

NEXT GENERATION ACCOUNTABILITY MODEL

Updated: July 1, 2012

SUMMARY

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

The proposed model will continue to hold schools accountable for student proficiency and closing achievement gaps through annual public reporting. It reaches beyond the once-a-year summative assessment, however, to offer a more credible and useful model. The expectation is that the model will be used to inform school leaders, teachers and the public as to how schools are progressing. With its emphasis on continuous improvement, it sets a high bar for ongoing reflection and goal setting.

The proposed next generation accountability model is based on the following key indicators:

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

SCHOOL PERFORMANCE INDEX

South Dakota's new accountability model is centered on a 100-point index, called the School Performance Index, or SPI. The SPI consists of five key indicators. A numeric value is assigned to each of the indicators. These values are added to create a final Overall Score out of 100 total points.

Two distinct indexes will be used: 1) one for High School accountability, and 2) one for Elementary and Middle School accountability. The indexes will be phased in over the next several years, with full implementation in the 2014-15 school year.

High School Model

INDICATOR #1	INDICATOR #2:	INDICATOR #3:	INDICATOR #4:	INDICATOR #5:
Student Achievement	High School Completion	College & Career Ready	Effective Teachers & Principals	School Climate
2012-13 & 2013-14 Points: 50	2012-13 & 2013-14 Points: 25	2012-13 & 2013-14 Points: 25	2012-13 & 2013-14 Points: 0	2012-13 & 2013-14 Points: 0
2014-15 Points: 25	2014-15 Points: 25	2014-15 Points: 20	2014-15 Points: 20	2014-15 Points: 10
--Percent proficient and advanced in reading and math in grade 11 on state assessment Calculation includes: --GAP Group score --Non-GAP Group score --Unduplicated count	--Graduation rate as defined within the state's Accountability Workbook --Completer rate	--Percent of students taking the ACT test --Percent of ACT math sub-scores 20 or higher --Percent of ACT English sub-scores 18 or higher	--Aggregate number of teachers in each of four categories: Unsatisfactory, Basic, Proficient, Distinguished	--Measurement tool needs to be determined
Implemented in 2012-13	Implemented in 2012-13	Implemented in 2012-13	Implemented in 2014-15	Implemented in 2014-15

Elementary and Middle School Model

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

ANNUAL MEASURABLE OBJECTIVES (AMOs): Goals and Targets

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

South Dakota's goal is **to reduce by half the percentage of students in the “all students” group and each subgroup who are not proficient within six years.**

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

As an incentive to encourage continuous improvement, schools whose Gap and Non-Gap Groups (see page 4) meet their annual targets in reading and math in a given year can earn five additional SPI points (score never to exceed 100 points).

ANNUAL REPORTING

Each year, the Department of Education will calculate a School Performance Index score for each school in the state. The scores will be ranked and reported. The SPI score will be used to determine schools for recognition purposes as well as for interventions and support (see page 9). There are no state-established goals or targets associated with the SPI. AMO goals and targets apply only to Indicator #1: Student Achievement. Achievement data at the subgroup level will still be reported, but not tied to what we have come to know as “AYP determinations.”

PHASE-IN OF SCHOOL PERFORMANCE INDEX

2011-12	Existing accountability model used for final year; no AYP determinations
2012-13	School Performance Index in place (baseline year) with the following indicators: <ul style="list-style-type: none"> • High School Level: Student Achievement, High School Completion, College & Career Ready • Elementary and Middle School Levels: Student Achievement, Attendance
2013-14	School Performance Index same indicators as in 2012-13
2014-15	Add Academic Growth Indicator at the Elementary and Middle School level Add Effective Teachers and Principals Indicator at both levels Add School Climate Indicator at both levels Reset AMO targets and goals due to new assessment, then reset every six years

School Performance Index

INDICATOR #1: Student Achievement

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

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

Points will be given for two groups: the **Gap Group and Non-Gap Group**. Points for these two groups are based on the percent of students in each group, multiplied by the percent of students in the group who score proficient and advanced, and summed to determine the final score for student achievement.

What are the Gap and Non-Gap Groups?

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

The Non-Gap Group includes all students not in the Gap Group.

The Student Achievement calculation uses **unduplicated counts** of students who score proficient and higher on the statewide assessment. This will yield a single number of students scoring proficient and advanced in the Gap Group and a single number of students scoring proficient and advanced in the Non-Gap Group. **No student will be counted more than one time**, and all students will be counted once.

Example: Unduplicated Count

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

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

The new model uses an N-size of 10. By using an N of 10 and the aggregate of those groups that have historically experienced achievement gaps, almost every school in the state will have a focus

on those groups of students who have traditionally experienced the largest achievement gaps. Individual subgroups of students will still be disaggregated and reported, but will not count toward the SPI score.

Example: Student Achievement Calculation

Overall possible points: 25

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

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

School Performance Index

INDICATOR #2: High School Completion OR Academic Growth

At the High School level, the second indicator is called High School Completion. This indicator consists of two weighted measures: a Completer Rate and a four-year cohort Graduation Rate. Each will account for 50 percent of the points for Indicator #2.

Completer Rate is defined as the percent of students in the current school year who have attained a diploma or a GED.

Example: Completer Rate Calculation

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

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

107/114 = 94% Completer Rate

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

Example: Calculation of High School Completion Rate

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

Step		1	2	3
Factors	Weight as %	Weighted Points	Rate as %	Score
% of students who have "Completed"	50.0%	12.50	94%	11.75
Four-year Cohort Graduation Rate	50.0%	12.50	91%	11.38
Total possible points	100%	25		23.1 Step 4 Total points for High School Completion Indicator

Information on the four-year cohort graduation rate at the "all students" level and at each subgroup level, including the GAP and Non-GAP groups, will still be reported out so that schools can determine where to focus their efforts to increase graduation rates.

