



South Dakota Accountability System Under the Every Student Succeeds Act

American Institutes for Research (AIR) has compiled profiles of each state educational agency's proposed accountability system under the Elementary and Secondary Education Act of 1965 as reauthorized by the Every Student Succeeds Act (ESSA) of 2015. The profile is based on initial plans submitted to the U.S. Department of Education. Upon final approval, profiles will be updated. For an overview and full set of profiles, visit www.air.org/ESSAAccountability.

- South Dakota uses a composite index to calculate an annual performance rating of 0–100 for all public schools and to identify schools for comprehensive support and improvement (CSI).
- South Dakota includes 2 combined subgroups: A “Gap” subgroup consisting of historically underserved subgroups is used for achievement calculations and targeted support and improvement (TSI) determinations, and a “bottom 25% performers” subgroup is included in student growth calculations.

Accountability Snapshot

Snapshot data here capture accountability highlights across states. Accountability measures are grouped by readiness to learn, persistence, and college and career readiness to highlight states' data-based leverage points across the educational trajectory.

Annual Meaningful Differentiation	
<input checked="" type="checkbox"/> Annual summative rating (Annually calculates overall performance rating for all schools and “all students” using all indicators, beyond CSI/TSI schools)	
<input type="checkbox"/> Data dashboard only (CSI/TSI schools identification only)	
Summative Ratings	
Index score 1-100	
Accountability Measures	Included in Accountability
Academic	
Achievement status	✓
Achievement growth	✓
GAP Achievement gap	
ELP English language proficiency/progress	✓
4-year graduation rate	✓
EAR Early learning	
WRE Well-rounded education	
Persistence	
EXT Extended-year graduation rate(s)	
OTG On-track to graduation	
Dropout rate	
College and career readiness	
COL College enrollment	
ADV Advanced coursework or sequence	✓
CPT College placement test(s)	✓
CTE Career and technical education or work-based learning	✓
Readiness to learn	
CFL Conditions for learning/school climate	
SEL Social-emotional learning	
CHR Chronic absenteeism	✓

Note: CSI=comprehensive support and improvement; TSI=targeted support and improvement

Student Groups for Accountability Determinations
(N = 10 for accountability, N = 10 for reporting)
Major racial/ethnic subgroups
American Indian/Alaska Native
Asian
Black/African American
Hawaiian/Pacific Islander
Hispanic/Latino
Two or more races
White/Caucasian
Other required subgroups
Economically disadvantaged
Students with disabilities
English learners
Nonrequired subgroups
“Gap” combined subgroup of American Indian/Alaska Native, Black/African American, Hispanic/Latino, Economically disadvantaged, Students with disabilities, and English learner students (for proficiency index calculations and TSI determinations)
Lowest 25% performers (for student growth calculations)

Subjects Used for Accountability		
Subject	Status	Growth
Math	✓	✓
Reading/English language arts (ELA)	✓	✓
Writing		
Science		
Social studies		
Other		



Annual Differentiation System

South Dakota uses the following composite index to calculate an annual performance rating of 0–100 for all public schools and to identify schools for CSI (see also “School Improvement Categories”).

South Dakota Composite Index for Determination of Summative Ratings and CSI Schools, 2017–18 Proposed State Plan

ESSA Indicator	State Measure	Measure Weightings			
		Elementary/Middle Schools		High Schools	
		EL ≥ N	EL < N	EL ≥ N	EL < N
 Academic achievement	Proficiency index (weighted equally across ELA, math) <i>Gap and non-Gap students</i>	40%	45%	40%	45%
 Other academic	Student growth (On-track measure weighted equally for ELA, math) <i>Bottom 25% students</i>	40%	45%	--	--
 Graduation rate	4-year graduation rate	--	--	12.5%	12.5%
ELP English language proficiency progress	ELP index	10%	0%	10%	0%
Academic indicators subtotal		90%	90%	62.5%	57.5%
SQSS School quality or student success	Attendance (chronic absenteeism)	10%	10%	--	--
	College and career ready index	--	--	25%	25%
	High school completion	--	--	12.5%	17.5%
SQSS indicator subtotal		10%	10%	37.5%	42.5%
Total		100%	100%	100%	100%

Note 1: ELA=English language arts

Note 2: South Dakota include the college and career ready index as part of its academic achievement indicator in its State plan, but the measure has been included with the SQSS indicator here, consistent with prior federal interpretation, and for cross-state comparison of nonacademic measures.

