

South Dakota ESSA State Plan Workgroup Update

March 19-20, 2019

Recommendations from the Workgroup:

- N Size: Remain as it has been submitted in the most recent amendment. The N size of 10 must be met in the current year before rolling in the data of three years.
- English Learners Exit Criteria: Exit criteria should remain as it is currently written in the state plan.
- GAP Group: Remove the GAP group from the accountability subgroups.
- SPED Group: Do not create a new subgroup for special education students who take the alternative assessment.
- Feeder School: A feeder school should not be designated for school improvement based on the designation of the receiver school.
- Elem/MS Attendance: Attendance calculations should be based on full academic year (FAY).
- Attendance: Request for change to Administrative Rule 24-55-07-03 regarding students with dual enrollment. The attendance rule should be for students who are enrolled more than 50% of the time.

June 19, 2019

Recommendations from the Workgroup:

- Coding High School SPED Completion: Students coded as 7, 20, or 21 in the General Education tab of Infinite Campus should be a completer and counted in the year they received the code.
 - a. Code 7: Aged Out
 - b. Code 20: Discontinued Education – completed IEP team modified course requirements
 - c. Code 21: Aged Out – completed IEP team modified course requirements
- SPI Points for High School Completion: Completer points within the SPI should remain at 12.5 points (no change).
- College & Career Readiness: Keep the NCRC section within accountability as is (Silver Level).
- CTE Department: Complete the steps to create the “bridge” for the dual credits, AP credits, CTE and Capstone credits to be captured in the data.

- Special Schools: Recommend the changes proposed for students attending unique facilities.
 - a. Changes:
 - i. In certain circumstances, students attend institutions whose mission is not primarily education, but rather to address unique needs student may have.
 - ii. Where district controls the enrollment of a student in the program- students are counted at both school and district levels through the special school audit.
 - iii. Where district doesn't control the enrollment, students are counted at both state and school levels through the special school audit; this would include state placed students.
- ELP: Continue to use growth to target model and keep at 10 SPI points.
- ELP N Size: When the district meets the N size of 10 but an individual school does not, the ELP points will not roll down from the district level.
- School Improvement: Continue to identify schools every year (leave as is).
- SPI Growth Points: Keep the growth points as they currently are.
- ATSI: Leave the current identification model as is.

September 3, 2019

Recommendations from the workgroup:

- Career & College Readiness: Continue to use the current model with minor changes to include: add graduation endorsement option to the coursework readiness column and add in an assessment readiness option for SPED and EL students.
 - a. The appropriate assessment readiness option for SPED students taking the alternative assessment and EL 1st year in country students is to be further informed by the EL workgroup and through the SPED directors call.

September 27, 2019

Recommendations from the workgroup:

- Career & College Readiness:
 - Add Accuplacer under NCRC to the Assessment Readiness column as an option.
 - Regarding finding a method to capture SPED students who take alternative assessment: No change at this time. Re-evaluate as options for both assessment and career readiness columns become available in the future.

- English Learners Exit Criteria: (This recommendation will replace the recommendation made at the March 19-20, 20019 meeting.)
 - Accept the two-prong approach for exit criteria.
 1. 5.0 ACCESS score = Exit Program
 - or
 2. 4.0 ACCESS score and a score of 3 or 4 on State ELA Assessment = Exit Program

- Growth Model: Leave growth model and SPI point distribution as it currently is within the state plan.

- School Identification- TSI designations:
 - Use the low score method and select a percentile between the 5-20%. Allow the SD DOE staff to use their professional judgement to select the final percentage once they have run the numbers.
 - Schools should be identified for school improvement even if they are only accountable for one indicator.