language arts;

(2) Multiply ten points by the percentage of all <u>full academic year</u> students in the school who reached tier one, tier two, or tier three growth in mathematics;

(3) Multiply ten points by the percentage of <u>full academic year</u> students in the lowest one fourth of students in the school <u>based on prior year assessment scores</u> 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 the percentage of <u>full academic year</u> students in the lowest one fourth of students in the school <u>based on prior year assessment scores</u> 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; 44 SDR 95, effective December 6, 2017.

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

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

24:55:02:15. Calculation of English language proficiency key indicator score. The department shall calculate an English language proficiency key indicator score of each public

school based on the performance of <u>full academic year</u> English learner students in grades kindergarten through twelfth grade on the English language proficiency assessment <u>who are either identified for the first time in the current academic year and who met exit criteria or who are in the second or subsequent year of identification as an English learner</u>.

The department shall consider separately the students in the first year of identification <u>who met exit criteria in year one of identification</u> as an English learner, and the students in the second or subsequent year of identification as an English learner. The department shall calculate an English language proficiency key indicator score for each public school as follows:

(1) For students in their first year of identification, calculate the percent of English learners <u>included in the calculation</u> ~~who did not take the English language proficiency assessment and assign each a value of zero. Calculate the percent of English learners~~ who took the English language proficiency assessment and <u>achieved a score of proficiency and</u> assign a value of one full percent;

(2) For students in their second and subsequent year of identification, calculate the percent of students scoring at each of the following benchmarks:

(a) An English learner who did not take the English language proficiency assessment shall be assigned a value of zero;

(b) An English learner whose composite score on the English language proficiency assessment is the same or lower than the prior year's score, ~~or~~ who took the assessment but failed to receive a composite score, shall be assigned a value of 0.25 percent;

(c) An English learner whose composite score on the English language proficiency assessment is above the English learner's previous year's score but which does not meet the target calculated as per 24:55:05:07, <u>or who took the assessment in the current year but does not yet have a target to meet as calculated per 24:55:05:07,</u> shall be assigned a value of 0.50 percent;

(d) An English learner whose composite score on the English language proficiency assessment meets or exceeds the target calculated as per 24:55:05:07, or who achieved a score of proficiency on the English language proficiency assessment, shall be assigned a value of one percent;

(e) An English learner who achieved a score of proficiency on the English language proficiency assessment ahead of the target calculated as per 24:55:05:07 shall be assigned a value of 1.25 percent;

(3) Add the values achieved in (1) and (2) and multiply by the possible points for the indicator to arrive at the English language proficiency key indicator points earned; and

(4) Hold accountable for the English language proficiency key indicator all schools with a student group size of ten or more students over the most recent three years of English language proficiency assessment scores. If a school has at least one English learner in the three years considered but fewer than ten, and the district has ten or more English learners over the three years considered, the following shall apply:

(a) The department shall combine the results from every English learner in the district according to the methodology set out in 24:55:02:15.02(2) in order to arrive at a district-level point total; and

(b) Every school in the district with at least one English learner over three years but fewer than ten English learners over three years then shall receive the same English learner proficiency key indicator point total derived from (a).

If a district has fewer than ten English learners over the three years considered, the points allotted for the English learner proficiency key indicator at the school level shall be distributed evenly among the remaining academic indicators.

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

Source: 44 SDR 95, effective December 6, 2017.

General Authority: SDCL 13-3-69.

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

DEPARTMENT OF EDUCATION

ENGLISH LANGUAGE PROFICIENCY CALCULATION TABLE

Chapter 24:55:02

APPENDIX N

SEE: § 24:55:02:15

~~FOR~~ ENGLISH LEARNERS IN THEIR FIRST YEAR OF IDENTIFICATION:

FOR THE FOLLOWING STUDENT RESULT:	ASSIGN A VALUE OF:
~~Did not take the English language proficiency assessment~~	~~Zero~~
Took the English language proficiency assessment <u>and achieved a score of proficiency</u>	One ~~percent~~
EQUALS:	Percent of points earned for students in their first year of identification

FOR ENGLISH LEARNERS IN THEIR SECOND AND SUBSEQUENT YEAR OF IDENTIFICATION:

FOR THE FOLLOWING STUDENT RESULT:	ASSIGN A VALUE OF:
Did not take the English language proficiency assessment	Zero
Took the English language proficiency assessment and achieved one of the following results: 1. No composite score 2. A composite score that was lower than the student's previous year's score	0.25 ~~percent~~

