ESEA Flexibility
Request

As Amended June 11, 2013

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Washington, DC 20202

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Paperwork Burden Statement

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INTRODUCTION

The U.S. Department of Education (Department) is offering each State educational agency (SEA) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

The Department invites interested SEAs to request this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the Secretary to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an SEA that receives funds under a program authorized by the ESEA and requests a waiver. Under this flexibility, the Department would grant waivers through the 2013–2014 school year, after which time an SEA may request an extension of this flexibility.

REVIEW AND EVALUATION OF REQUESTS

The Department will use a review process that will include both external peer reviewers and staff reviewers to evaluate SEA requests for this flexibility. This review process will help ensure that each request for this flexibility approved by the Department is consistent with the principles described in the document titled *ESEA Flexibility*, which are designed to support State efforts to improve student academic achievement and increase the quality of instruction, and is both educationally and technically sound. Reviewers will evaluate whether and how each request for this flexibility will support a comprehensive and coherent set of improvements in the areas of standards and assessments, accountability, and teacher and principal effectiveness that will lead to improved student outcomes. Each SEA will have an opportunity, if necessary, to clarify its plans for peer and staff reviewers and to answer any questions reviewers may have. The peer reviewers will then provide comments to the Department. Taking those comments into consideration, the Secretary will make a decision regarding each SEA's request for this flexibility. If an SEA's request for this flexibility is not granted, reviewers and the Department will provide feedback to the SEA about the components of the SEA's request that need additional development in order for the request to be approved.

GENERAL INSTRUCTIONS

An SEA seeking approval to implement this flexibility must submit a high-quality request that addresses all aspects of the principles and waivers and, in each place where a plan is required, includes a high-quality plan. Consistent with ESEA section 9401(d)(1), the Secretary intends to grant waivers that are included in this flexibility through the end of the 2013–2014 school year. An SEA will be permitted to request an extension of the initial period of this flexibility prior to the start of the 2014–2015 school year unless this flexibility is superseded by reauthorization of the ESEA. The Department is asking SEAs to submit requests that include plans through the 2014–2015 school year in order to provide a complete picture of the SEA's reform efforts. The Department will not accept a request that meets only some of the principles of this flexibility.

This version of the *ESEA Flexibility Request* replaces the document originally issued on September 23, 2011 and revised on September 28, 2011. Through this revised version, the following section has been removed: 3.A, Option B (Option C has been renamed Option B). Additions have also been made to the following sections: Waivers and Assurances. Finally, this revised guidance modifies the following sections: Waivers; Assurances; 2.A.ii; 2.C.i; 2.D.i; 2.E.i; Table 2; 2.G; and 3.A, Options A and B.

High-Quality Request: A high-quality request for this flexibility is one that is comprehensive and coherent in its approach, and that clearly indicates how this flexibility will help an SEA and its LEAs improve student achievement and the quality of instruction for students.

A high-quality request will (1) if an SEA has already met a principle, provide a description of how it has done so, including evidence as required; and (2) if an SEA has not yet met a principle, describe how it will meet the principle on the required timelines, including any progress to date. For example, an SEA that has not adopted minimum guidelines for local teacher and principal evaluation and support systems consistent with Principle 3 by the time it submits its request for the flexibility will need to provide a plan demonstrating that it will do so by the end of the 2011–2012 school year. In each such case, an SEA's plan must include, at a minimum, the following elements for each principle that the SEA has not yet met:

1. Key milestones and activities: Significant milestones to be achieved in order to meet a given principle, and essential activities to be accomplished in order to reach the key milestones. The SEA should also include any essential activities that have already been completed or key milestones that have already been reached so that reviewers can understand the context for and fully evaluate the SEA's plan to meet a given principle.

2. Detailed timeline: A specific schedule setting forth the dates on which key activities will begin and be completed and milestones will be achieved so that the SEA can meet the principle by the required date.

3. Party or parties responsible: Identification of the SEA staff (*e.g.*, position, title, or office) and, as appropriate, others who will be responsible for ensuring that each key activity is accomplished.

4. Evidence: Where required, documentation to support the plan and demonstrate the SEA's progress in implementing the plan. This *ESEA Flexibility Request* indicates the specific evidence that the SEA must either include in its request or provide at a future reporting date.

5. Resources: Resources necessary to complete the key activities, including staff time and additional funding.

6. Significant obstacles: Any major obstacles that may hinder completion of key milestones and activities (*e.g.,* State laws that need to be changed) and a plan to overcome them.

Included on page 19 of this document is an example of a format for a table that an SEA may use to submit a plan that is required for any principle of this flexibility that the SEA has not already met. An SEA that elects to use this format may also supplement the table with text that provides an overview of the plan.

An SEA should keep in mind the required timelines for meeting each principle and develop credible plans that allow for completion of the activities necessary to meet each principle. Although the plan for each principle will reflect that particular principle, as discussed above, an SEA should look across all plans to make sure that it puts forward a comprehensive and coherent request for this flexibility.

Preparing the Request: To prepare a high-quality request, it is extremely important that an SEA refer to all of the provided resources, including the document titled *ESEA Flexibility*, which includes the principles, definitions, and timelines; the document titled *ESEA Flexibility Review Guidance*, which includes the criteria that will be used by the peer reviewers to determine if the request meets the principles of this flexibility; and the document titled *ESEA Flexibility Frequently Asked Questions,* which provides additional guidance for SEAs in preparing their requests.

As used in this request form, the following terms have the definitions set forth in the document titled *ESEA Flexibility*: (1) college- and career-ready standards, (2) focus school, (3) high-quality assessment, (4) priority school, (5) reward school, (6) standards that are common to a significant number of States, (7) State network of institutions of higher education, (8) student growth, and (9) turnaround principles.

Each request must include:

- A table of contents and a list of attachments, using the forms on pages 1 and 2.
- The cover sheet (p. 3), waivers requested (p. 4-6), and assurances (p. 7-8).
- A description of how the SEA has met the consultation requirements (p. 9).
- Evidence and plans to meet the principles (p. 10-18). An SEA will enter narrative text in the text boxes provided, complete the required tables, and provide other required evidence. An SEA may supplement the narrative text in a text box with attachments, which will be included in an appendix. Any supplemental attachments that are included in an appendix must be referenced in the related narrative text.

Requests should not include personally identifiable information.

Process for Submitting the Request: An SEA must submit a request to the Department to receive the flexibility. This request form and other pertinent documents are available on the Department's Web site at: http://www.ed.gov/esea/flexibility.

Electronic Submission: The Department strongly prefers to receive an SEA's request for the flexibility electronically. The SEA should submit it to the following address: ESEAflexibility@ed.gov.

Paper Submission: In the alternative, an SEA may submit the original and two copies of its request for the flexibility to the following address:

Patricia McKee, Acting Director
Student Achievement and School Accountability Programs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

Due to potential delays in processing mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

REQUEST SUBMISSION DEADLINE

SEAs have multiple opportunities to submit requests for the flexibility. The submission dates are November 14, 2011, February 28, 2012, and an additional opportunity following the conclusion of the 2011–2012 school year.

TECHNICAL ASSISTANCE MEETING FOR SEAS

The Department has conducted a number of webinars to assist SEAs in preparing their requests and to respond to questions. Please visit the Department's Web site at: http://www.ed.gov/esea/flexibility for copies of previously conducted webinars and information on upcoming webinars.

FOR FURTHER INFORMATION

If you have any questions, please contact the Department by e-mail at ESEAflexibility@ed.gov.

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For each attachment included in the *ESEA Flexibility Request*, label the attachment with the corresponding number from the list of attachments below and indicate the page number where the attachment is located. If an attachment is not applicable to the SEA's request, indicate "N/A" instead of a page number. Reference relevant attachments in the narrative portions of the request.

LABEL	LIST OF ATTACHMENTS	PAGE
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5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State's standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)	NA
6	State's Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	130
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COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: South Dakota Department of Education	Requester's Mailing Address: 800 Governors Drive Pierre SD 57501

State Contact for the ESEA Flexibility Request

Name: Mary Stadick Smith

Position and Office: Director of Operations and Information, Office of the Secretary

Contact's Mailing Address:
800 Governors Drive, Pierre SD 57501

Telephone: (605) 773-7228

Fax: (605) 773-6139

Email address: mary.stadicksmith@state.sd.us

Chief State School Officer (Printed Name): Dr. Melody Schopp	Telephone: (605) 773-5669
Signature of the Chief State School Officer: X_Dr. Melody Schopp_____	Date: Feb. 26, 2012

The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.

WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

☒ 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.

☒ 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.

☒ 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.

☒ 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.

☒ 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

☒ 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that

section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*.

☒ 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools that meet the definition of "reward schools" set forth in the document titled *ESEA Flexibility*.

☒ 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

☒ 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

☒ 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools that meet the definition of "priority schools" set forth in the document titled *ESEA Flexibility*.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

☐ 11. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

☒ 12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA's State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The

SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools that are not reward schools, priority schools, or focus schools.

☒ 13. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not rank sufficiently high to be served.

ASSURANCES

By submitting this application, the SEA assures that:

☒ 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.

☒ 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)

☒ 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)

☒ 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)

☒ 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)

☒ 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)

☒ 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)

☒ 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, all teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later than the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

☒ 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)

☒ 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request (Attachment E).

☒ 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).

☒ 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).

☒ 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.

☒ 14. It will report annually on its State report card, and will ensure that its LEAs annually report on their local report cards, for the "all students" group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State's annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all the guidelines for teacher and principal evaluation and support systems, it must also assure that:

☒ 15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State's Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

In 2010, a Teacher Standards Work Group was tasked (SDCL § 13-42-33 through 36) to develop state standards for teaching. This work group included representation from the following key stakeholder groups: teachers, principals, superintendents, school boards, parents, higher education, and state education associations (South Dakota Education Association, School Administrators of South Dakota and Associated School Boards of South Dakota). Of the group's 25 members, eight were active teachers. The group spent much of 2010 and 2011 entrenched in developing these standards, culminating with the recommendation for the statewide adoption of the Charlotte Danielson Framework for Teaching. The Teacher Standards Work Group set the foundation piece for future work related to revision of the state's accountability model which links teacher evaluation to student growth.

In September 2011, and prior to the United States Department of Education issuing its ESEA Waiver Flexibility package, South Dakota began the process of developing a new statewide accountability model. The South Dakota Department of Education (SD DOE) assembled a group of 23 individuals representing key stakeholder groups to provide recommendations regarding a next-generation accountability model for South Dakota. Those individuals represented the following groups: school administrators, teachers, tribal educators, legislators, higher education, business, the South Dakota Board of Education, and state education associations (South Dakota Education Association, School Administrators of South Dakota and Associated School Boards of South Dakota).

Specifically, the Accountability Work Group included three distinguished teachers: the 2011 South Dakota Teacher of the Year; the state's most recent Milken Educator Award winner; and a teacher who serves as an Ambassador for the U.S. Department of Education. Other participants included the president of the South Dakota Education Association, the chair of the state's Committee of Practitioners, a school Special Education Director, and a superintendent from one of the state's Native American districts. The diversity from this group led to rich discussions concerning all areas of education including accountability.

To date, the work group has met four times: September 14-15, 2011, October 26-27, 2011, December 1, 2011, and January 5, 2012. During that time period, the U.S. Department of Education also issued its ESEA Waiver Flexibility package, so the next logical step for the group was to discuss other state's models of the flexibility package and then focus on the guidelines of the flexibility request.

Once the ESEA flexibility application had been completed and before it was released for official public comment, the application was presented to the Committee of Practitioners for its input on January 6, 2012, and again on the 16th of February prior to submission.

South Dakota anticipates significant future involvement of teachers and principals particularly as it relates to Principal #3 of this application: Supporting Effective Instruction and Leadership.

The work of the Accountability Work Group served as the basis for the content of South Dakota's ESEA Flexibility Waiver application. The entire application is grounded in that group's discussion, ideas and feedback, as well as input from the field in general gathered during multiple public comment opportunities.

Teachers were well represented on the Accountability Work Group, and the Accountability Work Group provided the singular direction from which South Dakota's flexibility application was created. As noted earlier in this narrative, the work group met four times prior to the submission of the state's waiver application. Current teachers accounted for four of the 23 slots on the work group, and the majority of the other participants were former teachers (now administrators). Even the legislator who served on the group was a former teacher.

