



# **SD's ESSA Accountability transition**

# ESSA Basics

- New federal education law, signed December 2015. Replaces No Child Left Behind.
- Requires:
  - Standards
  - Assessments
  - Accountability
  - School Improvement
- Stakeholder feedback and workgroups in 2016-2017 helped draft plan, submitted in September 2017. Plan approved with minor revisions in January 2018.



# By the Numbers

- 20 months to get to an approved plan
- 4 ESSA Work Groups
- 5 tribal consultations
- 55 separate “Let’s Talk” sessions
- 135 responses to 6 Listserv questions
- 70 public comments on draft
- 1 meeting with Governor Daugaard

# Assessment

- Administer the standardized state test:
  - ELA and Math standards in grades 3 through 8, once at high school (Grade 11 in SD)
  - Science standards once in elementary, middle, high school
    - (Grades 5, 8, 11 in SD)
- Schools are accountable for all students: all students including those with significant cognitive disabilities must be assessed
- Special provisions for first year in country students who also take an English Language Proficiency Assessment

# Assessment

- State tests will remain: Smarter Balanced; SD Science and Science Alternate; and MSAA through the 2018-19 school year
- RFP will be released in the 2018-19 school year for assessments to be given starting in Spring 2020. Survey of the field and workgroup to help inform RFP process forthcoming
- SD DOE will continue to research more customized assessment options that meet federal peer review requirements as we go forward



# Accountability

## Purpose:

- Transparency on how well schools are providing a fair, equitable education to all students
- How well schools are meeting challenging standards
- Identify gaps to provide additional supports
- Required to include much more information on report cards

# Accountability – School Performance Index

**Two systems:**

<b>Elementary and Middle School</b>	<b>High School</b>
Academic Achievement	Academic Achievement
Academic Progress (Growth)	College and Career Readiness
English Language Proficiency	English Language Proficiency
School Quality: Attendance	Graduation Rate
	Completer Rate

# Academic Achievement

- Rolling three years' of test scores
- Points calculated based on *ALL students*
- Continuum of points for each level:
  - Nonparticipant: 0 points
  - Level 1: .25 points
  - Level 2: .5 points
  - Level 3 (proficient): 1 point
  - Level 4: 1.25 points
- Cap indicator points at 40 (equal weights ELA and Math)



# Academic Progress (Growth)

- Elementary and Middle Schools
- Model will remain as it was for 2016-17
  - Schools get credit for students who are:
    - Keeping Up
    - Catching Up
    - Very High Growth (SGP of 70 or above)
  - Points awarded based on All Students and Lowest Quartile
- 40 points possible (Equal weights ELA and Math)



# English Language Proficiency

- Similar to Student Achievement:
  - Will work to include three years' of test scores
  - Continuum of points for each level:

Non-tested: 0 points	<i>On Target/Exit</i> : 1 point
Not Growing: .25 points	Early Exiter: 1.25 points
Not on target: .5 points	
- Cap indicator points at 10; redistribute points if district does not meet n size reporting requirement



## School Quality & Student Success (Elementary and Middle School)

- Initially: Chronic Absenteeism
  - Drop percentage to 90
- Workgroups in 2018-19 to help design other measures to pilot in upcoming years



# High School Completion and Graduation

- Model will remain as is; however, students not attending 50% of their final year at one school will count at the secondary school longest attended
- Four Year Cohort Rate and High School Completer Rate equally weighted
- High School Completer will encompass any state recognized equivalency test

# College and Career Readiness

- Remove silos of “College” and “Career” Ready
- *Based on completer rate cohort to include all students*
- Students should demonstrate readiness in two categories:
  - Assessment of Readiness
    - Meeting remediation cut scores in Math and English on any combination of: SBAC, ACT, Accuplacer; or
    - Silver or higher on NCRC
  - Progress toward Post High School Credential
    - Beginning with: state sponsored Dual Credit or CTE concentrator with a C or higher in courses; or
    - 3 or higher on an AP exam
    - Other course pathways will be added in the future

# College and Career Readiness

Assessment of Readiness	Progress Towards Post High School Credential
Student must meet 1 readiness indicator	Student must meet 1 progress indicator
<p>English and Math Readiness</p> <ul style="list-style-type: none"> <li>• English Readiness (must meet 1 of 3 options)               <ul style="list-style-type: none"> <li>○ SBAC Level 3 or 4 in ELA</li> <li>○ ACT English sub-score of 18</li> <li>○ Completion of state-approved high school remediation for English</li> </ul> </li> <li>• Math Readiness (must meet 1 of 3 options)               <ul style="list-style-type: none"> <li>○ SBAC Level 3 or 4 in math</li> <li>○ ACT math sub-score of 20</li> <li>○ Completion of state-approved high school remediation for math</li> </ul> </li> </ul>	<p>CTE Concentrator</p> <ul style="list-style-type: none"> <li>• 2 units within 1 career cluster</li> </ul> <p>Dual credit or concurrent course*</p> <ul style="list-style-type: none"> <li>• Completed with a C or better</li> </ul> <p>Advanced Placement course*</p> <ul style="list-style-type: none"> <li>• Completed with a C or higher</li> </ul> <p>Advanced Placement exam</p> <ul style="list-style-type: none"> <li>• Completed with a score of 3 or higher</li> </ul>
<p>National Career Readiness Certificate</p> <ul style="list-style-type: none"> <li>• Silver certification or higher</li> </ul>	<p>2 CTE foundational courses or capstone experiences*</p> <ul style="list-style-type: none"> <li>• Completed with a C or higher</li> </ul>