Note 3: South Dakota provides alternate weighting schemes for schools that meet the minimum *N* size for English learners and schools that do not.

Accountability Measure Descriptions

ESSA Indicator	State Measure	Description
 Academic achievement	Proficiency index (weighted equally across ELA, math)	Weighted average performance level achieved across students on statewide assessments based on the following point values: <ul style="list-style-type: none"> • Level 1: 0.25 points • Level 2: 0.5 points • Level 3: 1.0 point • Level 4: 1.25 points Calculated separately and combined for Gap and non-Gap subgroup students.
	<i>Participation rate inclusion</i>	The denominator of the proficiency calculation is the higher of the number of students actually participating or 95% of enrolled students in participating grades and subjects. Schools with participation rate less than 95% must develop an improvement plan.
 Other academic	Student growth (weighted equally for ELA and math)	Percentage of students maintaining or on-track to proficiency based on performance trajectory or past 3 years or student growth percentile. Calculated as separate measures for all students and the lowest-performing 25%.
 Graduation rate	4-year graduation rate	The percentage of students within an adjusted cohort who graduate within 4 years with a regular high school diploma.
ELP English language proficiency progress	ELP index	Weighted average ELP performance across students on ELP statewide assessments based on the following point values describing growth from year to year or attainment: <ul style="list-style-type: none"> • Nonparticipation: 0 points • No growth from previous year: 0.25 points • Demonstrate growth but not on-track to ELP: 0.5 points • On track to or attained ELP on time: 1.0 point • ELP attainment ahead of schedule: 1.25 points
SQSS School quality or student success	Attendance (chronic absenteeism)	Percentage of students attending 90% or more of enrolled school days, regardless of excuse.
	College and career ready index	Average number of college and career readiness participation and/or performance benchmarks met from the following: <ul style="list-style-type: none"> • Statewide assessments college and career readiness level • ACT assessment • Completion of remediation courses • National Career Readiness Certificate • Career and technical education concentration or coursework • Dual credit coursework • Advanced Placement exam or coursework
	High school completion	Percentage of eligible students attaining a high school diploma or high school equivalency.

Note: ELA=English language arts

School Improvement Categories

	Comprehensive Support and Improvement (CSI) Schools	Targeted Support and Improvement (TSI) Schools	Additional Targeted Support (ATS) Schools
Identification criteria	<ul style="list-style-type: none"> Low-performing school: Bottom 5% of Title I schools (by grade span), as ranked by composite index score Low graduation rate school: 4-year graduation rate less than 67% Chronically underperforming subgroup (i.e., 4 years failure to exit ATS status) 	<p>Any school with consistently underperforming subgroup(s) based on performance gaps between subgroups and all students across all composite index measures (not overall index scores), averaged over 3 years (pending clarification)</p> <p>Determinations are made for disaggregated subgroups as well as the "Gap" combined subgroup</p>	<p>Any school with a subgroup identified as consistently underperforming that is also performing as poorly as the bottom 5% of Title I schools (based on all students) for each accountability indicator</p> <p>Determinations are made for disaggregated subgroups as well as the "Gap" combined subgroup</p>
First year and frequency of identification	<ul style="list-style-type: none"> 2018–19 for low-performing and low graduation rate schools and annually thereafter 2023–24 for chronically underperforming subgroup schools and annually thereafter 	2018–19 and annually thereafter	2019–20 and annually thereafter
Years of improvement to exit status	1 year of improvement required to exit CSI status (after 4 years in status minimum)	1 year of improvement required to exit TSI status (after 2 years in status minimum)	1 year of improvement required to exit ATS status (after 2 years in status minimum)

Inclusion of Recently Arrived English Learners in Accountability

Under Sec. 1111(b)(2)(B)(v)(I) of ESSA, states may exempt English learners (ELs) who have been enrolled in a school in the United States for less than 12 months from taking the reading/ELA statewide assessment in their first year according to the following 3 options.

State Options Under Sec. 1111(b)(2)(B)(v)(I) of ESSA		Year of Student Enrollment		
		Year 1	Year 2	Year 3
1	✓	Exempt all recent ELs from ELA/reading statewide testing	Test new ELs and include proficiency scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
2		Test all recent ELs in ELA/reading but exclude from accountability	Test ELs and include achievement growth scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
3		Uniform procedure for assigning individual ELs to either Option 1 or Option 2		