



2022-23 Report Card Data

Accountability

SD Department of Education

DOE.Accountability@state.sd.us

Accountability Report Card

- ▶ Our Report Card is designed to:
 - ▶ Engage parents in their children's education
 - ▶ Provide transparency on how well schools are educating all students
 - ▶ Identify gaps to provide additional supports
 - ▶ Data sets and subgroups with less than 10 students are suppressed

College, Career and Life Ready

All students graduate college, career and life ready.



Accountability Systems

- ▶ School Performance Index (SPI) points for each accountability indicator are calculated.

Elementary and Middle School:

ELA Achievement

Math Achievement

ELA Growth

Math Growth

Attendance

English Language Proficiency

High School:

ELA Achievement

Math Achievement

Four-Year Cohort Graduation

High School Completion

College and Career Readiness

English Language Proficiency

On-Time Graduation

- ▶ The percentage of students who graduate within four years of entering high school.

Student Group	18-19	20-21	21-22	22-23
All Students	84%	83%	82%	84%
Native American	53%	45%	46%	48%
Economically Disadvantaged	69%	69%	60%	66%
Students with Disabilities	69%	60%	63%	65%
White/Caucasian	90%	90%	90%	91%
Hispanic/Latino	72%	67%	69%	70%

All values are rounded.

High School Completion

- ▶ The percentage of students who graduate with a diploma or high school equivalent by the age of 21.

Student Group	18-19	20-21	21-22	22-23
All Students	93%	90%	90%	91%
Native American	77%	63%	69%	68%
Economically Disadvantaged	87%	81%	78%	80%
Students with Disabilities	89%	86%	90%	92%
White/Caucasian	96%	94%	95%	95%
Hispanic/Latino	84%	76%	79%	79%

All values are rounded.

College & Career Readiness

- ▶ The percentage of students who are both coursework and assessment ready.

Student Group	18-19	20-21	21-22	22-23
All Students	52%	57%	50%	54%
Native American	16%	22%	13%	16%
Economically Disadvantaged	30%	38%	32%	29%
Students with Disabilities	11%	12%	11%	13%
White/Caucasian	61%	65%	58%	63%
Hispanic/Latino	29%	32%	28%	29%

All values are rounded.

CCR: Assessment Readiness

- ▶ State Assessment: Level 3 or 4 for both Math & ELA
- ▶ ACT: 18 or higher
- ▶ Accuplacer Score: Writing 263+ and Quantitative Reasoning, Algebra & Statistics 255-300

OR

- ▶ NCRC: Silver or higher

Student Group	18-19	20-21	21-22	22-23
All Students	61%	62%	53%	57%
Native American	22%	27%	16%	20%
Economically Disadvantaged	40%	43%	36%	34%
Students with Disabilities	14%	14%	14%	16%
White/Caucasian	70%	71%	61%	66%
Hispanic/Latino	39%	39%	32%	33%

The percentage of students who are assessment ready.

All values are rounded.

CCR: Coursework Readiness

- ▶ High School Graduation Advanced Endorsement
 - ▶ Earn 1 or more endorsements

Student Group	18-19	20-21	21-22*	22-23
All Students	73%	82%	73%	72%
Native American	43%	55%	42%	34%
Economically Disadvantaged	56%	70%	56%	48%
Students with Disabilities	52%	72%	36%	43%
White/Caucasian	80%	87%	80%	80%
Hispanic/Latino	52%	63%	48%	49%

The percentage of students who are coursework ready.

All values are rounded.

Assessment Participation

Tested Grades

- ▶ ELA and Math
 - ▶ 3, 4, 5, 6, 7, 8 & 11
- ▶ Science
 - ▶ 5, 8 & 11

Student Group	18-19	20-21	21-22	22-23
All Students	99%	95%	99%	99%
Native American	98%	73%	94%	98%
Economically Disadvantaged	99%	90%	97%	99%
Students with Disabilities	99%	94%	99%	99%
White/Caucasian	99%	98%	99%	100%*
Hispanic/Latino	99%	96%	98%	99%

All values are rounded.

*ELA Participation 99.63% and Math Participation 99.61%

Assessment Performance 2022-23

- ▶ Students who are enrolled October 1 – May 1 and scored at level 3 or 4 in the current school year.

Student Group	ELA	Math
All Students	50%	43%
Native American	20%	12%
Economically Disadvantaged	31%	24%
Students with Disabilities	17%	17%
White/Caucasian	57%	50%
Hispanic/Latino	35%	25%

All values are rounded.