Specifically, the following active teachers served on the Accountability Work Group:

- President, South Dakota Education Association (on leave from a local school district)
- Three award-winning teachers:
    - 2011 South Dakota Teacher of the Year
    - South Dakota's current Milken Educator
    - Teacher who serves as Ambassador for U.S. Department of Education

Also on the work group were individuals representing high-needs communities:

- Native American Educator from the Cheyenne-Eagle Butte school, located on the Cheyenne River Indian Reservation. The school is a combination public-Bureau of Indian Education school.

- Superintendent of the Todd County School District. Todd County is a public school district located on the Rosebud Indian Reservation, and its student population is 97 percent Native American.

- Special Education Director at a school district in southeastern South Dakota

To access more information about the Accountability Work Group, please visit http://doe.sd.gov/secretary/nexgen_accountability.asp

South Dakota made good-faith efforts to reach out to key constituents regarding the flexibility application. Facing the challenges of geography (South Dakota is an expansive and sparse state) and limited time (due to the application deadline), South Dakota relied heavily on technology for that purpose.

SD DOE posted an initial summary of its proposed accountability model, which was the basis of the ESEA Flexibility Waiver, online in early December 2011. Educators were alerted to the proposal via the statewide K-12 education email system, a delivery system that encompasses nearly every teacher in the state (except for those in a handful of non-participating districts). That delivery system includes special education teachers, teachers of English language learners, and teachers of Native American students.

At the same time, the state Secretary of Education hosted multiple teleconferences to solicit input on the proposal from key constituent groups. One of the teleconferences was specifically for the regional representatives of the South Dakota Education Association (teachers' association), and a network of active and award-winning teachers that the department has established.

The waiver application, in its entirety, was posted for public comment again on Jan. 13, 2012, and input was solicited through Feb. 3, 2012. The waiver also was on the Jan. 27, 2012, agenda of the South Dakota Board of Education, at which time the board endorsed the application.

SD DOE sees significant opportunity for teachers to participate moving forward. During the 2012 legislative session, which concluded in March, law makers passed HB 1234, which was part of Gov. Dennis Daugaard's proposed education reform package. That bill calls for development of a common statewide evaluation system for teachers based on four levels of performance and including both qualitative and quantitative measures. It calls for development of a similar system for principals. Further, the bill establishes a total of six work groups – with broad representation – to address education reform initiatives.

The six work groups and their composition are detailed below. Teachers have strong representation on nearly every group.

Critical Teaching Needs Scholarship Board

- Five-member board appointed by the Governor
- Purpose: Select Critical Teaching Needs Scholarship recipients

Local Teacher Reward Plan Advisory Council

- Members appointed by the Secretary of Education
- Members to include: Combination of six principals and superintendents; **six teachers**; three school board members
- Purpose: Provide input in developing one or more model local teacher reward plans

Local Teacher Reward Plan Oversight Board

- Members to include:
  - One member of the Senate
  - One member of the House of Representatives
  - Two representatives of the business community appointed by the Governor
  - One representative of an educational association appointed by the Governor
  - **One current or former teacher** appointed by the Governor
  - Secretary of Education
- Purpose: Review and approve/deny local teacher reward plans

Teacher Evaluation Work Group

- Members appointed by the Secretary of Education
- Members to include: **six teachers**, three principals, two superintendents, two school board members, four parents, and one representative from each of the following groups: **South Dakota Education Association**, School Administrators of South Dakota, Associated School Boards of South Dakota
- Purpose: Provide input in developing the four-tier rating system and evaluation instrument used by districts for teacher evaluation

Principal Standards and Evaluation Work Group

- Members appointed by the Secretary of Education
- Members to include: six principals, **three teachers**, two superintendents, two school board members, four parents, and one representative from each of the following groups: **South Dakota Education Association**, School Administrators of South Dakota, Associated School Boards of

South Dakota

- Purpose: Provide input in developing principal standards, four-tier rating system and evaluation instrument used by districts for principal evaluation

South Dakota Education Reform Advisory Council

- Members to include:
  - Three members of the Senate, including at least one member of each political party, appointed by the president pro tempore of the Senate
  - Three members of the House of Representatives, including at least one member of each political party, appointed by the speaker of the House
  - Secretary of Education, who will serve as chair
  - Three superintendents jointly appointed by president pro tempore of Senate and speaker of the House
  - Three principals jointly appointed by president pro tempore of Senate and speaker of the House
  - **Five teachers** jointly appointed by president pro tempore of Senate and speaker of the House
  - Three school board members jointly appointed by president pro tempore of Senate and speaker of the House
  - One member of the Board of Regents selected by the board
  - One representative of the technical institutes, selected by their presidents
  - One representative selected by the School Administrators of South Dakota
  - **One representative selected by the South Dakota Education Association**
  - One representative selected by the Associated School Boards of South Dakota

- Purpose: Advise on implementation of the act and examine initiatives for increased teacher compensation, areas of critical need, and improving student achievement

For more information about the Governor's Investing in Teachers education reform package, please visit http://doe.sd.gov/secretary/investinginteachers.asp

To access, HB 1234, a major piece of the governor's education reform package, visit http://legis.state.sd.us/sessions/2012/Bills/HB1234ENR.pdf

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

Recognizing the need for a more meaningful system of accountability, South Dakota had just begun the process of developing a new model when the U.S. Department of Education's ESEA flexibility package was announced in mid-September 2011.

South Dakota's Accountability Work Group encompassed 23 individuals representing key stakeholders: school administrators, teachers, tribal educators, legislators, higher education, business, the South Dakota Board of Education, and state education associations (South Dakota Education Association, School Administrators of South Dakota and Associated School Boards of South Dakota). Their objective was to provide recommendations regarding a next-generation accountability model for the state.

To date, the work group has met four times: September 14-15, October 26-27, December 1, 2011, and

January 5, 2012. The group started by addressing accountability issues important to them, followed by consideration of other states' models, as well as focusing on the guidelines in the flexibility package.

The Accountability Work Group's work served as the basis for the content of South Dakota's ESEA Flexibility Waiver application. The entire application is grounded in that group's discussion, ideas and feedback, as well as input from the field in general gathered during multiple public comment opportunities.

The Accountability Work Group included broad representation from key stakeholder groups, including **high-need communities**. Specifically, the following individuals were chosen, in part, for the work group to represent the interests of high-need, and other specific, communities:

- Native American Educator from the Cheyenne-Eagle Butte school, located on the Cheyenne-River Indian Reservation. The school is a combination public-Bureau of Indian Education school.
- Superintendent of the Todd County School District. Todd County is a public school district located on the Rosebud Indian Reservation, and its student population is 97percent Native American.
- Superintendents of the Sioux Falls and Rapid City School Districts, which between the two serve approximately 26 percent of the total Native American student population in South Dakota's public schools.
- Superintendent of the Sioux Falls School District also represents the interests of English language learners. That district serves the largest number of ELL students in the state.
- Special Education Director from school district in southeastern South Dakota
- President of the South Dakota Chamber of Commerce and Industry

To solicit input on its proposal, South Dakota made good-faith efforts to reach out to key constituents regarding the flexibility application. Facing the challenges of geography (South Dakota is an expansive and sparse state) and limited time (due to the application deadline), South Dakota relied heavily on technology for that purpose.

SD DOE posted an initial summary of its proposed accountability model, which was the basis of the ESEA Flexibility Waiver, on its website in early December 2011. Educators were alerted to the proposal via the statewide K-12 education email system, which reaches a vast majority of educators – teachers and administrators – in the state.

At the same time, the state Secretary of Education hosted multiple teleconferences to solicit input on the proposal from key constituent groups. The aim of these conversations was to explain the state's proposal to date and to solicit meaningful comments and feedback from these key constituents. Below is the list of teleconferences.

- Superintendents and Education Service Agency Directors (December 7, 2011)
- Principals (December 7 & 9, 2011)
- Curriculum, Assessment and Special Education Directors (December 9, 2011)
- Regional Representatives of the South Dakota Education Association (December 12, 2011)

- South Dakota Board of Education (invited to participate in all calls)
- Members of the Media (December 12, 2011)
- Representatives of tribal education departments (invited to participate in all calls)
- Title I Directors and Title I personnel (December 13, 2011)
- State Parent Teacher Association (January 17, 2012)

Specifically, it is important to note that the teleconferences did include solicitation of input from organizations representing **high-need** communities:

- One of the teleconferences specifically targeted **Special Education Directors**, Curriculum Directors and Assessment Directors

- One of the teleconferences specifically targeted Title Directors, including Title I and **Title III Directors**

- **Bureau of Indian Education line officers and tribal education contacts** were invited to participate in any of the offered teleconferences

Also at the same time, SD DOE-produced publications, the Ed Online and Online Zebra, included pertinent information concerning South Dakota's new accountability system. Those publications can be found at Ed Online - http://doe.sd.gov/pressroom/educationonline/2011/december/index.asp ; Online Zebra - http://www.doe.sd.gov/pressroom/zebra/news/11/dec/art_5.asp The publications are distributed electronically to all school administrators statewide and all teachers statewide (respectively), and posted for the public to access via SD DOE's website.

During this same time and into early 2012, the state's Director of Indian Education, who is housed within the South Dakota Department of Education, communicated with Bureau of Indian Education (BIE) Line Offices, as well as the three existing Tribal Education Departments, regarding the waiver and proposed new accountability model, specifically soliciting their input. No adverse reaction was communicated from either of those groups. In fact, they specifically complimented the model for its inclusion of visuals and timelines, as well as the conceptualization of indicators through the proposed School Performance Index.

The Director of Indian Education also shared the proposed accountability model with the Indian Education Advisory Council. The council represents all nine tribes in South Dakota along with American Indian educators from all parts of the state. In addition, the Office of Indian Education hosts an annual Indian Education Summit in the fall, and the proposed new model of accountability will be one of the breakout sessions at that event. In short, communication with BIE and tribal contacts about accountability will continue on a regular basis.

The feedback gathered during the outreach efforts noted above spurred the South Dakota Department of Education to review and revise its proposal. The following items summarize some of the most common concerns heard from members of the Accountability Work Group and during the outreach period.

-- Growth
A growth component was included in South Dakota's proposed accountability model from the start. That decision was made due to very vocal feedback from the Accountability Work Group and from comments SD DOE has been receiving for years.

Under South Dakota's current accountability model, there is no recognition for academic growth. The

Accountability Work Group spent quite a bit of time discussing growth models, and while there was not a clear-cut preference for the type of model, there was strong support for growth to be included. In the end, South Dakota has opted to delay implementation of a growth model until the 2014-15 school year. This delay will allow SD DOE time to research and develop a model that is valid, reliable and appropriate for the state's needs.

--Unduplicated counts of students

This particular issue was one that the Accountability Work Group stressed clearly as an area that needed addressing. Under the current system, students who are in multiple subgroups are counted multiple times in the calculation of AYP. This can negatively impact an AYP calculation, if a student scoring below proficient is counted numerous times – when in fact, it is just one student. Work group members agreed that students should be counted just one time for accountability purposes, but reported out by subgroup so schools can continue to use the information to determine where they need to focus efforts.

--Graduation rate

The South Dakota Department of Education received numerous verbal comments from members of the work group and during the teleconferences with the Secretary of Education that the current method for calculating graduation rate has the counterintuitive effect of punishing schools that work with students who don't finish high school in four years. From these conversations came the concept of using a "completer rate" for School Performance Index calculations. This rate would give schools credit for students who may not graduate in a four-year time period and/or who complete a high school experience in line with the requirements of a GED, for example.

Also in the College/Career Readiness Indicator, the South Dakota Department of Education had requests to find a way to include graduates who enrolled in the military. SD DOE has not been able to find a solution to this issue but continues to pursue options.

The state's full Flexibility Waiver application was put out for official public comment on January 13, 2012, and input was solicited through February 3, 2012. A presentation was made to the State Board of Education at its January 27, 2012 meeting. While action by the board is not necessary to move forward with the flexibility application, the board endorsed the plan.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

☒ Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and

2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

South Dakota is a rural state with vast stretches of sparsely occupied land. Of the 152 public school districts, two school districts account for one-fourth of the 124,739 students, and 111 of the districts have less than 600 students K-12. This unique geography has a distinct impact on the state's educational system.

