



IRB approval extension

Since June 2015, SD-STARS has been IRB-approved. IRB stands for Institutional Review Board. IRBs are usually located at university and research centers. They help minimize risks associated with human subject research, thereby protecting the people whose data are used. Even though SD-STARS is not a research project, the South Dakota Department of Education seeks IRB approval to ensure that we are doing what is necessary to protect the data in SD-STARS and to maintain eligibility for future federal grants.

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2017-18 Report Card

Highlights for districts

With the transition to the new Every Student Succeeds Act, which replaces No Child Left Behind, the Department of Education will publish a new Report Card this fall that will look significantly different from previous years. Design changes are intended to make the Report Card more user-friendly for the public, particularly parents. Below are some frequently asked questions related to reporting changes.

What are the School Performance Index indicators?

As in past years, there is a total of 100 SPI points possible, and indicators differ for each level: elementary/middle schools and high schools. The indicators at the **elementary/middle school** level are as follows:

- Academic achievement
- English language proficiency
- Academic progress (growth)
- School quality, as measured by attendance rate

Indicators at the **high school** level are as follows:

- Academic achievement
- English language proficiency
- College and career readiness
- Graduation rate
- Completer rate

How has the academic achievement indicator changed?

Academic achievement points are assigned based on all students. Due to the many small schools and districts in the state, the department uses a multi-year proficiency (rolling three years) to allow for consistent assessment results. The indicator gives equal weight to English language arts and math scores. Points are awarded as follows:

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- Non-participant = 0 points
 - Level 1 = .25 points
 - Level 2 = .5 points
 - Level 3 (proficient) = 1 point
 - Level 4 = 1.25 points
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How is the English language proficiency indicator measured?

The new English language proficiency (ELP) indicator, which is worth 10 points, focuses on English learners and is based on ACCESS test scores. The indicator will build to include three years of test scores.

South Dakota’s districts vary widely in the number of English learners (ELs) they serve. Schools are accountable for the ELP indicator if they have served at least 10 ELs over the course of three years. Even if they haven’t,

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About Us:

South Dakota STARS Connections is a bi-monthly publication for South Dakota administrators and teachers, produced by the South Dakota Department of Education. This publication is intended to communicate news and events regarding the South Dakota Student Teacher Accountability and Reporting System (SDSTARS), our Statewide Longitudinal Data System. To view an online edition of this newsletter, go to doe.sd.gov/publications.aspx. Email story ideas or questions to STARSHelp@state.sd.us.

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2017-18 Report Card coming soon!

With the transition to the new Every Student Succeeds Act, the Department of Education will be creating and publishing a new Report Card. The amount of new data that will be included will push back the time of the data release. Below is the tentative schedule for release of the 2017-18 Report Card:

Oct. 19-29: Districts review and validate data in SD-STARS. If data errors are discovered, this is the time to fix them. We recommend that you have your district's Accountability Team available during this time to assist with the data review process.

Oct. 29: Pre-appeal window closes at 5 p.m. CDT.

Nov. 15: Department provides districts with final data prior to the public release of the Report Card.

Nov. 15-19: Districts share local data with key stakeholders, including boards of education.

Nov. 19: Department shares state-level data from 2018 Report Card at South Dakota Board of Education Standards meeting. Press release issued.

Nov. 20: Report Card website goes live at 5 p.m. CST with state, district and school-level data.

Nov. 21-Dec. 5: Formal appeals window.

Dec. 5: Deadline for formal appeals to be submitted to the department.

Dec. 15: Deadline for the department to make decisions on formal appeals.

Dec. 17: Final version of the 2018 Report Card released.

The Report Card will be accessed using SD-STARS. Only people who are given the accountability permissions will be able to access the Report Card. There are two levels of accountability permissions: school or district. Contact your district's STARS Account Manager to ensure you can access the Report Card on Oct. 19. STARS Account Managers who have questions or problems with creating accounts, approving accounts or assigning permissions should contact STARSHelp@state.sd.us.



Report Card highlights

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they may receive a percentage of points on the ELP indicator if a district has served 10 or more ELs over the course of three years. If both the district and the school have not served 10 or more ELs over the course of three years, then the 10 points for this indicator are redistributed evenly across the other academic indicators.