At the Elementary and Middle School levels, the second indicator is Academic Growth. This indicator will be used beginning in the 2014-15 school year.

The delayed implementation will allow the Department of Education time to develop a Growth Model that best fits South Dakota's needs. It will coincide with the availability of a new assessment in the 2014-15 school year.

Example: Academic Growth Calculation

% Students exceeded projected growth	80%
X Possible Index points	25
Score	20

TOTAL points for Academic Growth Indicator

School Performance Index

INDICATOR #3: College & Career Readiness OR Attendance

At the High School level, the College & Career Readiness score will be based on the factors noted below. Each of the factors will be weighted.

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

Example: Calculating College & Career Readiness Calculation

Overall possible points: 20

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

Step 2: Calculate the rate for each factor.

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

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

Step:		1	2	3	
Factors	Weight as %	Weighted Points	Rate as %	Score	
% ACT Score 20 or Greater for Math	25%	5.00	67%	3.35	
% ACT Score 18 or Greater for English	25%	5.00	69%	3.45	
% of students taking the ACT	50%	10.00	72%	7.20	

Total possible points	100.0%	20.00	14	Step 4
				TOTAL POINTS for College & Career Readiness

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

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

Information on attendance rate at the "all students" level and at each subgroup level, including the GAP and Non-GAP groups, will still be reported out so that schools can use this information to determine where to focus their efforts to improve attendance rates.

School Performance Index

INDICATOR #4: Effective Teachers & Principals

At both levels, the Effective Teachers & Principals score is based on the percentage of teachers and principals in the school who perform at the Proficient or Distinguished levels on a statewide evaluation instrument. The percentage that score at these levels is multiplied by total possible points. For teachers,

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

Much work needs to be done related to this indicator; therefore, it will not be included in the School Performance Index until 2014-15. Work groups will address both the teacher evaluation piece and the principal standards and evaluation piece, as well as building appropriate assessments for this purpose.

Example: Effective Teachers & Principals Calculation

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

School Performance Index

INDICATOR #5: School Climate Survey

Positive school climate and a healthy school environment are associated with academic achievement, effective risk prevention efforts and positive youth development. This indicator is designed to address school climate issues such as bullying and violence and other problems that create conditions that negatively impact learning. It would include a comprehensive assessment of the major spheres of school life such as safety, relationships, teaching and learning, and healthy environment.

At both levels, the School Climate score will be measured using reliable statewide assessment tools. A work group will be convened to address this indicator and select or develop measurement tools. These tools may include parent, student, and staff surveys and/or assessment tools related to school policies, programs, and practices. This indicator will not be included in the School Performance Index until 2014-2015.

CLASSIFICATION, RECOGNITION AND SUPPORT

South Dakota schools will be ranked annually based on their scores on the School Performance Index. This ranking will be used to recognize schools whose SPI scores are at the very top of the ranking, as well as schools that are making significant progress. SPI scores also will be used to determine which schools will receive supports available through the federal Title I program. A separate calculation is used to determine Focus Schools, per federal requirements.

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

- 1) Exemplary High Performing Schools: Schools whose overall SPI scores rank in the top 5 percent of schools across the state.
- 2) Exemplary High Progress Schools: Schools that rank in the top 5 percent for improvement of Student Achievement and Attendance Indicators for the Gap Group (elementary and middle school levels); and Student Achievement and four-year cohort graduation rate for the Gap Group (high school level) over a period of two years.

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

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

Progressing Schools: Schools whose total score on the SPI is above the bottom 5 percent but are less than the top 10 percent.

Focus Schools: Focus Schools are those **Title I schools** that are contributing to the achievement gap in the state. The calculation to determine Focus Schools looks specifically at Student Achievement and Attendance of the Gap Group at the elementary and middle school levels; and Student Achievement and the four-year cohort graduation rate of the Gap Group at the high school level.

Using this combination of factors, schools whose rank is among the lowest 10 percent of Title I schools across the state will be identified as Focus Schools. Any school that is already a Priority School would not be included on this list. In addition, any Title I high school with a graduation rate below 60 percent for two consecutive years will be considered a Focus School, if it has not already been identified as a Priority School.

Per federal requirements, the total number of Focus Schools must equal at least 10 percent of the Title I schools in South Dakota.

Priority Schools: **Title I schools** whose total score on the SPI is at or below the bottom 5 percent. Per federal requirements, the total number of Priority Schools must be at least 5 percent of the Title I schools in the state. This classification applies to Title I schools and Title I eligible high schools whose graduation rate is below 60 percent for two consecutive years. Tier I and II SIG schools are included in this classification.

<p align="center">Exemplary Schools</p> <p align="center">High Performing – SPI score at/above top 5% High Progress – Gap Group certain indicators</p>
<p align="center">Status Schools</p> <p align="center">SPI score at/above top 10% High district autonomy – low state engagement</p>
<p align="center">Progressing Schools</p> <p align="center">SPI score between bottom 10% and top 5% State engagement as needed</p>
<p align="center">Focus Schools (Title I)</p> <p align="center">Schools contributing to achievement gap Measured by certain Gap Group indicators Approved interventions – high state engagement</p>
<p align="center">Priority Schools (Title I)</p> <p align="center">SPI score at/below bottom 5% Dramatic interventions – very high state engagement</p>



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Per federal regulations, the South Dakota Department of Education will work with districts that have Priority and Focus Schools to implement targeted supports and interventions, which are described in full detail in the state's approved ESEA Flexibility Request located online at <http://www2.ed.gov/policy/eseaflex/approved-requests/sd.pdf>