When No Child Left Behind (NCLB) came into existence, South Dakota did not have a state accountability system in place, and therefore, adopted most of the NCLB tenets as its own. This waiver process provides South Dakota Department of Education (SD DOE) the opportunity to create a system that makes sense for South Dakota and supports continuous improvement for all schools.

This opportunity comes at a time when SD DOE has embarked on a thoughtful and targeted plan with one overarching outcome: **Students who are college, career, and life ready.** To achieve that end, SD DOE will focus on these essential indicators of an effective educational system:

Quality Standards and Resources
On Nov. 10, 2010, the state Board of Education adopted the Common Core standards in English language arts and math. These rigorous Common Core State Standards pave the way for the creation of a rich curriculum which develops students who are more likely to be **college, career and life ready.**

Effective Teachers and Leaders
In 2010, South Dakota law makers laid the groundwork for efforts related to effective teachers and leaders. The Legislature directed the Board of Education to develop state standards for teaching and to create a model evaluation instrument. The law also required regular teacher evaluation.

In January 2012, Gov. Dennis Daugaard introduced a bill that would implement a statewide evaluation system for teachers with four levels of performance. His bill also calls for establishment of standards for principals and a statewide evaluation system for principals. If passed, the bill would phase out continuing contract status for any teachers who haven't earned it by July 1, 2012. UPDATE: Since sending in this application, House Bill 1234 passed the South Dakota Legislature. The bill included requirements for statewide evaluation systems for teachers and principals – each based on four levels of performance. The state mandate for continuing contract will be eliminated in 2016, rather than 2012.

To support these evaluation efforts as well as implementation of the Common Core, the Governor has proposed a statewide professional development effort backed by $8.4 million. UPDATE: Since sending in this application, the Governor's professional development funding proposal passed the South Dakota Legislature.

Career Development tied to workforce needs
Each high school student in South Dakota is required to have a Personal Learning Plan (PLP). A PLP helps students to strategically choose high school courses that will best prepare them for their academic and career goals. With the South Dakota Virtual School, students can incorporate "virtual" courses into their schedules. Students also can take advantage of dual credit courses offered through South Dakota technical institutes.

SD DOE provides middle and high school students throughout the state with access to "SDMyLife," an online academic and career planning system. Through SDMyLife, students have tools available to help them make informed decisions about furthering their education and pursuing potential careers. Students can use the system to create their PLPs, practice for the ACT, research careers, and access a host of resources related to potential employment.

School Climate
A healthy school environment is associated with academic achievement, effective risk prevention efforts and positive youth development. While School Climate is difficult to measure, South Dakota is eager to identify measurable elements that influence the overall climate of a school.

South Dakota's proposed accountability model takes a thoughtful, balanced approach to incorporating the indicators of a strong education system outlined above. Like the current system of accountability in South Dakota, it continues annual public reporting of disaggregated student outcome measures in required content areas. However, it goes beyond the use of a single measure of student proficiency and encompasses multiple indicators which are critical pieces in preparing students for the 21st century.

This robust model offers a more credible and meaningful system of accountability. With its emphasis on continuous improvement, it sets a high bar for ongoing reflection and goal setting.

(Attachment A, page 154)

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	**Option B**
☒ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4, page 126)	☐ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4) ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)

1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

As the South Dakota Department of Education (SD DOE) moves forward, our efforts will be thoughtful, targeted and clear, with one overarching outcome: Students who are college, career and life ready. To achieve that end, SD DOE is focusing on the building blocks of the education system: Healthy Students, Quality Standards and Resources, Effective Teachers and Leaders, Career

Development.

Led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), the Common Core State Standards present a national perspective on academic expectations for students, kindergarten through high school, in the United States. These college-and career-ready standards have been adopted by 44 states and were designed to align with college and work expectations, contain rigorous content, and require application and higher order thinking. These standards also align with our state's emphasis on Quality Standards and Resources.

The South Dakota Board of Education adopted the Common Core State Standards in English language arts and math on Nov. 29, 2010. South Dakota believes these standards are essential for students; challenging them to think deeper, apply their skills, and better prepare them for today's world.

The South Dakota Department of Education is committed to supporting school districts in the transition to the new Common Core State Standards, culminating with a new statewide assessment in school year 2014-15.

Adoption of the Common Core State Standards came at a pivotal moment in relationship to the state's budget. Schools had not seen an increase in state aid for the year and were facing a significant cut for the approaching fiscal year. In an effort that demonstrates the state's commitment to seeing that the standards are implemented properly, the Governor's Office assisted the Department of Education in securing funding ($500,000) from a private foundation for initial statewide Common Core State Standards training.

The department's plan for transitioning to the Common Core State Standards covers several phases:
1) Awareness
2) Transition
3) Implementation and Ongoing Professional Development

Phase I: Awareness
The Awareness phase, conducted during the 2010-11 school year, involved presenting at various meetings and hosting a series of webinars for key stakeholders which would lay the groundwork for future work. The department also developed a webpage (http://doe.sd.gov/octe/commoncoreStandards.asp) with resources/activities/information related to Common Core State Standards.

During the 2010-11 school year, the department, in conjunction with a teacher work group, conducted a comprehensive crosswalk in English language arts and mathematics, to determine the extent of alignment between the state's current content standards and the Common Core State Standards. Both crosswalk documents were made available on the South Dakota Department Of Education website to educators and school leaders across the state. The crosswalk was designed to be a tool for districts to become familiar with new Common Core State Standards as compared to the state's existing content standards. Results of the crosswalk were used, in part, to determine which focus area Common Core State Standards would be covered in professional development efforts.

Phase II: Transition
South Dakota is currently in the transition phase of Common Core State Standards implementation, centering on state-sponsored professional development for teachers and administrators. Efforts began in the summer of 2011 with a state-sponsored pilot program consisting of three phases: unpacking the Common Core State Standards, unit design, and assessment. South Dakota is applying a train-the-trainer model to build capacity within individual districts to develop the ability of educators to help

students master rigorous content knowledge and apply that knowledge through higher order thinking skills. The department was able to offer stipends to teachers for participation in the summer pilot as well as providing districts funds to cover the cost of substitute teachers so teachers could attend professional development opportunities during the current school year. Feedback from pilot participants was incorporated to adjust statewide training that is occurring in school year 2011-12, and which is currently progressing throughout the state. Seventy-six percent of the state's school districts are participating in this professional development opportunity.

The underlying outcomes for the state's initial College and Career Ready Common Core State Standards Professional Development initiative are:

- Provide teachers with opportunities to gain a deeper understanding of the standards;
- Investigate how the Common Core State Standards impact teaching practices;
- Learn about the Common Core State Standards starting with the end in mind, how the standards can be assessed, working through curriculum planning;
- Give teachers opportunities to collaborate with other teachers from their grade levels as they understand Common Core State Standards;
- Emphasize standards-driven curriculum;
- Connecting relevant initiatives and the 4 R's (rigor, relevance, relationships, results);
- Integrate Common Core for Special Education

South Dakota is offering additional opportunities during the 2011-12 school year designed to assist teachers in the areas of math and literacy integration.

These professional development opportunities are:

8 Standards for Mathematical Practice in the Common Core State Standards
This one-day workshop is designed to aid in the understanding and the concepts behind the 8 Standards for Mathematical Practice. The 8 Standards for Mathematical Practice are a key part in the delivery of the increased cognitive demand of the Common Core State Standards. This workshop will provide teachers with background information and an in depth understanding of the 8 Standards for Mathematical Practice. Workshops were held throughout month of January 2012 in Sioux Falls, Watertown, Aberdeen, Platte, Pierre, Rapid City and Spearfish.

Literacy Integration
As outlined in the Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects, incorporating literacy into all content areas is necessary to prepare students for college and career. The Literacy Integration workshop is designed for participants to learn ways to integrate literacy into coursework for non-English Language Arts content areas. Topics include: literacy integration strategies and techniques from Southern Regional Education Board's (SREB) High Schools that Work, the Lexile Framework for Reading, State Library eResources, student-centered peer review and developing your classroom/school-wide plan.

All of the previously described Common Core professional development opportunities have been available to teachers of English language learners and students with disabilities, as well as those who teach Native American students. The training format allowed for these staff members to be trained

alongside general education staff members who teach English language arts and math. This format promotes opportunities for collaboration among the staff within a school.

SD DOE is continuing to analyze the learning and accommodation factors necessary to ensure that students with disabilities and ELL students have the opportunity to access learning content aligned with the Common Core standards. With both of these populations, our primary approach is to help *all* teachers understand their responsibility to serve these students and to empower teachers by embedding differentiated strategies that benefit these and all other students.

Several secondary strategies that focus on the needs of specific groups of students are also under way or planned. To address the needs of students with disabilities, South Dakota has joined the National Center and State Collaborative (NCSC), a consortium of 19 states which intends to develop a new system of supports including assessment, curriculum, instruction and professional development to help students with disabilities graduate high school ready for postsecondary options. NCSC will create a framework aligned with the Common Core standards that uses scaffolded learning progressions to bring these students towards an understanding of the Common Core concepts. The basis of these scaffolded learning progressions, known as Common Core Connectors, will be made available to states for the 2012-13 school year, and will be followed by lesson plans on key Common Core concepts.

As a partner state, South Dakota has convened a 30-member community of practitioners—including LEA special education supervisors, special education teachers, SD DOE staff, and other stakeholders (e.g. advocacy groups)—which participates in the NCSC work group focusing on professional development. Additionally, the state will have access to the work done by other states in the areas of assessment, curriculum and instruction. After NCSC completes its work by the 2014-15 school year, South Dakota will adopt the new assessment system and related materials.

To address the needs of English language learners, South Dakota is hosting two World Class Instructional Design and Assessment, or WIDA-sponsored workshops in the 2012-13 school year. These workshops are designed to build capacity at the local level for teachers of English language learners. The first workshop will explore language differentiation during content instruction and assessment. The second will provide an in-depth opportunity to utilize the English language development standards that are tied to the Common Core.

To address the needs of Native American learners, South Dakota has adopted the Oceti Sakowin Essential Understandings and Standards, which are a set of core concepts identified by a representative group of American Indian educators and elders determined to be essential to understanding and teaching the history and culture of South Dakota's Dakota, Lakota and Nakota peoples, or the Oceti Sakowin. The state is working towards implementing these standards across content areas inclusive of the Common Core standards.

Currently, SD DOE is working to create units aligned to the Common Core standards in English language arts at each grade level for each of the seven Oceti Sakowin Essential Understandings and Standards. The units will be completed and rolled out during the Indian Education Summit, with a goal to roll out during the fall 2012 summit. As part of this process, SD DOE has engaged in a partnership with the Smithsonian's National Museum of the American Indian to identify artifacts and resources from the museum's collection to assist the state's educators in building learning opportunities that allow Native American students to see themselves in the curriculum.

Upon completion of the units in ELA, SD DOE plans to expand the project, as funds and resources allow, to create units in mathematics, as well as other content areas. Infusion of concepts from the

Essential Understandings into ELA, math and other content areas provides an additional gateway for Native American students, specifically, to access the Common Core and other state standards in a manner that is engaging and relevant to them.

Separately, SD DOE has engaged one of the Education Service Agencies to lead a Curriculum Curation effort that will build the capacity of educators at the local level. Through the Curriculum Curation effort, a team of educators will design a blueprint for delivering the Common Core standards for each subject and each grade level. This blueprint will help teachers know what to teach and when to teach it. The teams also will curate suggested resources to be used in conjunction with the blueprint. The resources will be selected to meet the principles of Universal Design for Learning and allow for differentiation of instruction to meet the needs of all learners, including students with disabilities, English language learners and Native American students. These curated resources will be readily accessible to all South Dakota teachers.