Points are awarded for English learners as follows:

- Non-tested = 0 points
- Not Growing = .25 points
- Not on Target = .5 points
- On Target/Exit = 1 point
- Early Exiter, or a student who exits EL services earlier than expected = 1.25 points

Targets are set for individual ELs based on how the student did on his/her first ACCESS test. The student's first ACCESS test score is used to determine his/her annual target goal on the ACCESS for each consecutive year that the student is expected to be in EL services. An EL student is expected to be in EL services for three to five years. A student exits EL services when he/she earns a 5.0 on ACCESS.

Are there changes in how other indicators are measured?

Yes. In the past, a 94 percent attendance rate was the benchmark for the **school quality indicator**. Beginning with the 2017-18 Report Card, the goal is 90 percent attendance. This change aligns state and federal reporting requirements.

Under the **graduation rate indicator**, those students not attending 50 percent of their final year at one school will be counted at the secondary school that they attended longest.

The **college and career readiness indicator** has expanded to break down silos between college readiness and career readiness. Students demonstrate readiness in two categories:

Assessment of readiness – Students demonstrate readiness by meeting remediation cut scores in math and English on any combination of the Smarter Balanced assessment, ACT, or Accuplacer; or by achieving a Silver or higher on the National Career Readiness Certificate assessment.

Progress toward a post-high school credential – Students demonstrate progress toward a post-high school credential through successful completion of state-sponsored dual credit courses; by earning a C or higher as CTE concentrators; or by scoring 3 or higher on an Advanced Placement exam. Other course pathways will be added in the future.

Will there be new or changed subgroups on the 2017-18 Report Card?

Yes, the 2017-18 Report Card will include three new subgroups: homeless students, military connected students and students in foster care.

In addition, there will be subgroups for long-term EL students (those who receive EL services for more than five years). A subgroup of EL students with disabilities will be reported for some

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New data in SD-STARS

In July, most of the state assessments were loaded into SD-STARS, including Smarter Balanced for English language arts and math, the English learner test known as ACCESS 2.0 and the alternate English learner test known as ACCESS Alt. Data for these tests are now available in SD-STARS reports. The South Dakota Science Assessment and the alternate South Dakota Science Assessment were also loaded into SD-STARS. Since these are new tests, the SD-STARS team is enhancing reports to display these new data. Science data should appear in reports in early fall. The remaining test, the alternate assessment for ELA and math known as MSAA, will be loaded into SD-STARS in late August.

Other data was also loaded over the summer, including ACT scores and dual credit program data. June's ACT data file, which contains tests taken up to April 2018 was loaded. You can access these data in the ACT Stoplight report. The next ACT data file is expected in early September. Dual credit spring semester data can also be accessed in the four dual credit reports in SD-STARS. Summer semester data will be loaded in October.

2018-19 STARS Certified Trainers

These trainers are located throughout the state, ready and willing to answer your questions. They are available to conduct SD-STARS trainings for your school or district to help educators make the most out of SD-STARS. Trainers have been trained by Department of Education staff on the SD-STARS system and are kept up-to-date on system developments and new reports. Districts can contact a trainer directly to request training at the district's cost.

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indicators. The EL subgroup will also expand this year to include students for two years after they exit EL status.

I've heard the Report Card will include additional data that is not used for accountability. Is that true?

Yes, ESSA requires that the Report Card also display data that school districts report to the federal government in the Civil Rights Data Collection. This includes discipline and behavior reports and information on access to advanced opportunities. ESSA also requires reporting on per-pupil expenditures, dropout rates, college-going rates and high school attendance rates. Data related to educators and administrators will also be reported, including number of first-year teachers, number of educators on a plan of intent and average salary.

I've also heard there will be changes to how schools are identified for support. How will this work?

There will be three categories: Comprehensive Support, Targeted Support and Additional Targeted Support. Below is more detail on how schools qualify for these categories:

Comprehensive Support (CSI)

- Any Title I school in the bottom 5 percent
- Any high school with a graduation rate lower than 67 percent

- Any A-TSI (explained below) Title I school with a chronically underperforming subgroup that does not progress

Targeted Support (TSI)

- Any school with a consistently low-performing subgroup (subgroup has been performing significantly below the All Students group on all indicators)

Additional Targeted Support (A-TSI)

- Any targeted support school with at least one subgroup performing at the same level as the bottom 5 percent of Title I schools:
 - No better on any indicator than the aggregate data for all CSI schools in bottom 5 percent
 - If Title I, may move to Comprehensive Support if gains are not made over time

Where can I find out more about the new Report Card?