3. A composite score that was the same as the previous year's score	
<u>Took the English language proficiency assessment and achieved one of the following results:</u> 1. Took the English language proficiency assessment and achieved a better score than was achieved in the previous year, but a score that was not on target with the goals calculated as set out in § 24:55:05:07 2. <u>Took the assessment in the current year but does not yet have a target to meet as calculated per 24:55:05:07</u>	0.50 ~~percent~~
Took the English language proficiency assessment and achieved a composite score that was less than 5.0, but that was on target or ahead of target with the goals calculated as set out in § 24:55:05:07	1.0 ~~percent~~
Took the English language proficiency assessment and achieved a composite score of 5.0 within the <u>timeline</u> ~~timline~~ calculated as set out in § 24:55:05:07	1.0 ~~percent~~

Took the English language proficiency assessment and earned a composite score of 5.0 ahead of the timeline calculated as set out in § 24:55:05:07	1.25 ~~percent~~
EQUALS:	Percent of points earned for students in their second or subsequent years of identification

THEN:

Sum the value achieved for first year English learners plus second and subsequent year English learners	
MULTIPLY	
The value above by the total possible points for the indicator	
EQUALS:	Points earned for the English language proficiency ~~indidator~~ indicator

DEPARTMENT OF EDUCATION

STUDENT ACHIEVEMENT CALCULATION TABLE

Chapter 24:55:02

APPENDIX C

SEE: § 24:55:02:06

LRC Editor's Note: Appendix F was amended and renamed Appendix C, effective July 1, 2015.

Student achievement calculation:

ENGLISH LANGUAGE ARTS – 20 points (of the total 40 points)	MATHEMATICS – 20 points (of the total 40 points)
~~% students in Gap Group for the three most recent school years~~ ~~MULTIPLIED BY~~ ½ apportioned indicator points (20~~)~~ ~~=~~ ~~Weighted Points~~ MULTIPLIED BY % students ~~in Gap Group~~ for the three most recent school years at each level in English language arts as per below = Nonparticipant: 0.00% Level 1 <u>full academic year students</u>: 0.25% Level 2 <u>full academic year students</u>: 0.50% Level 3 <u>full academic year students</u>: 1.00% Level 4 <u>full academic year students</u>: 1.25% **~~Gap Group~~ English Language Arts Score**	~~% students in Gap Group for the three most recent school years~~ ~~MULTIPLIED BY~~ ½ apportioned indicator points (20) ~~=~~ ~~Weighted Points~~ MULTIPLIED BY % students ~~in Gap Group~~ for the three most recent school years at each level in math as per below = Nonparticipant: 0.00% Level 1 <u>full academic year students</u>: 0.25% Level 2 <u>full academic year students</u>: 0.50% Level 3 <u>full academic year students</u>: 1.00% Level 4 <u>full academic year students</u>: 1.25% **~~Gap Group~~ Math Score**
~~% students in Nongap Group for the three most recent school years~~ ~~MULTIPLIED BY~~	~~% students in Nongap Group for the three most recent school years~~ ~~MULTIPLIED BY~~

½ apportioned indicator points (20) = Weighted Points MULTIPLIED BY % students in Nongap Group for the three most recent school years at each level in English language arts as per below = Nonparticipant: 0.00% Level 1: 0.25% Level 2: 0.50% Level 3: 1.00% Level 4: 1.25% **Nongap Group Reading Score**	½ apportioned indicator points (20) = Weighted Points MULTIPLIED BY % students in Nongap Group for the three most recent school years at each level in math as per below = Nonparticipant: 0.00% Level 1: 0.25% Level 2: 0.50% Level 3: 1.00% Level 4: 1.25% **Nongap Group Math Score**
	Sum of four twosubtotals equals final Student **Achievement SPI Key Indicator score**

DEPARTMENT OF EDUCATION

STUDENT ATTENDANCE CALCULATION TABLE

Chapter 24:55:02

APPENDIX E

SEE: § 24:55:02:07

For each full academic year student, the number of days the student was in attendance. DIVIDED BY The number of days the student was enrolled	EQUALS	Attendance percentage
Number of <u>full academic year</u> students who have attained an attendance percentage of at least ninety percent DIVIDED BY Total number of <u>full academic year</u> students enrolled	EQUALS	Attendance rate
Attendance rate MULTIPLIED BY Maximum points for the indicator (10 points)	EQUALS	Student attendance SPI key indicator score

DEPARTMENT OF EDUCATION

COLLEGE AND CAREER READINESS CALCULATION TABLE

Chapter 24:55:02

APPENDIX G

SEE: §§ 24:55:02:09 ~~to~~ 24:55:02:09.03, ~~inclusive~~

Source: 39 SDR 51, effective October 3, 2012; 41 SDR 218, effective July 1, 2015; 42 SDR 98, effective January 7, 2016; 43 SDR 176, effective July 3, 2017; 44 SDR 95, effective December 6, 2017.