Recognizing that *access alone* will not be enough to ensure college- and career-readiness in every student's case, SD DOE and the South Dakota Board of Regents (SD BOR) have developed a safety net at the high school level to identify and support students who need to further hone their English and math skills. Working collaboratively, SD DOE and SD BOR will identify students whose junior-year ACT scores indicate that they will require remediation upon entering the state's university system. SD DOE and SD BOR will contact these students and their parents to present available options. One of the options will be accessing high-quality coursework through the state-operated South Dakota Virtual School to assist the students in building their skills before leaving high school. Local school districts will be a full partner in this collaborative, as all Virtual School course registrations flow through the local education agency. South Dakota Virtual School offers a full menu of courses required for high school graduation, including remedial courses and credit recovery courses, as well as first-time credit. All of the courses are aligned to the state's academic standards, inclusive of the Common Core standards in English language arts and mathematics, and are taught by a highly qualified teacher. Many of the courses are available in eight different languages, and courses are also accessible for students with visual and/or auditory impairments.

Finally, SD DOE will work to build internal capacity for statewide implementation of the Common Core standards by utilizing regional Education Service Agency staff to deliver professional development around the new college- and career-ready standards. This will result in a cadre of trainers who can spread across the state to deliver high-quality professional development and work with local school districts to implement the new standards.

Phase III: Implementation and Ongoing Professional Development
The third phase will be the full implementation of the Common Core State Standards in 2013-14 school year and assessment on the new standards in 2014-15 school year.

In December of 2011, during his budget address, Gov. Dennis Daugaard proposed an $8.4 million professional development effort aimed at South Dakota educators. Part of the ***Investing in Teachers*** initiative, this effort focuses heavily on Common Core State Standards training for English language arts and mathematics for teachers and **administrators**, as well as training on the state's new teacher standards (Charlotte Danielson Framework for Teaching). UPDATE: Since submitting this application, the Governor's proposal to provide $8.4 million for targeted professional development was passed.

Funding for the Investing in Teachers professional development initiative includes training for all public school teachers of English language arts and math – inclusive of teachers of ELL students and

teachers of students with disabilities within the state's public school districts.

The Investing in Teachers training initiative also establishes a professional development tract designed specifically for school and district leaders. The professional development will cover a two-year period. Beginning in the 2012-13 school year, it will engage school and district leaders in the important work of gaining a solid understanding of the Common Core standards and providing leadership to support teachers as they integrate the new standards and associated instructional practices. While the training is currently being developed, the expectation is that school and district leaders will access online modules that will enhance their understanding of the Common Core from both content, and pedagogical, perspectives. The online training will be augmented by professional development opportunities at key education conferences held throughout the year.

Beginning in the summer of 2013, the emphasis of the Investing in Teachers leadership training will shift to teacher and principal evaluation. However, the Common Core will continue to be woven into this next phase of training.

Recognizing the vital role that teacher preparation programs play in developing the next generation of educators, SD DOE has taken specific measures to bring higher education into the transition process. Representatives from the state's teacher preparation programs are engaged in the Common Core State Standards professional development series for teachers. These instructors will incorporate the Common Core State Standards and associated instructional approaches into their pre-service programs.

If approved, the Governor's training initiative would add a significant boost to the state's professional development efforts and build district capacity for the new assessment in 2014-15. UPDATE: Since submitting this application, the Governor's proposal to provide $8.4 million for targeted professional development was passed.

- *Does the SEA intend to analyze the linguistic demands of the State's college- and career-ready standards to inform the development of ELP standards corresponding to the college- and career-ready standards and to ensure that English Learners will have the opportunity to achieve to the college- and career-ready standards? If so, will the results be used to inform revision of the ELP standards and support English Learners in accessing the college- and career-ready standards on the same schedule as all students?*

South Dakota's analysis of ELP standards in corresponding to the college and career ready standards began with an alignment study conducted through the World Class Instructional Design and Assessment (WIDA) Consortium to ensure high quality support for English learners and their teachers. South Dakota joined the World-Class Instructional Design and Assessment (WIDA) consortium in 2008.

In order to assess the alignment and linkage of this new set of WIDA-based ELP standards with those of the Common Core State Standards, an independent alignment study was prepared for the WIDA consortium (http://www.wida.us/Research/agenda/Alignment/). Results, released in March 2011, indicate strong alignment between the WIDA ELP standards and the Common Core State Standards for English Language Arts and Mathematics.

As a member of the WIDA consortium, South Dakota provides districts the WIDA-ACCESS Placement Test (W-APT™), which may also be used as a screener for identification purposes. ACCESS for ELLs is administered annually as mandated in [Section 1111(b) (7)]. These tools provide measures for assessing how well English learners are learning content needed to fully understand the

state's academic standards, which are aligned to the college- and career-ready standards.

- *Does the SEA intend to analyze the learning and accommodation factors necessary to ensure that students with disabilities will have the opportunity to achieve to the college- and career-readiness standards? If so, will the results be used to support students with disabilities in accessing college- and career-ready standards on the same schedule as all students?*

South Dakota has completed a follow-up accommodation study to one previously completed in 2007 to analyze areas of improvement and additional professional development. The results have been reviewed with staff from the National Center on Educational Outcomes in conjunction with a General Supervision and Enhancement grant. A plan of action was developed to address the study recommendations. One of the focus areas within the action plan included ensuring IEP teams select accommodations that enable students to progress in the general curriculum and demonstrate knowledge on statewide assessments. South Dakota is working to integrate the Common Core State Standards into its South Dakota Tutorial, which is a program designed to assist IEP teams in writing higher quality IEPs that are aligned to academic and functional standards areas. With the college and career ready standards built into this system, IEP teams will be better able to support students with disabilities in accessing the Common Core State Standards.

For students with significant cognitive disabilities who require an alternate assessment, South Dakota is a member of the National Center and State Collaborative General Supervision Enhancement Grant consortium. Through the grant project, an alternate assessment aligned to the Common Core State Standards will be developed for a census pilot and administered in the 2013-2014 school year. South Dakota plans to use this assessment for accountability purposes in grades 3-8 and 11. Until that time, the state will continue to use its Dakota STEP-A assessment at grades 3-8 and 11.

- *Does the SEA intend to provide professional development and supports to prepare principals to provide strong, supportive instructional leadership based on the new standards? If so, will this plan prepare principals to do so?*

In his December 6, 2011, budget address, Gov. Dennis Daugaard proposed $8.4 million to be used for a comprehensive statewide training effort aimed at South Dakota educators. The effort is a four-pronged professional development initiative targeting these key audiences:

- K-12 teachers of English language arts and mathematics (Common Core State Standards)
- Science teachers
- School counselors
- School administrators

Called ***Investing in Teachers***, this effort focuses heavily on Common Core State Standards training for teachers and **administrators**, as well as training on the state's new teacher standards (Charlotte Danielson Framework for Teaching) and associated evaluation.

While the current Common Core State Standards training that SD DOE is providing is open to administrators, focus so far has been on teachers and unpacking standards. If these funds become available, one of the "prongs" of the training effort is a leadership initiative targeting school administrators. Training would support administrators in their roles as instructional leaders, particularly in the areas of Common Core State Standards (implementing standards, related instructional strategies, managing demands of aligning curriculum, formative assessment, etc.) and teacher evaluation (familiarity with new state standards/Danielson Framework and using evidence-based observation).

UPDATE: Since submitting this application, the Governor's proposal to provide $8.4 million for

targeted professional development was passed.

As noted previously, the Investing in Teachers initiative establishes a professional development tract designed specifically for school and district leaders, of which principals are a major component. The professional development will cover a two-year period. Beginning in the 2012-13 school year, it will engage school and district leaders in the important work of gaining a solid understanding of the Common Core standards and providing leadership to support teachers as they integrate the new standards and associated instructional practices. While the training is currently being developed, the expectation is that school and district leaders will access online modules that will enhance their understanding of the Common Core from both a content and a pedagogical perspective. The online training will be augmented by professional development opportunities at key education conferences held throughout the year.

Beginning in the summer of 2013, the emphasis of the Investing in Teachers leadership training will shift to teacher and principal evaluation. However, the Common Core will continue to be woven into this next phase of training.

- *Does the SEA propose to develop and disseminate high-quality instructional materials aligned to with the new standards? If so, are the instructional materials designed (or will they be designed) to support the teaching and learning of all students, including English learners, students with disabilities, and low achieving students.*

South Dakota's local education agencies have the responsibility for determining which instructional materials best meet the needs of their students. The role of the SD DOE is to establish academic content standards, and to provide guidance on current best practices and pedagogy and alignment of instructional materials, rather than restrict instructional material selection. The department plans to work with district curriculum directors to develop an evaluation tool for districts to locally appraise instructional materials. The department's efforts in this area focus on the systematic approach to implementation and alignment of standards, so that programs and practices are available to meet the needs of all learners, at every level in every content area.

- *Does the SEA plan to expand access to college-level courses or their prerequisites, dual enrollment courses, or accelerated learning opportunities? If so, will this plan lead to more students having access to courses that prepare them for college and a career?*

South Dakota has growing participation and high success levels in Advanced Placement (AP) courses. In particular, the South Dakota Virtual School and the Learning Power program, offered via the Virtual School, have played a significant role in this trend. Research shows a strong correlation between AP success and college retention and completion.

Participation in Advanced Placement exams has risen steadily in South Dakota since 2006-07, when 1,948 students took at least one AP exam. Last year, 2,481 students took at least one AP exam, an increase of more than 27 percent in five years' time. Even more impressive is that the number of exams on which students scored a 3 or better increased by 15 percent in the last year. The pass percentage for all students in South Dakota was 67.9 percent in 2011, 10 percentage points higher than the national average of 57.9 percent.

The South Dakota Virtual School has been in place since 2007 and, today, offers an extensive suite of online courses, ranging from credit recovery to Advanced Placement. In a state such as South Dakota, where a number of our districts are both rural and sparse, the South Dakota Virtual School plays an important role in delivering courses to students who might not otherwise have access due to the

challenges districts face in recruiting teachers.

Through the Learning Power program, which is offered exclusively online, students across the state have access to the following AP courses:

- AP Calculus AB
- AP English Literature & Composition
- AP English Language & Composition
- AP Biology
- AP Physics B
- AP Statistics
- AP Chemistry

Courses are available on a first-come, first-served basis. The program, which is a partnership with the National Math and Science Initiative, has provided $100 cash awards to students who pass the Learning Power courses.

Northern State University's E-Learning Center also plays an important role in delivering college prep and AP courses statewide.

SD DOE will continue to foster use of South Dakota Virtual School and online AP as an accessible, affordable option for students, families and school districts. South Dakota is committed to encouraging students to take a wider selection of Advanced Placement classes utilizing the South Dakota Virtual School. In turn, students will be better prepared for college readiness to capitalize in postsecondary coursework.

South Dakota Virtual School is not only for AP courses but also to help those students who may need to do some remedial coursework before they go on to postsecondary endeavors, ultimately saving students/families time and money by getting remedial work done before college.

Due to its governance role with the state's four technical institutes, the South Dakota Department of Education has focused its efforts on dual credit options at the four technical institutes in the state.

Two of the four technical institutes, Lake Area Technical Institute and Mitchell Technical Institute, offer high school students an opportunity to earn **dual credit** while pursuing programs of study in the health care, energy and communication fields. Coursework is primarily online, however, students are required to complete labs on campus. Students can earn up to 12 credits toward technical institutional credits.

Additionally, the technical institutes are in the process of developing concurrent courses, which are taught by qualifying secondary instructors who have been trained to teach postsecondary curriculum in their local district. Currently, the technical institutes are targeting the agriculture, business and information technology fields. If successful, the framework developed with Mitchell Technical Institute to offer concurrent courses, for dual credit purposes, would serve as a model for other technical institutes statewide. See document at http://www.sdbor.edu/theboard/agenda/2011/documents/Z.pdf

The South Dakota Board of Regents established a series of policies in the 1990's that governed acceptance of dual credit course work taught in a high school by a high school teacher. These policies, implemented to make sure that the system accepted in transfer only those courses that were truly college-level courses, required the institution offering the dual credit course to enter into an agreement

with the Regental system, which stipulated that a common set of best practices were being followed. Within the system, Northern State University's Rising Scholars program was granted the authority to serve as the system's provider of this type of dual credit programming, including the authorization to use the third-party (reduced) tuition rate since the teachers are being paid by the school district.