Assessment Performance

ELA	18-19	20-21	21-22	22-23
All Students	54%	53%	51%	50%
Native American	23%	23%	21%	20%
Economically Disadvantaged	36%	34%	31%	31%
Students with Disabilities	19%	18%	18%	17%
White/Caucasian	61%	59%	58%	57%
Hispanic/Latino	39%	35%	36%	35%

Math	18-19	20-21	21-22	22-23
All Students	46%	43%	43%	43%
Native American	14%	14%	12%	12%
Economically Disadvantaged	28%	24%	22%	24%
Students with Disabilities	17%	16%	17%	17%
White/Caucasian	53%	49%	50%	50%
Hispanic/Latino	29%	23%	24%	25%

All values are rounded.

Student Progress 2022-23

- ▶ Students who are enrolled October 1 – May 1 in grades 4-8 and earned a designation of Keeping Up, Catching Up, or Very High Growth

Student Group	ELA	Math
All Students	53%	48%
Native American	32%	30%
Economically Disadvantaged	40%	37%
Students with Disabilities	30%	31%
White/Caucasian	57%	52%
Hispanic/Latino	43%	38%

Attendance

- ▶ Students attending school for 90% or more of enrolled days during the full academic year (May 1 – October 1).

Student Group	18-19	20-21	21-22	22-23
All Students	92%	88%	86%	86%
Native American	72%	59%	56%	57%
Economically Disadvantaged	84%	77%	70%	74%
Students with Disabilities	88%	84%	81%	82%
White/Caucasian	96%	98%	92%	93%
Hispanic/Latino	86%	81%	76%	77%

Chronic Absenteeism

- ▶ Students who attended school for more than 10 days and who also missed 10% or more of enrolled days within the school year.

Student Group	18-19	20-21	21-22	22-23
All Students	14%	18%	22%	21%
Native American	31%	51%	53%	54%
Economically Disadvantaged	24%	32%	40%	36%
Students with Disabilities	16%	21%	24%	23%
White/Caucasian	9%	11%	14%	13%
Hispanic/Latino	22%	29%	34%	33%

ACT Participation

Student Group	18-19	20-21 (2021)	21-22	22-23
All Students	6,374	5,467	5,836	6,126
Native American	535 (8%)	319 (6%)	325 (6%)	416 (7%)
White/Caucasian	4,827 (76%)	4,364 (80%)	4,641 (79%)	4,740 (77%)
Hispanic/Latino	240 (4%)	224 (4%)	206 (4%)	309 (5%)

ACT Composite

Student Group	18-19	20-21	21-22	22-23
All Students	21.6	21.6	21.5	21.1
Native American	16.0	16.3	16.1	15.9
White/Caucasian	22.5	22.2	22.1	21.8
Hispanic/Latino	20.0	19.7	19.7	19.0

School Designations

CSI: Comprehensive Support and Improvement

33 Schools

The lowest-performing five percent of Title I schools using the results of the School Performance Index (SPI).

Any public high school with a graduation rate below 67%.

Any Title I school designated for Additional Targeted Support and Intervention (ATSI) that has not met exit criteria after four years.

TSI: Targeted Support and Improvement

109 Schools

Any school with a subgroup(s) that is performing in the bottom 25% of like subgroup(s) statewide across all eligible indicators over three years and below the state average.

ATSI: Additional Targeted Support and Improvement

4 Schools

A TSI school with a subgroup(s) performing below the performance of the bottom 5% of Title I schools on all eligible indicators over a period of three years.

Questions

Contact Information

Office of Assessment and Accountability

DOE.Accountability@state.sd.us



south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Moving Literacy Forward in South Dakota

Literacy Framework and Implementation Guides

Literacy

- Goes **beyond reading and writing** also the ability to think critically in complex and creative situations
- Prepares students for **college and careers**
- Experts argue that the ability to **read** could be the **most important skill** needed for **success** as an adult
- **South Dakota's approach** to literacy grounded in the **Science of Reading**
- Follows the structured literacy model supported by **The Simple View of Reading, Four-Part Processing Model, the Reading Rope, and the Writing Rope**
- **Early literacy skills** closely linked to reading achievement in the primary grades and reading performance throughout school and beyond

Framework Components



Leadership for Implementation



Assessment/Data-based Decision Making



Professional Learning



Classroom Instruction



Tiered Instruction



Department of Education Literacy Supports

Leadership for Implementation

- Ensures the delivery of evidence-based instruction focused on improvements in learning and student outcomes.
- Ensures clearly defined roles, accountability, and collaboration at every level.
- Creates the structure to support structured literacy
 - highly trained staff
 - effective instruction
 - parents and community engagement
- Begins with forming both a district leadership team and building leadership teams.