LRC Editor's Note: Appendix L was amended and renamed Appendix G, effective July 1, 2015.

Assessment of Readiness	Progress Towards Post High SchoolCredentials
Number of school's <u>students included in the</u> school's ~~graduating class in the~~ prior year <u>high school completion SPI key indicator score calculation</u> receiving a math subscore of at least 20 on ACT, at least a level 3 or 4 on Smarter Balanced math assessment, or an Accuplacer algebra score of at least 76; and at least an English subscore of 18 on ACT, at least a level 3 or 4 on Smarter Balanced English language arts assessment, or an Accuplacer sentence skills score of at least 86;	Number of school's <u>students included in the</u> school's ~~graduating class in the~~ prior year <u>high school completion SPI key indicator score calculation</u> who achieved an Advanced Placement exam score of a 3 or better;
	PLUS
	Number of school's <u>students included in the</u> school's ~~graduating class in the~~ prior year <u>high school completion SPI key indicator score calculation</u> not achieving a 3 or better on an Ap exam who achieved a C or better in a state-sponsored dual credit course
PLUS:	PLUS:
Number of school's <u>students included in the</u> school's ~~graduating class in the~~ prior year <u>high school completion SPI key indicator score calculation</u> who did not meet the above but did receive at least a silver certificate or a combined score that would equate to a silver certificate on the	Number of <u>students included in the</u> school's ~~graduating class in the~~ prior year <u>high school completion SPI key indicator score calculation</u> not achieving either of the above but who did earn CTE Concentrator status

NCRC	
DIVIDED BY:	DIVIDED BY:
Total number of ~~in the school's prior year graduating class~~ students included in the high school completion SPI key indicator score calculation	Total number of students ~~in the school's prior year graduating class~~ students included in the high school completion SPI key indicator score calculation
MULTIPLIED BY:	MULTIPLIED BY:
12.5 points	12.5 points
EQUALS:	EQUALS:
Assessment Readiness Total	**Progress Towards Post High School Credentials Total**
Sum of Assessment of Readiness total and ~~Prograess~~ Progress Towards Post High School Credentials total EQUALS final College and Career Ready SPI Key Indicator Score	

DEPARTMENT OF EDUCATION

ACADEMIC GROWTH CALCULATION TABLE

Chapter 24:55:02

APPENDIX M

SEE: § 24:55:02:12

ENGLISH LANGUAGE ARTS GROWTH - ALL STUDENTS 10 points (of the total 40 points	MATHEMATICS GROWTH - 10 points (of the total 40 points)
% of all <u>full academic year</u> students in school achieving tier one, tier two, or tier three growth in English language arts DIVIDED BY % of all students for whom English language arts growth is calculated MULTIPLIED BY 10 points = **All Students English Language Arts Growth Score**	% of all <u>full academic year</u> students in school achieving tier one, tier two, or tier three growth in mathematics DIVIDED BY % of all students for whom mathematics growth is calculated MULTIPLIED BY 10 points = **All Students Mathematics Growth Score**
ENGLISH LANGUAGE ARTS GROWTH - LOWEST ONE FOURTH 10 points (of the total 40)	MATHEMATICS GROWTH - LOWEST ONE FOURTH 10 points (of the total 40)
% of the lowest one-fourth of <u>full academic year</u> students <u>based on prior year assessment scores</u> in the school achieving tier one, tier two, or tier three growth in English language arts DIVIDED BY The number of students in the lowest one-fourth for English language arts growth	% of the lowest one-fourth of <u>full academic year</u> students <u>based on prior year assessment scores</u> in the school achieving tier one, tier two, or tier three growth in mathematics DIVIDED BY The number of students in the lowest one-fourth for mathematics growth

MULTIPLIED BY	MULTIPLIED BY
10 points = **Lowest Quartile English Language Arts Growth Score**	10 points = **Lowest Quartile Mathematics Growth Score**
	Sum of four subtotals equals final Academic Growth SPI Key Indicator Score

PUBLIC SCHOOL RANKINGS AND CLASSIFICATIONS

24:55:03:08. Classification of targeted support and improvement schools. The department shall classify any public school, not already classified as a comprehensive support and improvement school, as a targeted support and improvement school, if it meets either of the following criteria:

(1) There is a disproportionate performance between all students and a subgroup or the gap group at a school over three years using a ninety-five percent confidence interval. This designation shall first take place for the 2018-2019 2017-2018 school year; or

(2) For schools identified under (1), the subgroup triggering the identification performs no better on any indicator than the performance of schools designated for comprehensive support and improvement under § 24:55:03:07 for the school year under consideration. The department shall consider the performance over a period of three years and using a 95 percent confidence interval. This designation shall first take place for the 2019-2020 2017-2018 school year.