\* Future inclusion; not available for 2017-18

# SPI Points: Elementary and Middle

Indicator		Maximum Points Possible	
Academic Indicators	Academic Achievement	Math	20
		English Language Arts	20
		<b>Total</b>	<b>40</b>
	Academic Progress	English Language Arts – All Students	10
		Math – All Students	10
		English Language Arts – Lowest Quartile	10
		Math – Lowest Quartile	10
		<b>Total</b>	<b>40</b>
	English Language Proficiency		<b>10</b>
	School Quality (Attendance)		<b>10</b>
<b>Total</b>		<b>100</b>	

# SPI Points: High School

Indicator	Maximum Points Possible	
Student Achievement	Math	20
	English Language Arts	20
	<b>Total</b>	
High School Completion	Four-Year Cohort Graduation Rate	12.5
	High School Completion	12.5
	<b>Total</b>	
English Language Proficiency	<b>10</b>	
College and Career Readiness	<b>25</b>	
<b>Total</b>	<b>100</b>	

# Differentiation

## Comprehensive Support (CSI)

- Any Title I school in the bottom 5%
- **Any high school** with a graduation rate < 67%
- Any A-TSI Title I school with a chronically underperforming subgroup that does not progress

## Targeted Support (TSI)

- **Any school** with a consistently low performing subgroup :
  - Subgroup has performing significantly below the all students group on all indicators

## Additional Targeted Support (A-TSI)

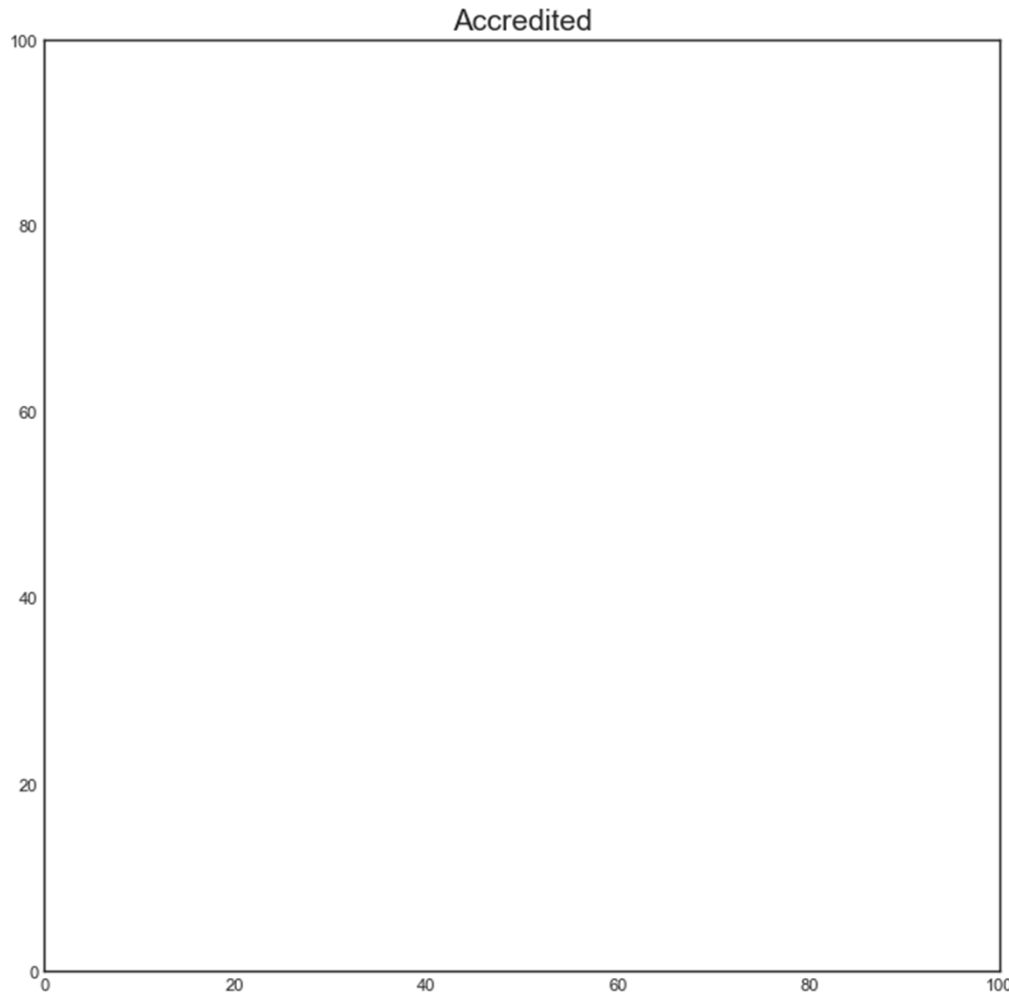
- **Any targeted support school** with at least one subgroup performing at same level as bottom 5%:
  - No better on any indicator than the aggregate data for all CSI schools in bottom 5%
  - If Title I, may move to Comprehensive Support if gains are not made over time