STEP 1: DEVELOP LITERACY LEADERSHIP

- Does the school's leadership understand the foundations of reading instruction?
- Does the school have a leadership team of classroom teachers, special education teachers, and administration?
- Does the school have an action plan for implementing the school's literacy vision and goals?
- Does the school have a comprehensive reading plan?
- Does the school have a data collection and analysis process?
- Does the school have established reading blocks in the daily schedule?
- Does the school have a process for determining if the curriculum and materials align to the science of reading?

YES

NO

STEP 1: IMPLEMENTATION RECOMMENDATIONS

- Attend foundational literacy instruction professional learning.
- Establish a literacy leadership team.
- Develop a literacy vision and goals.
- Write a school-wide comprehensive reading plan.
- Create an action plan for implementation of the reading plan.
- Establish a data collection and analysis process.
- Devise a schedule to ensure 90 minute reading blocks.
- Determine a process for analyzing curriculum and materials for alignment to the science of reading.

Assessment/Data-based Decision Making

High-quality instruction is dependent on a well-designed assessment system:

- ↪ Benchmark screeners
- ↪ Diagnostic assessments
- ↪ Progress monitoring
- ↪ Summative assessments

Continuous improvement requires

- ↪ an accurate cycle of assessment
- ↪ intervention according to assessment
- ↪ problem-solving aligned to the response to intervention

Instruction should

- ↪ meet the needs of most students
- ↪ high-quality, intensive interventions to meet the needs of all students

Data-based decision making includes opportunities for educators

- ↪ To increase their understanding of how to administer assessment fidelity,
- ↪ Analyze and interpret data results,
- ↪ Apply these insights to improving instructional practices resulting student outcomes.

STEP 2: IMPLEMENT AN ASSESSMENT SYSTEM

- Does the school have an assessment collection and analysis framework?
- Does the school have an early childhood screener for developmental screening?
- Does the school administer a universal literacy screener three times per year?
- Does the school use diagnostic assessments to identify specific learning needs?
- Does the school use progress monitoring assessments to monitor effectiveness of an intervention and student growth?
- Does the school use outcome assessments to measure mastery on grade-level content?
- Does the school use formative assessments to make day-to-day teaching decisions?

YES

NO

STEP 2: IMPLEMENTATION RECOMMENDATIONS

- Develop an assessment collection and analysis framework.
- Conduct an early childhood screener on the pre-K students.
- Administer a universal literacy screener three times per year.
- Implement a diagnostic assessment to identify specific learning needs.
- Implement a progress monitoring assessment to monitor effectiveness of an intervention and student growth.
- Develop outcome assessments to measure mastery on grade-level content.
- Use formative assessments to make day-to-day teaching decisions.

Professional Learning

- **Professional learning provides help to all teachers, administrators, support staff and substitute teachers to**
 - increase their effectiveness and build on their pre-service education
 - incorporate high quality teaching practices
 - boost student literacy achievement for all students
- **Professional learning is focused on and must include:**
 - Instruction in **foundational reading skills**
 - Practice in **evidence-based literacy instruction** grounded in the **Science of Reading**
 - Instruction in the **assessment process and data-driven decision making**
 - Instruction in the design of **intervention program**
 - **Explicit instruction**
 - Collaboration
 - Coaching
 - Feedback
 - Reflection
 - ➔ **Sustainability**

STEP 3: DEVELOP A PLAN FOR ONGOING PROFESSIONAL LEARNING

- Does the school have a plan for ongoing professional learning?
- Have the school's teachers been trained in the foundation of reading based upon the science of reading?
- Have the school's teachers been trained in effective literacy instruction?
- Does the school use student literacy assessment data to drive professional learning topics?
- Does the school provide literacy coaching to sustain professional learning?
- Does the school have a method to evaluate the effectiveness of professional learning?

YES

NO

STEP 3: IMPLEMENTATION RECOMMENDATIONS

- Develop a plan for ongoing professional development.
- Train all teachers in the foundation of reading based upon the science of reading.
- Train all teachers in effective literacy instruction.
- Develop a system for using student literacy assessment data to drive professional learning topics.
- Provide literacy coaching to sustain professional learning.
- Develop a method to evaluate the effectiveness of professional learning.