Source: 39 SDR 51, effective October 3, 2012; 40 SDR 40, effective September 11, 2013; 41 SDR 218, effective July 1, 2015; 44 SDR 95, effective December 6, 2017.

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

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

CHAPTER 24:55:04

SANCTIONS, REWARDS, AND RECOGNITION

Section

24:55:04:01   Interventions and rewards.

24:55:04:02   Interventions for comprehensive support and improvement schools.

24:55:04:03   Repealed.

24:55:04:04   Interventions for targeted support and improvement schools.

24:55:04:05   Repealed.

24:55:04:06   Exiting comprehensive support and improvement school classification.

24:55:04:07   Failure of comprehensive support and improvement school to progress.

24:55:04:08   Exiting targeted support and improvement school classification.

24:55:04:08.01 Repealed.

24:55:04:08.02 Repealed.

24:55:04:09 Failure of targeted support and improvement school to progress.

24:55:04:10 Rewards and recognition.

24:55:04:11 Classification and exit criteria suspended for 2015-2016.

24:55:04:04. Interventions for targeted support and improvement schools. Each public school district with one or more schools classified as a targeted support and improvement school shall ensure that the following interventions are implemented for targeted support and improvement schools in the district:

(1) ~~Conduct a state-approved comprehensive needs assessment~~ Include in ~~their~~its annual review of the district improvement plan pursuant to 24:43:01:03, a needs analysis that includes the reason for designation as a targeted support and improvement school;

(2) ~~Implement evidence-based~~ Include in the district improvement plan pursuant to 24:43:01:03, evidence-based interventions to address the needs determined by the ~~comprehensive~~ needs analysis ~~assessment~~; and

(3) Submit a district-approved school improvement plan annually to the department based upon the results of the comprehensive needs ~~assessment~~analysis.

Source: 39 SDR 51, effective October 3, 2012; 41 SDR 218, effective July 1, 2015; 42 SDR 98, effective January 7, 2016; 44 SDR 95, effective December 6, 2017.

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

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

24:55:04:09. Failure of targeted support and improvement school to progress. If a <u>Title</u> <u>I</u> targeted support and improvement school designated under subdivision 24:55:03:08(2) does not meet the exit criteria referenced in § 24:55:04:08 after four years, the department shall classify the school as a ~~targeted~~ <u>comprehensive</u> support and improvement school.

Source: 39 SDR 51, effective October 3, 2012; 41 SDR 218, effective July 1, 2015; 44 SDR 95, effective December 6, 2017.

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

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

ALL PUBLIC SCHOOLS AND PUBLIC SCHOOL STUDENTS INCLUDED

24:55:07:02. At least 95 percent assessed. A school shall administer the state academic assessment to at least 95 percent of the students and 95 percent of students within a student group who are enrolled in the tested grades for the state academic assessment on May first. ~~If a school or student group within a school has 40 or fewer students enrolled in the tested grades, that school or student group may have no more than two students not participate in the state assessments. If a~~

school fails to administer the state assessments to 95 percent of students or of the members of a student group, those students necessary to be counted to reach 95 percent shall receive a value of zero in calculating the student achievement key indicator.

Source: 39 SDR 51, effective October 3, 2012; 41 SDR 218, effective July 1, 2015; 44 SDR 95, effective December 6, 2017.

General Authority: SDCL 13-3-55, 13-3-69.

Law Implemented: SDCL 13-3-55, 13-3-69.

24:55:07:11. Participation of students who are English learners. A student who is an English learner and in the student's first year of enrollment in a school in the United States is not required to take the state academic assessment in English language arts, if the student has participated in the annual test of English language proficiency as referenced in 20 U.S.C. 6311 (2015). Participation in the annual test of English language proficiency meets the requirement of 95 percent participation referenced in § 24:55:07:02. A student is exempt from only one iteration of the state academic assessment in English language arts.

If a student who is an English learner enrolls for the first time after the testing window for the English language proficiency test has ended, the student counts toward the requirement of 95 percent participation in English language arts referenced in § 24:55:07:02 by completing the English learner eligibility assessment.

A student who is an English learner and in the student's first year enrolled in a school in the United States is required to take the state academic assessment in mathematics. The results are not included in the calculation of the student achievement SPI key indicator. However, the student counts toward the requirement of 95 percent participation as referenced in § 24:55:07:02.

Source: 39 SDR 51, effective October 3, 2012; 41 SDR 218, effective July 1, 2015; 44 SDR 95, effective December 6, 2017.

General Authority: SDCL 13-3-51, 13-3-55, 13-3-69.

Law Implemented: SDCL 13-3-51, 13-3-55, 13-3-69.