The best practices established by the Board outline what have become the national standards for dual credit programming offered by high school teachers in a high school setting. These include:

- The course follows a course syllabus established by the credit-granting college/university.
- The high school-based dual enrollment course is taught by a qualified high school instructor holding a master's degree in discipline or, at a minimum, holding a master's degree with 15 or more graduate hours in the discipline being taught.
- A faculty member in the discipline of the course from the credit-granting college/university is assigned to and actively engaged as a mentor for the high school instructor.
- All students meet established admissions standards and are admitted to the college/university awarding credit. In addition, any course-specific prerequisites are met.
- The students are required to demonstrate the same levels of mastery as is required of college students who take the course on campus. The mentor will review assignments, quizzes, tests, and grading rubrics to make sure this is done.

➢ *Does the SEA intend to work with the State's IHEs and other teacher and principal preparation programs to better prepare: Incoming teachers to teach all students, including English language learners, students with disabilities, and low-achieving students to the new college- and career-ready standards; and Incoming principals to provide strong, supportive instructional leadership; on teaching the new standards? If so, will the implementation of the plan likely improve the preparation of incoming teachers and principals?*

Recognizing the vital role that teacher preparation programs play in developing the next generation of educators, SD DOE has taken specific steps to bring higher education into the transition to the Common Core State Standards. Representatives from all of the public universities' teacher preparation programs are engaged in the Common Core State Standards professional development series for teachers. These instructors will incorporate the Common Core State Standards and associated instructional approaches into their pre-service programs.

If the Governor's proposed FY 13 budget is approved, SD DOE will be offering a comprehensive training effort that includes a component focused solely on school administrators and instructional leadership. Two key components of that training would be implementation of the Common Core State Standards and teacher evaluation. NOTE: Since submission of this application, the Legislature approved funding of $8.4 million to support the Governor's proposed statewide professional development effort.

SD DOE also has joined forces with the South Dakota Board of Regents, which oversees the state's public universities, to redesign the teacher preparation programs at those institutions. This process was initiated by Secretary of Education Dr. Melody Schopp and Executive Director of the South Dakota Board of Regents Dr. Jack Warner in the fall of 2011. Initial discussions have centered around a program redesign with the following features:

- A 3 + 1 model with candidates involved in a three-year campus program and a one-year

residency program in a PK-12 school.
- The credit breakdown would follow the 120-credit model that is being proposed for future university majors.
- A "co-teaching" model would be implemented to ensure a seamless transition from the university to the PK-12 schools.

In addition, the two entities recently secured a Bush Foundation grant to initiate a review of the universities' educational leadership programs. That review and its outcomes would be critical in influencing the leadership component of the governor's proposed professional development for school administrators. Training would support school administrators in their roles as instructional leaders, particularly as it relates to Common Core implementation and related instructional strategies, and the evaluation of teachers based on the new state standards for teaching (Charlotte Danielson Framework for Teaching) and using evidence-based observation.

These steps should help to ensure that individuals leaving the state's public universities are better prepared for the realities of today's classrooms and schools, and their training aligned with current statewide initiatives.

- *Does the SEA plan to evaluate its current assessments and increase the rigor of those assessments and the alignment to the State's college- and career-readiness standards, in order to better prepare students and teachers for the new assessments through one or more of the following strategies:*

  - *Raising the State's academic achievement standards on its current assessments to ensure that they reflect a level of post-secondary readiness, or are being increased over time to that level of rigor? (E.g., the SEA might compare current achievement standards to a measure of post-secondary readiness by back-mapping from college entrance requirements or remediation rates, analyzing the relationship between proficient score on the State assessments and the ACT or SAT scores accepted by most of the state's 4 year public IHE;s or conducting NAEP mapping studies.)*

  - *Augmenting or revising current State assessments by adding questions, removing questions or varying formats in order to better align with the state's college- and career-ready standards?*

  - *Implementing another strategy to increase the rigor of current assessments, such as using the "advanced" performance level on state assessments instead of "proficient" performance level as the goal for individual student performance or using college-preparatory assessments or other advanced tests on which IHE's grant course credits to entering college students to determine whether their students are prepared for post-secondary success?*

  - *If so, is this activity likely to result in an increase in the State's current assessments and their alignment with college- and career-ready standards?*

The transition to college-and career-ready standards from South Dakota's previous set of academic standards requires substantial thinking, planning and effort on the part of local school districts. In recognition of the magnitude of this effort, South Dakota will embed Common Core State Standards aligned test items into our statewide assessment over the next three testing cycles. Based on performance on the embedded items, educators will gain insight into how their students would perform if the new consortium assessment were given today. The results will be part of the state's secure website that also has the results from the statewide assessment.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	**Option B**	**Option C**
☒ The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition. i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)	☐ The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Provide the SEA's plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.	☐ The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)

South Dakota is part of the SMARTER Balanced Assessment Consortium (SBAC), one of two multistate consortia awarded funding from the U.S. Department of Education to develop an assessment system based on the new Common Core State Standards. To achieve the goal that all students leave high school ready for college and career, SBAC is committed to ensuring that assessment and instruction embody the Common Core State Standards and that all students, regardless of disability, language, or subgroup status, have the opportunity to learn this valued content and show what they know and can do. The assessment

system will be field tested in the 2013-2014 school year and administered live for the first time during the 2014-2015 school year.

South Dakota is a Governing State in the SMARTER Balanced Assessment Consortium. As defined in the Governance Document, each state is required to take an active role in supporting the work of the consortium; South Dakota is a member of the Transition Work Group and Formative Assessment Practices and Professional Learning Work Group.

Summative Assessment:
One of the core components of SBAC is computer adaptive assessments administered in the last 12 weeks of the school year in grades 3-8 and 11 in the areas of English language arts and mathematics. These assessments will be designed to provide valid, reliable, and fair measures of students' progress toward and attainment of the knowledge and skills required to be college and career ready.

When the SMARTER Balanced summative assessments in English language arts and mathematics become available in 2014-15, South Dakota plans to implement them for accountability purposes in grades 3-8 and 11. Between now and then, the state will continue using its Dakota STEP assessment at grades 3-8 and 11, with a certain number of Common Core State Standards related items embedded into the test each year.

While the SMARTER Balanced Consortium is one option related to assessment, it is not the only answer for South Dakota. The state has identified several significant areas related to assessment that require the state's ongoing attention and development:

Special Education Assessment
For students with significant cognitive disabilities who require an alternative assessment, South Dakota is a member of the National Center and State Collaborative (NCSC) General Supervision Enhancement Grant Consortium. Through the grant project, an alternative assessment aligned to the Common Core State Standards will be developed for a census pilot and administered in the 2013-2014 school year. South Dakota plans to use this assessment for accountability purposes in grades 3-8 and 11. Until that time, the state will continue to use the Dakota STEP-A assessment for grades 3-8 and 11.

Formative Assessments
South Dakota plans to take full advantage of the formative tools and interim assessments available through SMARTER Balanced. In addition, the state is developing an online bank of items called the South Dakota Assessment Portal. This portal is a bank of test items that educators will be able to access throughout the school year to assess student mastery of standards and to inform instruction. The goal is to provide local education agencies access to formative assessments and end-of-course exams within this state-sponsored system.

SD DOE's first goal with the Assessment Portal will be to align the items that are currently in the portal to the Common Core State Standards. The intention is to increase the item bank for English language arts and mathematics in grades 3-12. While committed to this process, the primary challenges will be capacity and funding. Once the existing items in the bank have been aligned to Common Core State Standards, the number of items in the bank will begin to increase. This system would supplement what is available via the SMARTER Balanced Consortium.

Interim Assessment
Due to financial constraints, South Dakota does not provide or fund a statewide interim assessment.

Currently many districts administer interim assessments. South Dakota plans to utilize the SMARTER Balanced Consortium interim assessments in 2014-2015.

Effective Teachers and Leaders Assessment

South Dakota does not currently have a valid and reliable measurement in place that would evaluate individual student growth within an academic year, which could then be tied to teacher and principal performance. SMARTER Balanced products will allow for quantitative measures of student growth for teacher evaluation purposes in English language arts and mathematics by 2014-2015. For those teachers in grades and subjects for which there is no state-validated testing measure for the quantitative portion of the evaluation. SD DOE will convene work groups of teachers to recommend appropriate measures to determine student growth and subsequently used as a component of teacher evaluation.

College & Career Readiness Assessment

South Dakota high schools have one of the highest college-bound rates in the nation, with 72% of graduates going on to postsecondary directly after high school. However, South Dakota public universities report, of the state's 2009 high school graduates who entered their institutions the fall after graduation, approximately 30% required some level of remedial coursework. Approximately 800 students each year will take at least one remedial course, which extends the student's time spent in school and adds to his or her overall college costs. South Dakota has identified the need to make more data points available to assist educators, students and their parents in determining a student's ultimate progress toward college and career readiness. Discussions have included making high school assessment more high-stakes for students and delivering assessment earlier in the student's career to inform instruction and/or remediation.

The South Dakota Department of Education recognizes the necessity for additional or better data points to identify academic deficiencies prior to a student's leaving high school. Considering various data points and comparing them to the student's Personal Learning Plan, educators, students and families would have a clearer picture of student performance and could implement meaningful interventions with students before they graduate high school.

SD Common Core Assessment Transition Plan

	Year 1 2011-2012	Year 2 2012-2013	Year 3 2013-2014	Year 4 2014-2015
Common Core Summative Assessment	South Dakota D-STEP covers current SD standards Common Core State Standards field test questions embedded into D-STEP	South Dakota D-STEP covers current SD standards Common Core State Standards field test questions embedded into D-STEP	South Dakota D-STEP covers current SD standards Common Core State Standards field test questions embedded into D-STEP	SMARTER BALANCE Assessment covers Common Core State Standards
Special Education Assessment	Dakota STEP-A	Dakota STEP-A	National Center & State Collaboration Assessment	National Center & State Collaboration Assessment
CCSS Formative Assessment	SD Assessment Portal	SD Assessment Portal	SD Assessment Portal	SD Assessment Portal
Interim Assessment	Optional: district purchased assessments	Optional: district purchased assessments	Optional: district purchased assessments	Tentatively: SMARTER BALANCE
Effective Teachers & Leaders				TBD: Pre and Post Assessment
College & Career Readiness Assessment	ACT	ACT	ACT	ACT

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A.i Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA's differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

South Dakota began the process of developing a new statewide accountability model in September 2011. The Department of Education assembled a group of 23 individuals representing key stakeholder groups to provide recommendations regarding a next-generation accountability model for South Dakota. Those individuals included: school administrators, teachers, tribal educators, state board members, legislators, and representatives of higher education and state education associations. To date, the group has met four times. During that time period, the U.S. Department of Education issued its ESEA Waiver Flexibility package to the states. SD DOE also introduced a bill to align its state statutes and rules related to accountability with the concepts outlined in this application. NOTE: Since submitting this application, that bill, SB 25, was passed by the South Dakota Legislature.

The resulting proposed Accountability Model, summarized here, is a model developed by the South Dakota Department of Education. It is a model intended to be legitimate and fair; useful to educators and administrators; easily understood by the public; and, most importantly, one that promotes continuous improvement for individual students, as well as for schools.

South Dakota's proposed next-generation accountability model takes a thoughtful, balanced approach to defining the indicators of a strong education system. Rather than focusing on student proficiency on a single assessment, it encompasses multiple indicators, including student growth, that are critical pieces in preparing students for the rigors and challenges of the 21st century world.

The proposed model will continue to hold schools accountable for student proficiency and closing achievement gaps through continued annual public reporting of disaggregated student outcomes in English language arts and mathematics. However, this more robust model reaches beyond the once-a-year summative assessment, to offer a more credible and meaningful model. The expectation is that the model will be used to inform school administrators, teachers and the public as to how schools *and* individual students are progressing. And with its emphasis on continuous improvement, it sets a high bar for ongoing reflection of the achievement of the school goals.