# What does Differentiation Look Like?



# Accredited Schools: eligible to take the test

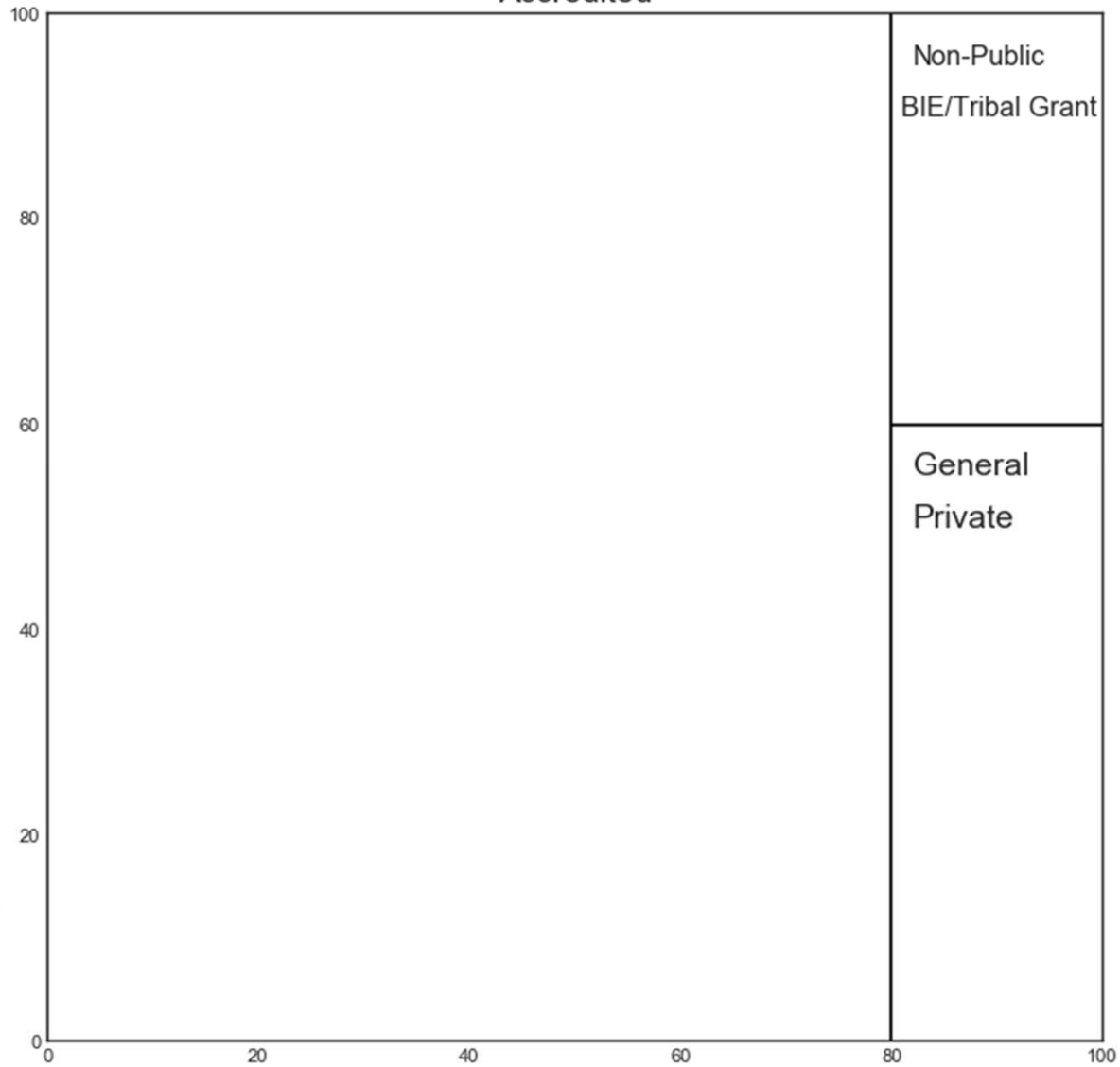


## Homeschool:

- annual public school exemption waivers
- SAT-10 or other test in grades 4,8,11
- No more than 22 kids per teacher