To find more information, attend the regional SD-STARS trainings, attend sessions at department conferences and read the Ed Online e-newsletter. The department plans to do more outreach as the fall progresses. You can also go to the department's ESSA webpage: <http://doe.sd.gov/ESSA/>.

IRB approval extension

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In June, the IRB at South Dakota State University reviewed the policies and procedures of SD-STARS and granted an extension of the IRB approval for another year. The full approval letter can be found at <http://doe.sd.gov/sdstars>. Select "Institutional Review Board Approval" for more information.

Accountability to join SD-STARS regional trainings this fall

This fall, the South Dakota Department of Education’s SD-STARS and Accountability teams will partner to provide trainings for district users of SD-STARS. Morning and afternoon sessions will be given in three locations throughout the state. Find more information and register at [GoSignMeUp](https://southdakota.gosignmeup.com). Questions? Please contact STARSHelp@state.sd.us.

Morning session: Training on SD-STARS & Accountability Report Card – The morning session will update participants on changes in the SD-STARS system and train them on understanding and using data for educational decisions. Attendees will have an opportunity to explore reports and resources within the system. The new Accountability Report Card will also be discussed, and participants will have time to talk

with someone on the Accountability team about the changes in this year’s report card.

Afternoon session: STARS Account Manager (SAM) Training – The afternoon session will train SAMs to start and end accounts as new staff members transition in and out of districts, and to maintain account access and permission levels. SAMs are individuals chosen by a school district to be responsible for managing accounts and security within SD-STARS. SAMs are identified in the South Dakota Department of Education’s School Directory and often act as the first point of contact when district staff members have questions or issues with SD-STARS.

Please attend an SD-STARS regional training this fall at a location near you!

Date	Time	Description	Location
Tuesday, Oct. 2	8:30 a.m. – 12 p.m. CDT	Training on SD-STARS & Accountability Report Card	Watertown—Lake Area Tech
Register: https://southdakota.gosignmeup.com/public/Course/browse?courseid=12417			
Tuesday, Oct. 2	1 – 4 p.m. CDT	STARS Account Manager (SAM) Training	Watertown—Lake Area Tech
Register: https://southdakota.gosignmeup.com/public/Course/browse?courseid=12421			
Thursday, Oct. 11	8:30 a.m. – 12 p.m. CDT	Training on SD-STARS & Accountability Report Card	Mitchell—Mitchell Career & Tech Education Academy
Register: https://southdakota.gosignmeup.com/public/Course/browse?courseid=12418			
Thursday, Oct. 11	1 – 4 p.m. CDT	STARS Account Manager (SAM) Training	Mitchell—Mitchell Career & Tech Education Academy
Register: https://southdakota.gosignmeup.com/public/Course/browse?courseid=12423			
Monday, Oct. 15	8:30 a.m. – 12 p.m. MDT	Training on SD-STARS & Accountability Report Card	Rapid City—Western Dakota Tech
Register: https://southdakota.gosignmeup.com/public/Course/browse?courseid=12416			
Monday, Oct. 15	1 – 4 p.m. MDT	STARS Account Manager (SAM) Training	Rapid City—Western Dakota Tech
Register: https://southdakota.gosignmeup.com/public/Course/browse?courseid=12422			

SD-STARS monthly webinars

Do you want to learn more about SD-STARS but have limited time? Are you looking for SD-STARS information about a specific topic? You may benefit from attending a monthly webinar! The SD-STARS team offers webinars on different topics throughout the school year. During the 2017-18 school year, participants enjoyed learning about local assessments, attendance reports, the Accountability Report Card, proactive admissions and college readiness coursework, general data analysis tips, dual credit reports and more. Prior webinars were recorded, with links available in the Training Center menu in SD-STARS.

We will kick off the new school year with a webinar on Wednesday, Sept. 19 at 3 p.m. CDT. Please join us!

