

# 2022-23 Report Card Data

Accountability
SD Department of Education
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# 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.

Students enter

4th grade proficient in reading. Students enter 9th grade proficient in math. Increase the academic success of Native American students.

Students graduate high school ready for postsecondary and the workforce.

Students have access to high quality standards and instruction.

Students are supported by effective teachers and leaders.

Students enter schools that provide an environment conducive to learning.

Students have opportunities to engage in 21st century learning.



# Accountability Systems

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

Elementary and Middle School:	High School:
ELA Achievement	ELA Achievement
Math Achievement	Math Achievement
ELA Growth	Four-Year Cohort Graduation
Math Growth	High School Completion
Attendance	College and Career Readiness
English Language Proficiency	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%

# 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%

# 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%

## 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.

## 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.

# 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%

## 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%

# 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



# 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** 

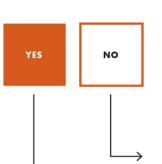
**Department of Education Literacy Supports** 

## **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?



#### STEP 1: IMPLEMENTATION RECOMMENDATIONS

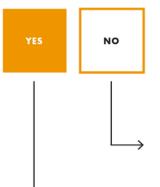
- Attend foundational literacy instruction professional learning.
- Establish a literacy leadership team.
- Develop a literacy vision and goals.
- Write a school-wide comprehensive reading plan.
- Create an action plan for implementation of the reading plan.
- Establish a data collection and analysis 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 contents
- Does the school use formative assessments to make day-to-day teaching decisions?



#### STEP 2: IMPLEMENTATION RECOMMENDATIONS

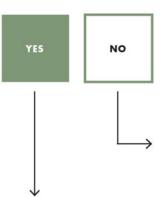
- Develop an assessment collection and analysis framework.
- Conduct an early childhood screener on the pre-K students.
- Administer a universal literacy screener three times per year.
- Implement a diagnostic assessment to identify specific learning needs.
- Implement a progress monitoring assessment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



#### 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.

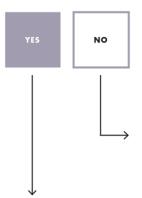
#### **Classroom Instruction**

#### 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 alian 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?



#### **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
- 1 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





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# 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?**

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