### Accredited

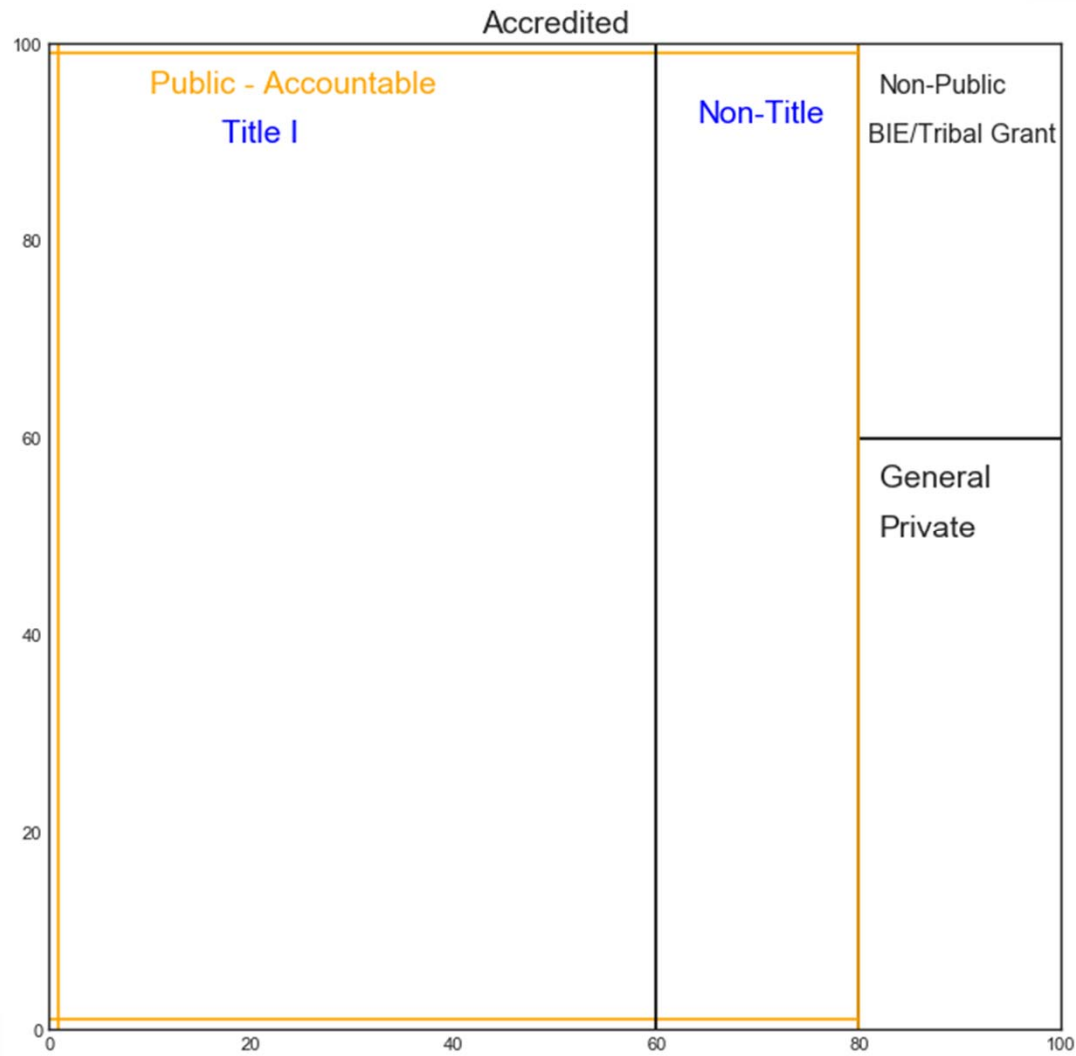


BIE requires their schools to take state tests.