Upcoming SD-STARS Webinars

Sept. 19 – 3 p.m. CDT

Topic: Improvements and Enhancements to SD-STARS since 2017-18 school year

Registration: <https://southdakota.gosignmeup.com/public/Course/browse?courseid=12424>

Oct. 24 – 3 p.m. CDT

Topic: Accountability Report Card

Registration: <https://southdakota.gosignmeup.com/public/Course/browse?courseid=12425>

Local assessment Permission forms due

The suite of local assessment reports continues to be a popular feature of SD-STARS. Districts that use the following assessments and vendors may find useful reports in SD-STARS:

- DIBELS*Next* from DIBELS.net
- DIBELS*Next* from University of Oregon
- AIMSweb 1.0 from Pearson

In addition, the SD-STARS team will be working this year with the following assessments and vendors:

- AIMSweb PLUS from Pearson
- MAP from NWEA

Districts need to give permission for the South Dakota Department of Education to access and load the data in SD-STARS. Permission forms can be downloaded from SD-STARS. Go to the Training Center and look under the Resources heading. The department encourages districts to turn in permission forms as soon as possible.

In return, districts will see a suite of local assessment reports

in SD-STARS. These reports provide information such as demographics, attendance rates and state assessment scores side-by-side with the local assessment results. Reports that show data from the two new assessments, AIMSweb PLUS and MAP, will not be available until later in the school year.

The data from local assessments are loaded into SD-STARS three times a year: fall, winter and spring. Typically, the data for the fall load are available in SD-STARS reports by Sept. 27; winter data are available by Jan. 27; and the spring data are available by May 27.

If districts have any questions on the local assessment reports or how to get their data into SD-STARS, please contact STARSHelp@state.sd.us.

Coming Soon: SD Science and Science Alternate

2017-18 will be the first year that assessment results for the new state science test, South Dakota Science Assessment (SDSA) and South Dakota Science Alternate (SDSA-Alt) will appear in SD-STARS. Users will be able to view SDSA and SDSA-Alt in SD-STARS reports that contain assessment data, mainly the reports listed under the assessment category.

The SD-STARS team plans to enhance the reports to display SDSA and SDSA-Alt results. That enhancement work will begin soon in hopes of having it completed by the end of September.

If you have any questions on SDSA and SDSA-Alt appearing in SD-STARS reports, please contact STARSHelp@state.sd.us.



New and enhanced SD-STARS reports

The SD-STARS team has been working hard on fulfilling report requests. Users will notice several enhancements to reports as they return to school this fall. Two are district requests – an enhancement to the Student Enrollment List and the Student Attendance List and an enhancement to add standard error to the assessment reports. Reports were also updated to reflect changes to proficiency benchmarks on the ACCESS test. A new report, CTE Biennial Review – Aggregate, is also available.

Enhancements to Student Enrollment List and Student Attendance List

Three enhancements were made to these two reports. First, a district requested the addition of a school column, which allows users with a district role to see the school name in the reports. Second, the SD-STARS team took the opportunity to align the parameters of these two reports with other similar reports including Enrollment Demographics, Attendance Demographics and Chronic Absenteeism Demographics. Third, the SD-STARS team cleaned up how data appears in the report. For example, “Male” description was shortened to “M.” in the report. Users may also notice that the order of the columns has switched to be consistent with other reports.

Adding standard error to assessment reports

This work started with a district request and expanded from there. A district wanted to see standard error with scale score when Smarter Balanced data are shown

in SD-STARS reports. All reports that show Smarter Balanced data under the assessment category in SD-STARS now contain a standard error column. The ACT Stoplight does not contain Smarter Balanced data, so standard error will not appear in that report. The standard error is only available for Smarter Balanced results. Users will see NA when looking at students who took the alternate assessment and standard error will not appear for DSTEP data.

The SD-STARS team also took an opportunity to better align the assessment reports for consistency. For example, users may notice that reports now show the assessment level, then scale score followed by the standard error. Users may also notice updates to labels and other minor changes.

Change to ACCESS proficiency

Users will also notice the proficiency determination for the ACCESS test was changed for school year 2017-18. Prior to 2017-18, students were proficient on the ACCESS test if they scored a level of 4.7 or higher in composite, 4.5 or higher in reading and 4.1 or higher for writing. Now a student need only reach a composite score of 5.0 or above to be considered proficient. Users will notice this change in the ACCESS Test Takers and the Student Profile reports.