The proposed next-generation accountability model is based on a School Performance Index with five key indicators:

1) **Student Achievement** – based on percent of students scoring proficient or advanced on the state assessment of English language arts and mathematics (grades 3-8 and 11)
2) **Academic Growth** (Elementary and Middle School) – use indicators to evaluate students'

academic achievement over time and determine whether that progress is reasonable or appropriate
OR
High School Completion (High School) – based on two components: four-year cohort Graduation Rate and a Completer Rate

3) **Attendance** (Elementary and Middle School) – percent of all students' daily attendance
OR
College & Career Readiness (High School) – based on three components: percent of students participating in the ACT, ACT scores in English, and ACT scores in mathematics
4) **Effective Teachers and Principals** – a set of quantitative and qualitative performance measures based on a set of indicators
5) **School Climate** – includes evidence to measure safe and healthy school environment

The proposed accountability model uses a 100-point index, called the School Performance Index (SPI). A numeric value is assigned to each of the five indicators on the SPI. These values are added to create a final Overall Score. Two distinct models will be used: 1) one for High School accountability, and 2) one for Elementary and Middle School accountability.

School Performance Index

High School

Indicator #1	Indicator #2	Indicator #3	Indicator #4	Indicator #5	
Student Achievement	High School Completion	College & Career Readiness	Effective Teachers & Principals	School Climate	OVERALL SCORE

Elementary and Middle School

Indicator #1	Indicator #2	Indicator #3	Indicator #4	Indicator #5	
Student Achievement	Academic Growth	Attendance	Effective Teachers & Principals	School Climate	OVERALL SCORE

INDICATOR #1: Student Achievement (25 points in 2014-15)
At the High School level, the student achievement score is based on the percent of students scoring proficient or advanced on the statewide assessment in English language arts and mathematics delivered in 11th grade.

At the Elementary and Middle School levels, the student achievement score is based on the percent of students scoring proficient or advanced on the statewide assessment in English language arts and mathematics in grades 3-8.

Points are given for two separate groups – the "Non-GAP"group and the "GAP" group. Points for the Non-GAP and GAP groups are based on the percent of students in each group and summed to determine the final score for student achievement.

What is the* GAP *Group?
The GAP group is an **aggregate count of student groups in South Dakota that have historically experienced achievement gaps.** SD DOE considers three years of Student Achievement data (performance on the statewide assessment in reading and math) to determine which subgroups will make up the GAP group. At this time, South Dakota plans to include the following student groups in its GAP group: Black, Native American, Hispanic, Economically Disadvantaged, Students with Disabilities, and Limited English Proficient. To calculate the combined student GAP group, unduplicated counts of

students who score proficient or higher on the statewide assessment and are in the identified student groups are summed. This yields a **single number** of proficient or higher students.

- No student counted more than one time
- All students in included groups counted once

Example: Unduplicated Count

- Addy -- Special Education and Economically Disadvantaged subgroups. -- Scored Proficient.
- Marcus – Limited English Proficient and Economically Disadvantaged subgroups. -- Scored Basic.
- Cheyenne – Native American. -- Scored Advanced.

Based on the above, an unduplicated count would show three total students with two of the students (Addy and Cheyenne), or 66.66 percent, counting as proficient or higher in the GAP group.

What is the Non-GAP Group?

The Non-GAP group includes all students not in the GAP group. Those scoring proficient or higher in the Non-GAP group would be included in the student achievement calculation.

Under the proposed system, the minimum N-size will be 10 for each group. Using an aggregated GAP group means almost every school in the state will have a focus on students in GAP groups. Individual subgroups of students will still be disaggregated and reported, but not used for computing the total points for the student achievement indicator.

Example: Student Achievement Calculation*

*Weighting of GAP group and Non-GAP group depends on student population

Calculating Achievement

Overall possible points : 25

Step 1:	Divide maximum allowable index points in half to allow equal weight for reading and math
Step 2:	Calculate the # of students that fall into the GAP group and Non-GAP group
Step 3:	Calculate the % of students that fall into the GAP group and Non-GAP group by dividing each by the total number of students
Step 4:	Take the overall possible points (1) times the % of students (3) in each group to get the weighted points for each group
Step 5:	Calculate the % Proficient/Advanced for each group
Step 6:	Calculate the score for each group by multiplying the % P/A (5) times the weight points for each group (4).

Step 7: The sum of these is the points for the Student Achievement indicator

	Step:	1	2	3	4	5	6	
		Overall Index Points Possible	Number of Students	% of Students	Weighted Points (% Students X Points)	% Proficient/ Advanced	Score (Weighted Points X % P/A)	
Math	GAP	12.5	71	26%	3.27	58%	1.90	
	Non-GAP		200	74%	9.23	83%	7.66	
Reading	GAP	12.5	71	26%	3.27	62%	2.03	
	Non-GAP		200	74%	9.23	88%	8.12	
	TOTAL	25			25.00		**19.71**	**Step 7**
							TOTAL POINTS for Student Achievement indicator	

By moving to the use of a single subset group encompassing all students that have historically experienced achievement gaps and a minimum N size of 10, SD DOE expects that schools across the state will be held accountable for an additional 1,052 subgroups. This result reflects the small rural nature of the state's public school districts.

As an example: In 2011, High School XYZ had 6 Native American students, 9 economically disadvantaged students, 5 SPED students and 0 students in other subgroups that make up the GAP group who took the state assessment. Under the current system, High School XYZ is not held accountable for any of the subgroups. By aggregating the numbers and lowering the N size, as outlined in this model, High School XYZ will now be held accountable for 3 additional sub-groups and 11 additional students (unduplicated count). This real-life example is repeated in schools across the state.

Under the current system, small student counts have allowed schools to ignore small groups of students. By putting the historically underperforming subgroups into a single GAP group, more schools will be held accountable. The use of a GAP and Non-GAP group within the SPI will not mask the performance of, or detract attention from, the performance of students in the ESEA subgroups. Performance for each ESEA subgroup that meets the minimum N size will continue to be reported out for all schools. In addition, AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the "all students" group and in each subgroup, including the newly created GAP and Non-GAP groups, who are not proficient within six years will be set and publically reported. These AMOs will be set at the school level to give each school a target each year to support continuous academic improvement.

When determining points for the Student Achievement indicator on the School Performance Index, SD DOE has chosen to weight the GAP and Non-Gap groups by the percentage of students in each group. SD DOE believes this calculation offers the most accurate representation of what is actually happening in a school. Weighting one of the groups more heavily would actually skew the numbers, and depending upon the individual school's make-up, the weighting could dramatically change the results. For example, South Dakota has some schools that serve only GAP students. By weighting the GAP and Non-Gap Groups at a 50-50 ratio or any ratio, these schools would be at an unfair advantage, since they would have no score (0 points) for their Non-Gap Group.

Another option would be to run the Student Achievement calculation on individual students, rather than individual students within the context of the GAP and Non-GAP groups. While the numbers come out

similar in this scenario, this calculation removes the intended focus on GAP Group performance.

The proposed Student Achievement calculation method provides schools with two lenses to review data: first, the lens of the GAP and Non-GAP Groups, and second, the lens of progress towards AMO targets in each ESEA subgroup. For these reasons, SD DOE believes its proposal strikes a balance between giving weight to each individual student's performance and maintaining a focus on GAP Group performance.

As a safeguard to ensure that no single ESEA subgroup within the larger GAP Group is ignored, any ESEA subgroup whose combined reading and math proficiency rate is 75% lower than the GAP Group combined reading and math proficiency rate at the same school for two consecutive years will be placed in the Focus School category. SD DOE has chosen 75% as a starting point in order to assure that our capacity to serve Focus Schools is satisfactory. Once the state has several years of experience with the new system, SD DOE will re-evaluate this percentage. This safeguard will become effective in the 2012-13 school year.

In order for a school to receive points in the Student Achievement indicator, it must assess at least 95% of the students enrolled in the tested grades.

INDICATOR #2: Academic Growth (Elementary and Middle School) OR **High School Completion Rate (High School) (25 points in 2014-15)**

At the Elementary and Middle School levels, a growth calculation will be used for accountability purposes beginning in 2014-15.

Using funds that SD DOE expects to be awarded from the recent round of Statewide Longitudinal Data Systems (SLDS) grants, South Dakota will hire a consultant to work with SD DOE to review South Dakota's needs and determine the best growth model to be used in our state. This delay in implementation of a growth model will coincide with the availability of a new assessment in the 2014-15 school year. It also coincides with implementation of other indicators in the SPI. As we build our new longitudinal data system, SD DOE will focus on assuring that assessment data is useful to inform instruction, rather than using a growth model based solely on the summative assessment currently in place.

At the High School level, the **High School Completion Rate** will be calculated using two indicators**:** **High School Graduation Rate** based on the four-year cohort model and a **Completer Rate** as defined below. The two items will be weighted, with the Graduation Rate accounting for 50 percent and Completer Rate accounting for 50 percent of the score for this indicator.

Completer Rate – South Dakota is proposing to use the percent of students who, in the current school year, have attained one of the following: a) diploma, b) GED.

The Completer Rate would be calculated as follows:

Example of Completer Rate calculation, School Year 2012-13:

HS Diploma = 100 + GED = 7 in SY 2012-13 (Total = 107)
Dropouts = 7 + HS Diplomas = 100 + GED = 7 in SY 2012-13 (Total = 114)

107/114 = 94% completion rate

The example below shows the remainder of the calculation for a final High School Completion Rate, assuming this indicator would be worth 25 points.

Example: Calculation of High School Completion Rate

- Step 1: Calculate weighted points for each factor by multiplying weighted % for each factor by total possible points
- Step 2: Calculate the rate for each factor
- Step 3: Calculate the score for each factor by multiplying the rate times the weighted points for each group
- Step 4: The sum of these is the points for High School Completion Rate

Step		**1**	**2**	**3**
Factors	**Weight as %**	**Weighted Points**	**Rate as %**	**Score**
% of students who have "Completed"	50.0%	12.50	94%	11.75
Four-year cohort "Graduation Rate"	50.0%	12.50	91%	11.38
Total possible points	100%	25		**23.1 Step 4 Total points for High School Completion Indicator**

SD DOE chose to weight the High School Completion Rate as it did for two primary reasons: 1) Several years ago, the state raised its compulsory attendance age to 18. Since then, schools and districts have stepped up and developed programs and options to ensure that students who previously may have dropped out have access to the supports they need to successfully complete their high school careers. 2) The state's Accountability Work Group strongly recommended that the new accountability model honor this work and give schools credit for committing to see that all students finish high school, whether they do it the "traditional" way or another appropriate route. This opinion was echoed strongly and repeatedly by school administrators during the public input process.

Information on the four-year cohort model graduation rate at the "all students" level and at each subgroup level, including the GAP and Non-GAP groups, will still be reported out so that schools can determine where to focus their efforts to increase graduation rates.

For the initial identification of Reward, Priority and Focus schools in the fall of 2012, High School Completion Rate will be calculated using only one indicator: the four-year cohort graduation rate. The four-year cohort graduation rate will account for 100 percent of the score for the High School Completion indicator in the fall of 2012. All subsequent calculations will use the two indicators as described above.

INDICATOR #3: Attendance OR College & Career Readiness (20 points in 2014-15)

At the Elementary and Middle School levels, the indicator will be attendance rate based on the average daily attendance of all students. A school's attendance percentage would be multiplied by the total points for this category to come up with a score for this Indicator.

Example: School A has an attendance rate of 90%. If total points for this indicator are 20, School A's score for this indicator would be 18.

Information on attendance rate at the "all students" level and at each subgroup level, including the GAP and Non-GAP groups, will still be reported out so that schools can use this information to determine where to focus their efforts to improve attendance rates.

At the High School level, the College & Career Readiness score will be based on the factors noted below. Each of the factors will be weighted.

1) Percent of students whose ACT math sub-score is 20 or above (using the highest score if the ACT is taken more than once)
2) Percent of students whose ACT English sub-score is 18 or above (using the highest score if the ACT is taken more than once)

Although the benchmark of 20 for ACT math is below the national benchmark of 22 set by ACT, this is the required minimum score for admittance at South Dakota's public universities. SD DOE chose to use the same benchmark for consistency purposes.

Prior to the 2014-15 school year, the percent of students whose ACT math sub-score is 20 or above and percent of students whose ACT English sub-score is 18 or above will each count for half of the points for the College and Career Readiness indicator. The points for this indicator will be redistributed in the 2014-15 school year when a specific career readiness measurement(s) becomes part of the calculation.