Other private schools choose what test to take. Most give SBAC

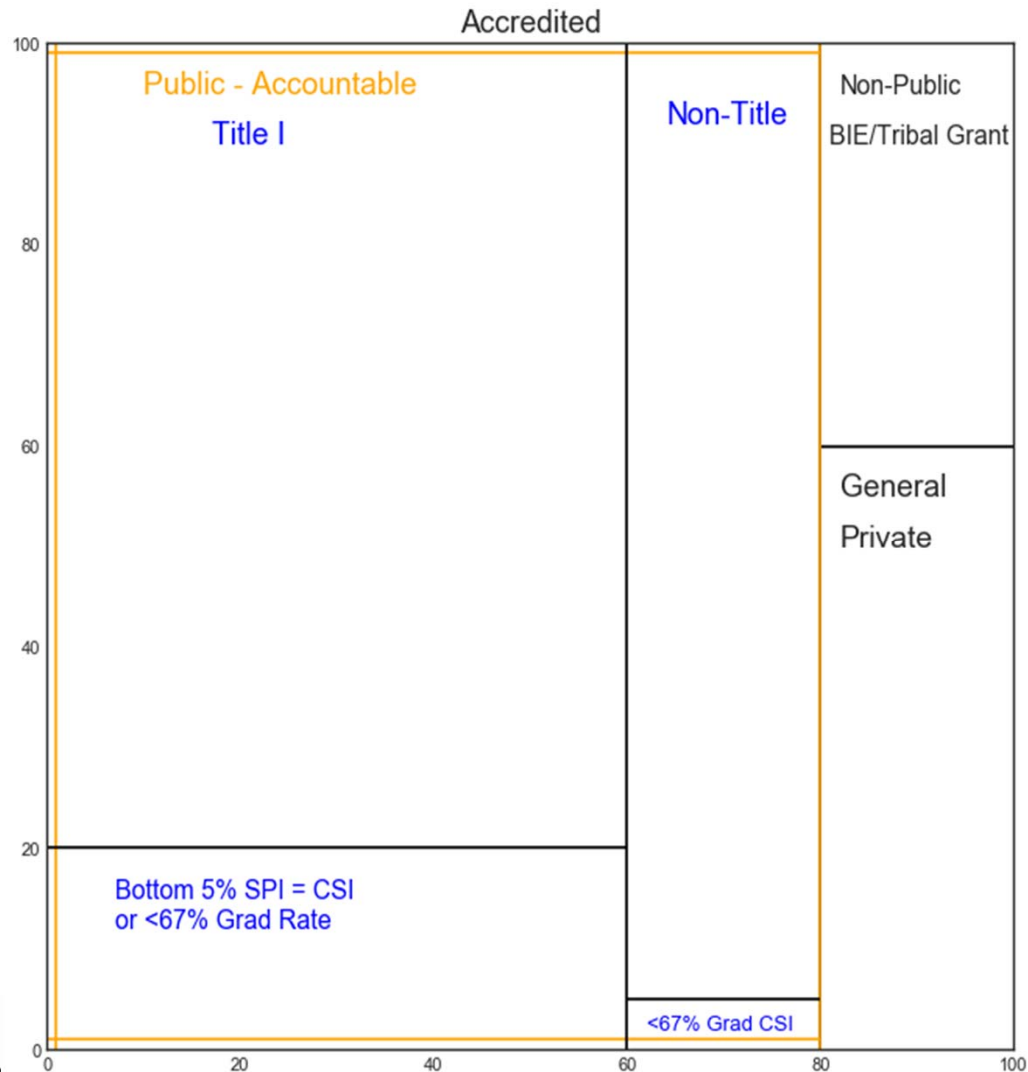


# All public schools are included in accountability

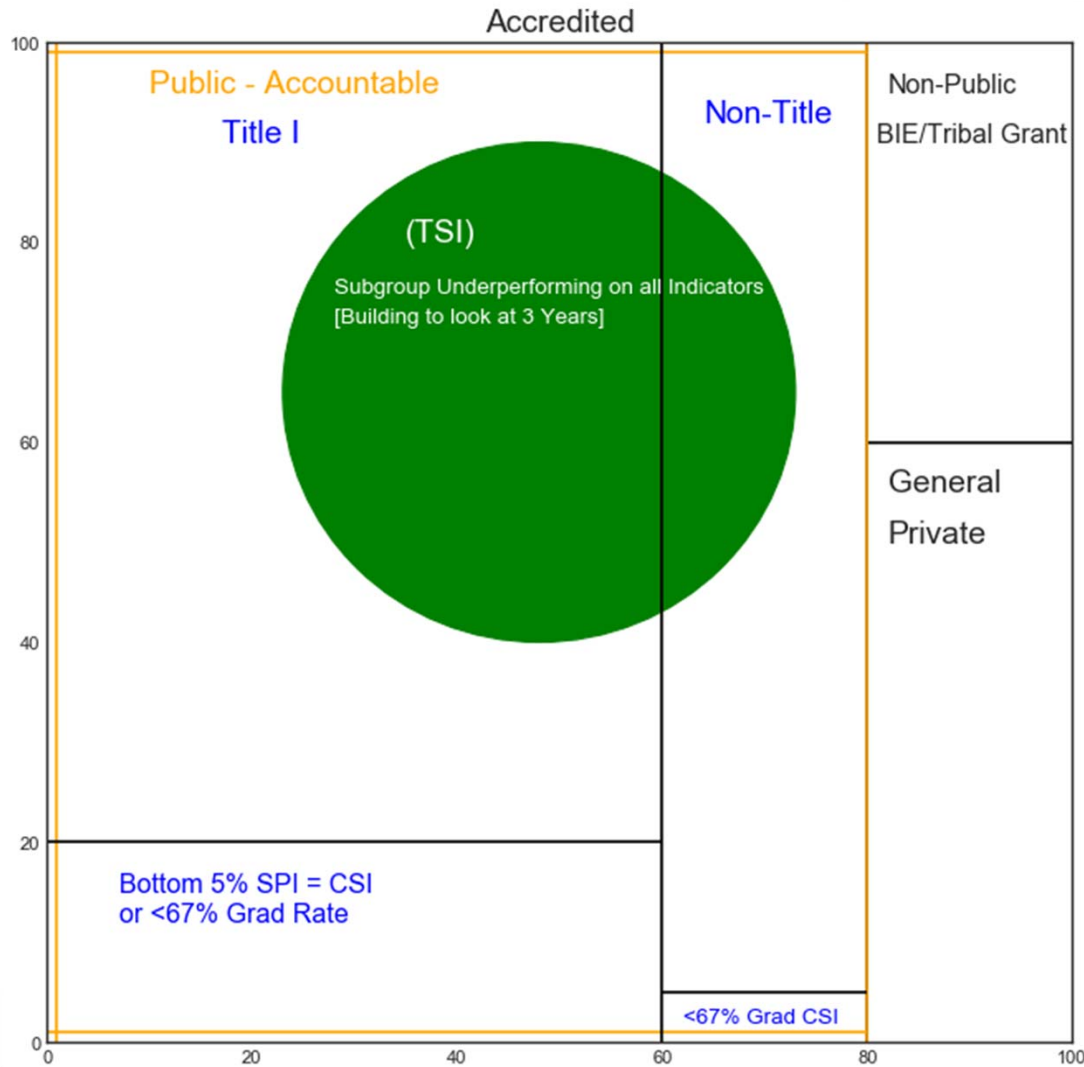




# Bottom 5% Title I schools and schools