Changes to CTE Biennial Reports including a new aggregate level report

The changes to the CTE Biennial reports were required to make the reports more useful for the Accreditation team at the Department of Education who

determine which CTE programs may be eligible for a review. Both the CTE Biennial Review – Career Cluster and CTE Biennial Review – Enrollment reports will look a bit different. For example, the CTE Biennial Review – Enrollment used to have a hover-over that would display the numerator and denominator for the subgroups. Now the hover-over has been removed, and the report shows the numerator and denominator as columns. Another change is the addition of a yellow flag that will appear when the CTE enrollment for the gender subgroup is more than 5 percent + or – the general student enrollment or 12.5 percent + or – the general student enrollment for the special education or race subgroup. The CTE Biennial Review – Career Cluster report was shortened to show three years of data instead of five, and sorting was added to columns when possible.

The Accreditation team also requested a new report - CTE Biennial Review – Aggregate. This is an aggregate report that compares district enrollment to enrollment in CTE programs, by gender, disability and race subgroups. This report helps to identify schools that have groups of students over multiple years who disproportionately participate or don't participate in CTE programs.

If you have any questions or feedback on these changes, please contact STARSHelp@state.sd.us.

SAM corner: Account maintenance for school year

The new school year is an excellent time for STARS Account Managers (SAMs) in each district to maintain existing accounts and approve new users. Specifically, SAMs will want to review accounts for newly hired staff members and assign permissions to all members of the district's accountability team.

Approve accounts for new staff

As the 2018-19 school year begins, SAMs will want to approve user accounts for any newly hired staff members in their district. SD-STARS accounts directly tie to the K-12 Data Center and to Infinite Campus.

A common error occurs in Infinite Campus: Often new staff are missing email addresses, job titles or start dates. For assistance setting up accounts or mapping certain job titles to permission levels, please contact STARSHelp@state.sd.us. For more hands-on help, attend one of our regional trainings for SAMs in October. See article elsewhere in this newsletter for more information.

Assigning accountability permission

As district users prepare for the 2017-18

Accountability Report Card, SAMs will need to assign the accountability permission. The accountability permission is available for both the district and school level. The district level permission should be used when a user needs to view reports which include student lists for the entire district. If a school-level user – such as a principal – needs to see a student list for only their school, then assigning the school-level accountability permission would be appropriate.

To assign this permission, SAMs should navigate to user accounts under the Admin menu. Next, search for the user. Once the user is located, click on the Edit button and navigate to the assigned roles and select the appropriate permission.

To assign a district-level role, select a district name from the dropdown. If assigning a school-level role, select a school name from the dropdown. Once the appropriate level is selected from the Assigned Roles dropdown, the Accountability permission will appear. Select it and click "Save Roles." Please remember the Accountability permission is a manual permission and will need to be managed by the SAM.

STARS Advisory Group looking for new members

The STARS Advisory Group will begin its third year this September. This group functions much like other district-involved groups at the Department of Education. As the group continues to meet, we continue to look for new members.

Background

The STARS Advisory Group gives districts a voice in discussions of SD-STARS. This group positively impacts SD-STARS and improves the partnership and communication among the department's SD-STARS team and districts. Areas of discussion include new reports, enhancements to current reports, changes to the SD-STARS portal and district training and support.

Duties and Expectations

The STARS Advisory Group serves as a valuable resource to the department's SD-STARS team. Members should have a genuine interest in SD-STARS and support the vision of the system: to aid educators, measure outcomes and inform decisions.

Members' duties include the following:

- Supporting districts by answering data questions and assisting in resolving data problems
- Communicating district needs with the SD-STARS team
- Providing constructive feedback on systems, reports or enhancements
- Advising on possible times and formats for SD-STARS trainings and supports

- Offering ideas for the SD-STARS Connections newsletter and other outreach methods
- Aiding in developing resources and professional development to encourage data use

Time Commitment and Composition

Members attend one virtual meeting per month during the school year(?) with occasional emails, ad-hoc calls or virtual meetings as needed. The STARS Advisory Group is a mix of individuals from diverse districts across the state. If you or someone you know may be a good fit for this group, please contact us at STARSHelp@state.sd.us.