Example: Calculating College & Career Readiness Calculation (2012-13 & 2013-14)*

Overall possible points: 25

Step 1: Calculate weighted points for each factor by multiplying weighted % for each factor by total possible points

Step 2: Calculate the rate for each factor

Step 3: Calculate the score for each factor by multiplying the rate times the weight points for each group

Step 4: The sum of these is the points for the College and Career Readiness

Step:	**1**	**2**	**3**	**4**	**5**	
Factors		Weight as %	Weighted Points	Rate as %	Score	
% ACT Score 20 or Greater for Math		50%	12.5	67%	8.38	
% ACT Score 18 or Greater for English		50%	12.5	69%	8.63	
Total possible points		100.0%	25.00		17.01	**Step 6**
					TOTAL POINTS for College & Career Readiness	

*The points for this indicator will be redistributed in the 2014-15 school year when a specific career readiness measurement(s) becomes part of the calculation.

INDICATOR #4: Effective Teachers & Principals (20 points in 2014-15)
At both levels, the Effective Teachers & Principals score would be based on the percentage of teachers and principals in the school who perform at the Proficient or Distinguished levels on a statewide evaluation instrument. The percentage of teachers who score at the Proficient or Distinguished levels is multiplied by total possible points.

- 50 % of that performance rating must be based on quantitative measures of student academic growth in one school year.
- 50 % of that performance rating must be based on qualitative components that are measurable and evidence-based

Work groups will be formed to address the teacher evaluation piece and the principal standards and evaluation piece, as well as building appropriate assessments for this purpose. While standards are now in place for teachers, there are no such statewide standards for principals. This indicator will not be included in the School Performance Index until 2014-15.

South Dakota does not currently have valid and reliable measurements in place that would evaluate individual student growth within an academic year, which could then be tied to teacher and principal performance. SMARTER Balanced products will allow for quantitative measures of student growth for teacher evaluation purposes in English language arts and mathematics by 2014-15, and South Dakota expects to use those products to the extent possible. SD DOE will convene work groups representing non-tested content areas and specific student groups, to recommend appropriate measures to determine student growth and subsequently used as a component of teacher evaluation.

Example: Effective Teachers & Principals Calculation

Step:	**1**	**2**
Overall Index Points Possible	% Teachers and Principals Proficient & Distinguished	Score (% Teachers/Principals X Overall Points)
20	71%	**14.2**

Total Points: Effective Teachers/Principals Indicator

INDICATOR #5: School Climate (10 points in 2014-15)
Positive school climate and a healthy school environment are associated with academic achievement, effective risk prevention efforts and positive youth development. This indicator is designed to address school climate issues such as bullying and violence and other problems that create conditions that negatively impact learning. It would include a comprehensive assessment of the major spheres of school life such as safety, relationships, teaching and learning, and healthy environment.

At both levels, the School Climate score will be measured using reliable statewide assessment tools. A work group will be convened to address this indicator and select or develop measurement tools. These tools may include parent, student, and staff surveys and/or assessment tools related to school policies, programs, and practices. This indicator will not be included in the SPI until 2014-2015.

Phase-In of School Performance Index

2011-12 Existing accountability model used for final year

2012-13 School Performance Index in place with the following indicators:

- High School Level: Student Achievement, High School Completion, College & Career Ready
- Elementary and Middle School Levels: Student Achievement, Attendance

2013-14 School Performance Index same indicators as in 2012-13

2014-15 **Add** Growth Model at the Elementary and Middle School level
Add Effective Teachers and Principals indicator at both levels (assuming proper evaluation instruments/models for determining student growth in place)
Add School Climate at both levels (assuming valid measurement instruments in place)

Reset AMO targets and goals due to new assessment, then reset every 6 years

The following charts indicate the points per indicator on the School Performance Index. The points per indicator will change as additional pieces of the index are phased in for the 2014-15 school year.

INDEX & INDICATORS: High Schools

At the High School level, the School Performance Index will include the following key indicators:

2012-13 & 2013-14 Points: 50	2012-13 & 2013-14 Points: 25	2012-13 & 2013-14 Points: 25	2012-13 & 2013-14 Points: 0	2012-13 & 2013-14 Points: 0
2014-15 Points: 25	2014-15 Points: 25	2014-15 Points: 20	2014-15 Points: 20	2014-15 Points: 10
Indicator #1: **Student Achievement** --Percent proficient or higher in English language arts and mathematics in grade 11 on state assessment Calculation includes: --GAP score --Non-GAP score --Unduplicated count (calculated upon the % of GAP and Non-GAP students in the school population)	Indicator#2: **High School Completion** --Graduation rate as defined within 7.1 of the South Dakota Accountability workbook --Completer rate	Indicator #3: **College & Career Ready** --Percent of ACT student scores whose math sub-score is 20 or higher --Percent of ACT student scores whose English sub-score is 18 or higher	Indicator #4: **Effective Teachers & Principals** --Aggregate number of teachers in each of four categories: Unsatisfactory, Basic, Proficient, Distinguished	Indicator #5: **School Climate** --Measurement tool needs to be determined
Implemented in 2012-13	Implemented in 2012-13	Implemented in 2012-13	Implemented in 2014-15	Implemented in 2014-15

INDEX & INDICATORS: Elementary & Middle Schools

At the Elementary and Middle School levels, the School Performance Index will include encompass the following key indicators:

2012-13 & 2013-14 Points: 80	2012-13 & 2013-14 Points: 0	2012-13 & 2013-14 Points: 20	2012-13 & 2013-14 Points: 0	2012-13 & 2013-14 Points: 0
2014-15 Points: 25	2014-15 Points: 25	2014-15 Points: 20	2014-15 Points: 20	2014-15 Points: 10
Indicator #1: **Student Achievement** --Percent proficient or higher in English language arts and mathematics in grades 3-8 on state assessment Calculation includes: --GAP score --Non-GAP score --Unduplicated count (calculated upon the % of GAP and Non-GAP students in the school population)	Indicator#2: **Academic Growth** --Model that-uses indicators to evaluate student academic achievement over time and determines whether that progress is reasonable or appropriate	Indicator #3: **Attendance**	Indicator #4: **Effective Teachers & Principals** --Aggregate number of teachers in each of four categories: Unsatisfactory, Basic, Proficient, Distinguished	Indicator #5: **School Climate** --Measurement tool needs to be determined
Implemented in 2012-13	Implemented in 2014-15	Implemented in 2012-13	Implemented in 2014-15	Implemented in 2014-15

Reporting Mechanism/Report Card

SD DOE is developing its statewide longitudinal data system, which will provide the data and the format to publicly report the elements of the School Performance Index, as well as all other required federal reporting. SD DOE's vendor has been "at the table" as the proposed accountability model was developed, and therefore, has a clear understanding of the state's needs. While the format of the new Report Card has not been completely flushed out, SD DOE plans to use a "dashboard" reporting system that clearly outlines each indicator, as well as total SPI score and any supplemental elements, in a format that is easy to understand and transparent. A copy of the current online Report Card can be accessed at http://doe.sd.gov/reportcard/index.aspx

AMO Targets and Goals

To hold schools accountable, South Dakota will be using a combination of its School Performance Index and unique school-level AMOs based on the goal of reducing by half the percentage of students in the "all students" group and in each subgroup, including the newly created GAP and Non-GAP groups, who are not proficient within six years. AMOs will be set separately for reading/language arts and math. AMO goals will be set for these subgroups at each school, in annual increments called targets, to give that school a unique trajectory that recognizes where the school started in terms of student proficiency and to support continuous academic improvement among its students. Assessment data from the 2011-12 school year serves as the base year for setting AMO targets and goal.

Each year, SD DOE will calculate a School Performance Index score for each school in the state. The scores will be rank ordered from highest to lowest, so schools can evaluate their performance compared to schools across the state. The School Performance Index score will be used to determine the state's Reward and Priority schools. There will be no state-established goals or targets associated with the SPI.

Digging deeper into the Student Achievement indicator of the SPI, SD DOE will then set unique AMO goals and targets for each school in the "all students" group and for each subgroup, including the newly created GAP and Non-GAP groups. These goals, and associated annual targets, are based on reducing the number of students who are not proficient as noted above. The minimum N size of 10 will apply for reporting purposes.

AMO goals and targets will be set as follows:

- STEP 1: In the base year of each six-year cycle, calculate the percentage of students in the school who test at the Basic and Below Basic levels.
- STEP 2: Divide this percentage in half. This is the school's goal for reducing, within six years, the percentage of students who are not Proficient.
- STEP 3: Subtract this amount from 100%. This is the inverse of the above and represents the school's goal for percentage of students testing at the Proficient and Advanced levels in six years.
- STEP 4: Divide the amount in Step 2 by six. This is the school's annual target for increasing the percentage of students who are Proficient.
- STEP 5: Calculate the percentage of students in the base year who test at the Proficient and Advanced levels.
- STEP 6: To determine the AMO in Year 1, add the base year percentage of students testing at the Proficient and Advanced levels to the annual target for increasing the percentage of students who are Proficient.
- STEP 7: To determine the AMO in Years 2-6, add the annual target to the previous year's AMO.

This procedure will be repeated for each school for its "all students" group and in each subgroup, including the newly created GAP and Non-GAP groups.

SAMPLE CALCULATION: AMO targets – Elementary School

Goal = Reduce by half the percentage of students in the "all students" group and in each subgroup who are not proficient within six years.
TF = Too few; less than 10 students in subgroup

Math						Annual Measurable Objectives - Percent Prof/Adv.					
Subgroups	% Basic and Below Basic	Amount to Reduce By in 6 Years	% Prof/Ad Goal in 6 Years	Annual Increase	Base	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All Students	17%	8.5%	91.5%	1.42%	83.0%	84.42%	85.84%	87.26%	88.68%	90.10%	91.52%
White	9%	4.5%	95.5%	0.75%	91.0%	91.75%	92.50%	93.25%	94.00%	94.75%	95.50%
Black or African American	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
Asian	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
Pacific Islander	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
Native American	41%	20.5%	79.5%	3.42%	59.0%	62.42%	65.84%	69.26%	72.68%	76.10%	79.52%
Hispanic	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
Two or more races	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
Economically Disadvantaged	27%	13.5%	86.5%	2.25%	73.0%	75.25%	77.50%	79.75%	82.00%	84.25%	86.50%
Students with Disabilities	47%	23.5%	76.5%	3.92%	53.0%	56.92%	60.84%	64.76%	68.68%	72.60%	76.52%
Limited English Proficiency	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF

Other Groups											
Male	16%	8.0%	92.0%	1.33%	84.0%	85.33%	86.66%	87.99%	89.32%	90.65%	91.98%
Female	18%	9.0%	91.0%	1.50%	82.0%	83.50%	85.00%	86.50%	88.00%	89.50%	91.00%
Migrant Students	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
GAP	**29%**	**14.5%**	**85.5%**	**2.42%**	**71.0%**	**73.4%**	**75.8%**	**78.3%**	**80.7%**	**83.1%**	**85.5%**
Non-GAP	**6%**	**3.0%**	**97.0%**	**0.50%**	**94.0%**	**94.5%**	**95.0%**	**95.5%**	**96.0%**	**96.5%**	**97.0%**

Reading						**Annual Measurable Objectives - Percent Prof/Adv.**					
Subgroups	**% Basic and Below Basic**	**Amount to Reduce By in 6 Years**	**% Prof/Adv Goal in 6 Years**	**Annual Increase**		**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
All Student	17%	8.5%	91.5%	1.42%	83.0%	84.42%	85.84%	87.26%	88.68%	90.10%	91.52%
White	11%	5.5%	94.5%	0.92%	89.0%	89.92%	90.84%	91.76%	92.68%	93.60%	94.52%
Black or African American	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
Asian	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
Pacific Islander	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
Native American	37%	18.5%	81.5%	3.08%	63.0%	66.08%	69.16%	72.24%	75.32%	78.40%	81.48%
Hispanic	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
Two or more races	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
Economically Disadvantaged	20%	10.0%	90.0%	1.67%	80.0%	81.67%	83.34%	85.01%	86.68%	88.35%	90.02%
Students with Disabilities	47%	23.5%	76.5%	3.92%	53.0%	56.92%	60.84%	64.76%	68.68%	72.60%	76.52%
Limited English Proficiency	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
Other Groups											
Male	19%	9.5%	90.5%	1.58%	81.0%	82.58%	84.16%	85.74%	87.32%	88.90%	90.48%
Female	14%	7.0%	93.0%	1.17%	86.0%	87.17%	88.34%	89.51%	90.68%	91.85%	93.02%
Migrant Students	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
GAP	**26%**	**13.0%**	**87.0%**	**2.17%**	**74.0%**	**76.2%**	**78.3%**	**80.5%**	**82.7%**	**84.9%**	**87.0%**
Non-GAP	**9%**	**4.5%**	**95.5%**	**0.75%**	**91.0%**	**91.8%**	**92.5%**	**93.3%**	**94.0%**	**94.8%**	**95.5%**

CLASSIFICATION OF SCHOOLS

Under the proposed accountability model, there would be five classifications of schools that determine recognition or support.