w/low grad rate: CSI

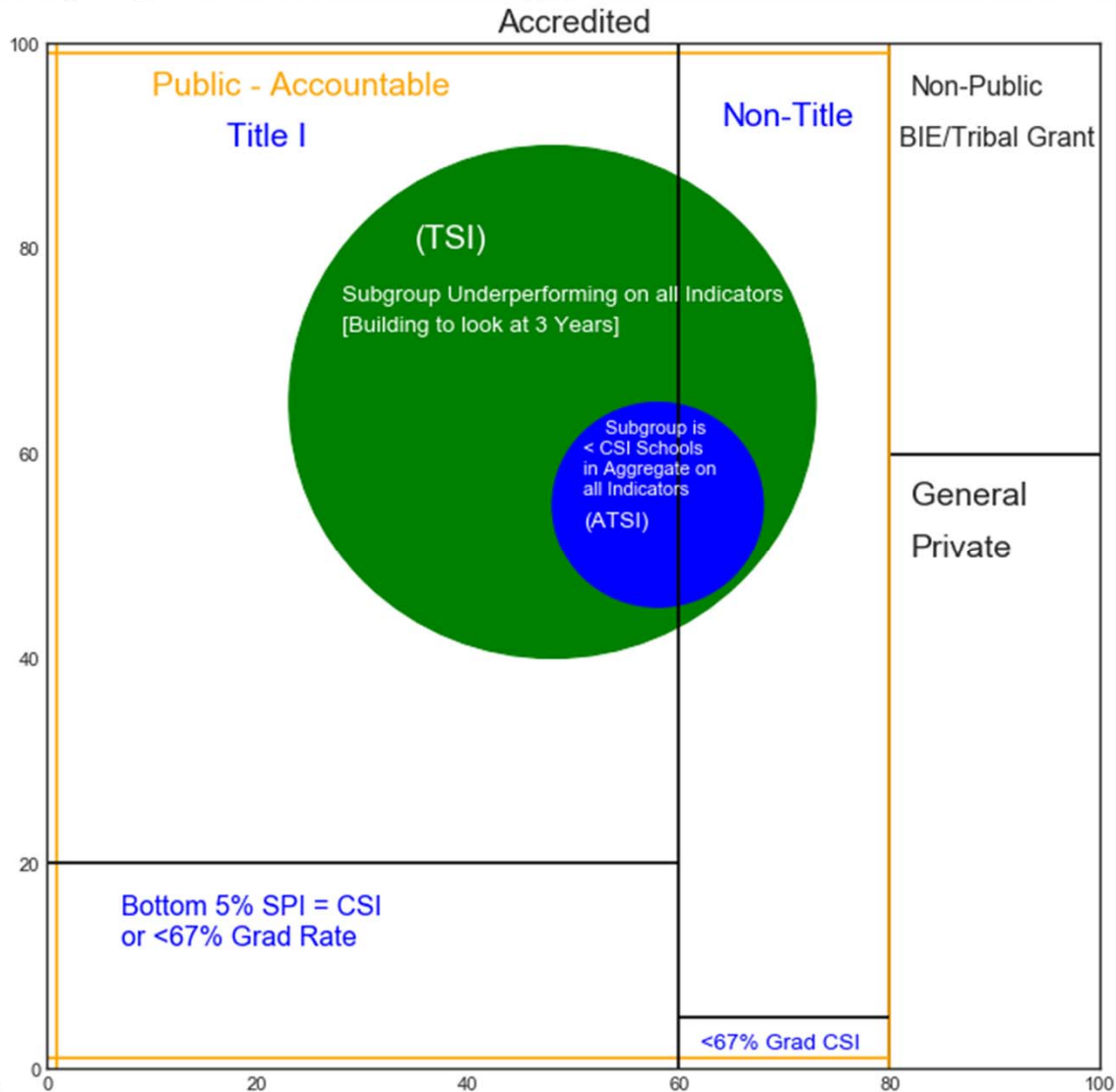


# Any school with underperforming subgroup: TSI

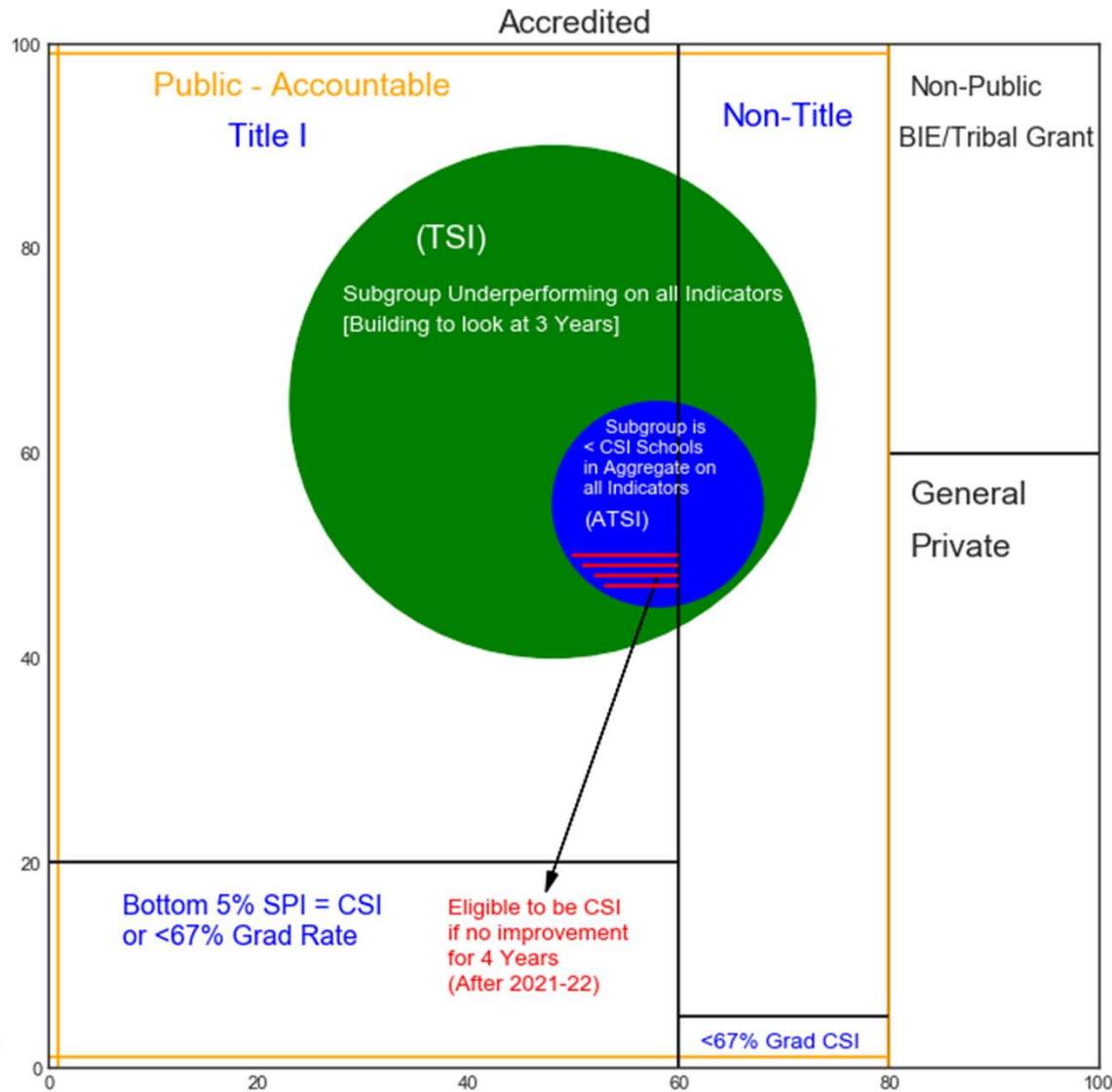




# TSI subgroup performing worse than CSI: A-TSI



# A-TSI who are Title I can become CSI after 4 years



# Accountability – Exit Criteria

## Comprehensive Support

- Four years
- No longer meet the definition
- Performance on accountability indicators demonstrates positive trajectory
- Improvement on the indicator of highest need