Classroom Instruction

↴ The classroom instruction must

- ↴ Be aligned with the Science of Reading.
- ↴ Include foundational reading skills taught explicitly and systematically.
- ↴ Include evidence-based resources and supports to improve literacy instruction across content areas.
- ↴ Impact academic instruction for all students and achievement by most students.
- ↴ Meet the needs of most students, but an efficient system for providing high-quality, intensive interventions is required to meet the needs of all students.

STEP 4: PRODUCE EFFECTIVE CLASSROOM INSTRUCTION

- Does the school's early childhood education program include the eleven foundational elements?
- Does the school's elementary reading instruction align with the science of reading recommendations?
- Is the school's reading instruction delivered explicitly and systematically?
- Does the school's secondary reading instruction include comprehension strategies, vocabulary acquisition, embed grammar instruction and interdisciplinary reading?
- Do the school's reading programs align with the South Dakota ELA Standards?

YES

NO

STEP 4: IMPLEMENTATION RECOMMENDATIONS

- Evaluate the early childhood education program to include the eleven foundational elements.
- Evaluate the elementary reading instruction to ensure the alignment of the science of reading recommendations.
- Evaluate the reading instruction to ensure that it is being delivered explicitly and systematically.
- Evaluate the secondary reading instruction to include comprehension strategies, vocabulary acquisition, embed grammar instruction and interdisciplinary reading instruction.
- Evaluate the reading programs to align with the South Dakota ELA Standards.

Tiered Instruction

- Effective classroom instruction should meet the needs of most students. System for high-quality, intensive interventions is required to meet the needs of all students.
- Interventions are provided for all students according to their academic need in literacy instruction.

- Outside of classroom instruction
- Skill-based
- Systematic & explicit instruction
- By trained professionals
- Research based
- Small group
- Progress monitored

- The framework for a system of instruction to meet the needs of all students is referred to as a tiered instructional system.

STEP 5: IMPLEMENT TIERED INSTRUCTION

- Does the school have a data collection and analysis system for driving instructional recommendations?
- Does the school use screening data to determine students who are at risk of reading difficulties?
- Does the school use diagnostic data to plan the content and delivery of literacy interventions?
- Does the school have an evaluation tool for choosing intervention programming?
- Does the school use decision rules and a process for determining movement within the tiered supports?
- Does the school have intervention times allotted within the daily schedules?
- Does the school provide evidence-based intervention programs with highly-qualified professionals?

YES

NO

STEP 5: IMPLEMENTATION RECOMMENDATIONS

- Devise a data collection and analysis system for driving instructional recommendations.
- Use screening data to determine students who are at risk of reading difficulties.
- Use diagnostic data to plan the content and delivery of literacy interventions.
- Create an evaluation tool for choosing intervention programming.
- Develop decision rules and process for determining movement within the tiered supports.
- Create schedules with designated intervention times.
- Ensure the intervention programs are evidence-based and the interventions are being conducted by a highly trained professional.



Department of Education Literacy Supports

This section includes links to the various offices within the department that support literacy.

- ↵ South Dakota State Library
- ↵ Office of Assessment & Accountability
- ↵ South Dakota Multi-Tiered System of Supports
- ↵ Dyslexia Supports
- ↵ Title III: English Language Acquisition
- ↵ Birth to Three
- ↵ Parent and Family Engagement
- ↵ 21st Century Community Learning Centers
- ↵ Post-Secondary

Implementation Guides

To support stakeholders in implementing the framework, two guides have been developed for the following groups:

- ↴ District
- ↴ Families

DOE plans to offer an online course for each to guide stakeholders through each step of the implementation process.

Other literacy training available



AIM Pathways for South Dakota



©2023 Academy in Manayunk

AIM Institute's Mission



- ❑ **Improve teacher knowledge that will leads to improved teacher practice which results in improved student outcomes.**
- ❑ **Commit to a theoretical model of the science of reading as a basis for teacher knowledge.**
- ❑ **Use evidence-based practices with all learners**
- ❑ **Commit to a fidelity-driven implementation plan. Evaluate the plan and student outcomes regularly.**

Questions?

Patti Lager

ELA Specialist

Office of Standards, Learning, and Leadership

patti.lager@state.sd.us

605-295-0335