## Targeted support

- Two years +
- No longer meet the definition
- Performance of the group triggering identification is overall positive
- Performance of Gap group on all indicators has not declined
- Improvement on indicator of highest need



# Comprehensive Support and Interventions

- Needs Assessment during planning year with SST support
- School Improvement Action Plans based on identified needs
- Ongoing Data Digs to adjust and evaluate Action Plans and resource allocation
- SEA Supports will be built based on identified needs



# Targeted Support and Interventions

- Supported by the LEA
- School Improvement plans and annual needs analysis must address the subgroups identified
- District approved School Improvement Action Plans submitted to SD DOE
- SEA Supports based on needs analysis (regional)
- More intense support for A-TSI schools

# Coming Soon

- CSI; TSI guidance documents
- Improvement timelines
- Dates for Fall technical assistance opportunities



# Changes to Subgroups

- Military and Foster Students reported
  - Data comes from Infinite Campus
- Long term English Learner (more than 5 years) & English Learners with disabilities will be reported for some indicators
- English Learners will be included in the EL group for 2 years after they exit EL status



# Report Cards

- Release in late November
- Focus on Parent Friendly language; private reports will still be accessible with more detail
- More holistic, less SPI focused
- Plan to conduct focus groups to continually improve design



# Report Cards

- Much more data:
  - Discipline and Behavior Reports from Civil Rights data collection
  - Access to advanced opportunities (from Civil Rights collection this year)
  - College going rates, high school attendance, drop out rates
  - Underperforming subgroups and goals by subgroup
  - Per pupil expenditures (starting with district data, school level to come)
  - Expanded reporting on educators (teachers and administrators: First year, plans of intent, non-certified, experience, salary etc.)

# ESSA Fiscal Reporting Timeline to Implementation

	<b>FEBRUARY, 2018</b> - Fiscal workgroup meets	Starting in Spring 2018 thru Fall 2019 - DOE provides training to all school business officials at conferences, conference calls, new business manager trainings.
	<b>MARCH, 2018</b> - Include information about ESSA during conference call	
<b>Step 1:</b>	<b>APRIL, 2018</b> - Present proposed plan to School Business Officials	
	<b>MAY &amp; JUNE, 2018</b> - DOE works with programmers to include extract report in AFR (annual report).	
	<b>JUNE, JULY &amp; AUGUST, 2018</b> - Districts may extract ESSA report file and use DOE provided worksheet for preliminary reporting by school, using Fall 2017 student counts by school and FY2018 fiscal data.	
<b>Step 2:</b>	<b>NOVEMBER, 2018</b> - Districts may submit their 2018 ESSA report (volunteer basis)	
	<b>DECEMBER, 2018 &amp; JANUARY, 2019</b> - DOE Reviews District Reports and Provides Feedback	
<b>Step 3:</b>	<b>MARCH, 2019</b> - DOE finalizes ESSA reporting format for FY2019	
	<b>APRIL, 2019</b> - DOE presents ESSA reporting at Spring Conference	
<b>Step 4:</b>	<b>AUGUST, SEPTEMBER &amp; OCTOBER, 2019</b> - All district submit ESSA report (required)	
	<b>NOVEMBER &amp; DECEMBER, 2019</b> - DOE Reviews FY2019 ESSA reporting	
<b>Step 5:</b>	<b>FALL 2020</b> - Districts Report FY2020 ESSA Data	
<b>Step 6:</b>	<b>DECEMBER, 2020</b> - DOE posts FY2020 ESSA data to report card.	

## SOUTH DAKOTA: ESSA Proposed Reporting Format

Sample School District		School Level Per Student Expenditures					School Share of District Per Student Expenditures							
	A	B	C	D	E	F	G	H	I	J	K	L	M	N
	Enrollment	State/Local	S/L per Student	Federal	Federal per Student	Total School Level Expenditures	State/Local	S/L per Student	Federal	Federal per Student	Total School Share of District Expenditures	TOTAL School Expenditures	TOTAL Expenditure Exclusions	TOTAL Expenditures
District	299.52						\$1,877,838	\$6,269	\$0	\$0	\$6,269			
Elementary	168.00	\$814,777	\$4,850	\$63,352	\$377	\$5,227						\$11,496		
Middle School	50.25	\$145,957	\$2,905	\$0	\$0	\$2,905						\$9,174		
High School	78.27	\$537,489	\$6,867	\$0	\$0	\$6,867						\$13,137	\$968,226	\$4,407,641