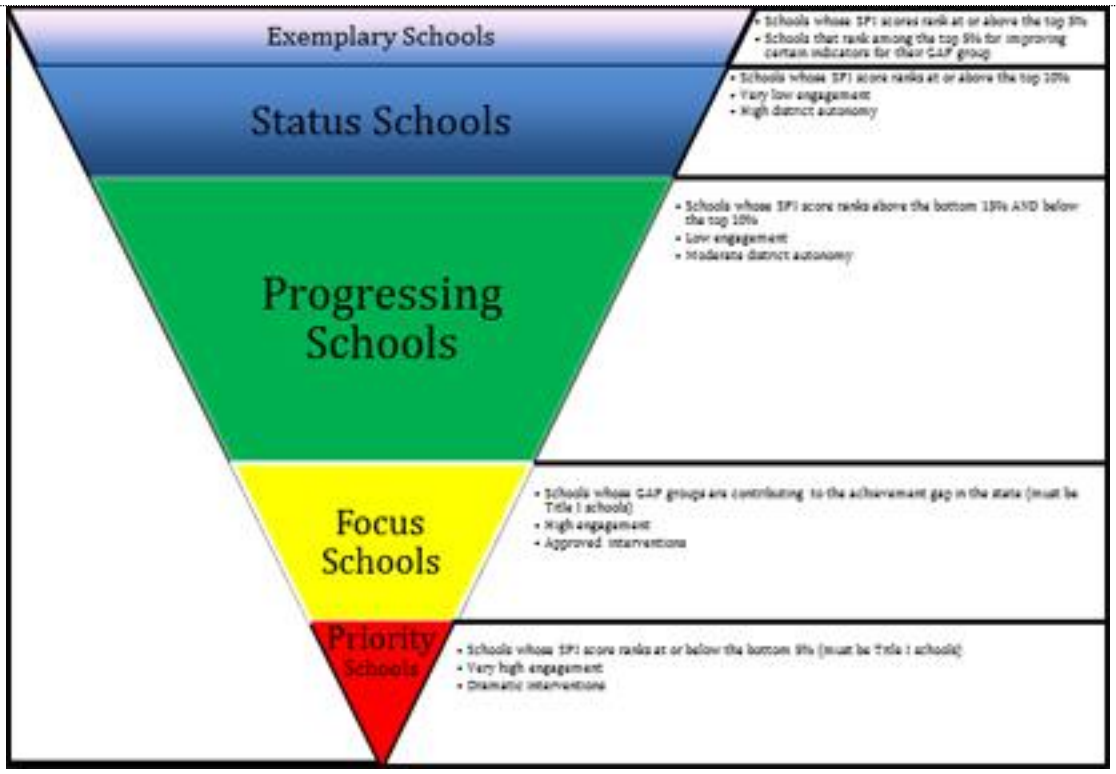
- **Exemplary Schools:** Exemplary Schools include both 1) high-performing schools whose Overall Score on the School Performance Index is at or above the top 5% 2) high-progress schools that rank in the top 5% for improvement of Student Achievement and Attendance rate for their GAP group (elementary and middle school levels); and Student Achievement and Graduation rate for their GAP group (high school level) over a period of two years. **All public schools are eligible** for this classification**.**

- **Status Schools:** Schools whose total score on the SPI is at or above the top 10 percent.

- **Progressing Schools**: Schools whose total score on the SPI is greater than the bottom 5% but are less than the top 10%.

- **Focus Schools:** Focus Schools are those that are contributing to the achievement gap in the state. The calculation to determine Focus Schools looks specifically at Student Achievement and Attendance rate of the GAP group at the elementary and middle school levels; and Student Achievement and Graduation rate of the GAP group at the high school level. The Focus School classification applies to Title I schools. The total number of Focus Schools must equal at least 10 percent of the Title I schools in South Dakota. Title I high schools whose graduation rate is below 60% for two consecutive years and that have not been identified as Priority Schools also will be identified as Focus Schools.

- **Priority Schools**: Schools whose total score on the SPI is at or below the bottom 5%. The total number of Priority Schools must be at least five percent of the Title I schools in the state. Each district with one or more of these schools must implement, for three years, meaningful interventions aligned with the turnaround principles. This classification applies to Title I schools and Title I eligible high schools whose graduation rate is below 60% for two consecutive years. Tier I and II SIG schools are included in this classification.



Recognition and Support

South Dakota's reward schools, which are the Exemplary schools indicated on the graph above, will have high district autonomy to encourage continued excellence. In addition, Exemplary schools will receive special recognition through a statewide branding effort designed to draw attention to their outstanding performance and/or growth. SD DOE would develop a special seal or logo for Exemplary schools to display on school materials (letters, newsletters, websites, etc.) and onsite in their buildings (stickers on door entrances, banners, outdoor signage, etc.) Schools earning Exemplary status also would receive congratulatory letters from the governor and/or the state secretary of education, and the schools would be highlighted on SD DOE's website and in its monthly newsletter to school administrators. SD DOE would arrange for the superintendents of each Exemplary district to be recognized one day during the annual legislative session.

Each year, when Exemplary schools are determined, the department would engage media statewide in the recognition process. Depending on staff time and resources, these efforts might include the following: press conference with governor and/or secretary of education announcing the Exemplary schools, statewide media release, public service announcements tailored to local outlets, and use of social media. The governor and/or secretary may visit several of the schools as time allows. Finally, SD DOE would pursue a media partner to leverage resources to extend the impact and reach of recognition efforts.

Priority Schools will receive targeted, state- and district-level support to include, among other things: participation in the Academy of Pace-Setting Districts, utilization of Indistar to develop a school transformation plan focused on rapid turnaround indicators, and a four-lens data analysis (student data, professional practices data, program & structures data, and family & community data) to strengthen the instructional program based on student needs.

Focus Schools will receive some state- and district-level support, including support for the IndiStar analysis of effective practices.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

Option A	**Option B**
☒ The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.	☐ If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must: a. provide the percentage of students in the "all students" group that performed at the proficient level on the State's most recent administration of each assessment for all grades assessed; and b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

Insert text for Option B here.

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

Option A	**Option B**	**Option C**
☐ Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the "all students" group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☐ Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☒ Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups. i. Provide the new AMOs and an explanation of the method used to set these AMOs. ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below. iii. Provide a link to the State's report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the "all students" group and all subgroups. (Attachment 8 page 153)

The new South Dakota accountability model is built upon the continuous improvement model which by definition improves education continually and forever by improving the quality of student achievement. This continuous improvement model allows South Dakota to set realistic, statistically-based goals that push schools to constantly improve.

Method

South Dakota's proposed next-generation accountability model takes a thoughtful, balanced approach to defining the indicators of a strong education system. Rather than focusing on student proficiency on a single assessment, it encompasses multiple indicators, including student growth, that are critical pieces in preparing students for the rigors and challenges of the 21st century world.

The proposed model will continue to hold schools accountable for student proficiency and closing achievement gaps through continued annual public reporting of disaggregated student outcomes in English language arts and mathematics. However, this more robust model reaches beyond the once-a-year summative assessment, to offer a more credible and meaningful model. The expectation is that the model will be used to inform school administrators, teachers and the public as to how schools *and* individual students are progressing. And with its emphasis on continuous improvement, it sets a high bar for ongoing reflection and goal setting.

The proposed next-generation accountability model is based on a School Performance Index, which consists of five key indicators:

1) Student Achievement
2) Academic Growth (Elementary and Middle School) OR High School Completion (High School)
3) Attendance (Elementary and Middle School) OR College & Career Readiness (High School)
4) Effective Teachers and Principals
5) School Climate

AMO Targets and Goals

To hold schools accountable, South Dakota will be using a combination of its School Performance Index and unique school-level AMOs based on the goal of reducing by half the percentage of students in the "all students" group and in each subgroup, including the newly created GAP and Non-GAP groups, who are not proficient within six years. AMOs will be set separately for reading/language arts and math. AMO goals will be set for these subgroups at each school, in annual increments called targets, to give that school a unique trajectory that recognizes where the school started in terms of student proficiency and to support continuous academic improvement among its students. Assessment data from the 2011-12 school year serves as the base year for setting AMO targets and goal.

Each year, SD DOE will calculate a School Performance Index score for each school in the state. The scores will be rank ordered from highest to lowest, so schools can evaluate their performance compared to schools across the state. The School Performance Index score will be used to determine the state's Reward and Priority schools. There will be no state-established goals or targets associated with the SPI.

Digging deeper into the Student Achievement indicator of the SPI, SD DOE will then set unique AMO goals and targets for each school in the "all students" group and for each subgroup, including the newly created GAP and Non-GAP groups. These goals, and associated annual targets, are based on reducing the number of students who are not proficient as noted above. The minimum N size of 10 will apply for reporting purposes.

AMO goals and targets will be set as follows:

- STEP 1: In the base year of each six-year cycle, calculate the percentage of students in the school who test at the Basic and Below Basic levels.
- STEP 2: Divide this percentage in half. This is the school's goal for reducing, within six years, the percentage of students who are not Proficient.
- STEP 3: Subtract this amount from 100%. This is the inverse of the above and represents the

school's goal for percentage of students testing at the Proficient and Advanced levels in six years.

- STEP 4: Divide the amount in Step 2 by six. This is the school's annual target for increasing the percentage of students who are Proficient.
- STEP 5: Calculate the percentage of students in the base year who test at the Proficient and Advanced levels.
- STEP 6: To determine the AMO in Year 1, add the base year percentage of students testing at the Proficient and Advanced levels to the annual target for increasing the percentage of students who are Proficient.
- STEP 7: To determine the AMO in Years 2-6, add the annual target to the previous year's AMO.

This procedure will be repeated for each school for its "all students" group and in each subgroup, including the newly created GAP and Non-GAP groups.

SAMPLE CALCULATION: AMO targets –
Elementary School

Goal = Reduce by half the percentage of students in the "all students" group and in each subgroup who are not proficient within six years.
TF = Too few; less than 10 students in subgroup

Math						Annual Measurable Objectives - Percent Prof/Adv.					
Subgroups	% Basic and Below Basic	Amount to Reduce By in 6 Years	% Prof/Ad Goal in 6 Years	Annual Increase	Base	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All Students	17%	8.5%	91.5%	1.42%	83.0%	84.42%	85.84%	87.26%	88.68%	90.10%	91.52%
White	9%	4.5%	95.5%	0.75%	91.0%	91.75%	92.50%	93.25%	94.00%	94.75%	95.50%
Black or African American	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
Asian	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
Pacific Islander	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
Native American	41%	20.5%	79.5%	3.42%	59.0%	62.42%	65.84%	69.26%	72.68%	76.10%	79.52%
Hispanic	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
Two or more races	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
Economically Disadvantaged	27%	13.5%	86.5%	2.25%	73.0%	75.25%	77.50%	79.75%	82.00%	84.25%	86.50%
Students with Disabilities	47%	23.5%	76.5%	3.92%	53.0%	56.92%	60.84%	64.76%	68.68%	72.60%	76.52%
Limited English Proficiency	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
Other Groups											
Male	16%	8.0%	92.0%	1.33%	84.0%	85.33%	86.66%	87.99%	89.32%	90.65%	91.98%
Female	18%	9.0%	91.0%	1.50%	82.0%	83.50%	85.00%	86.50%	88.00%	89.50%	91.00%
Migrant Students	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
GAP	**29%**	**14.5%**	**85.5%**	**2.42%**	**71.0%**	**73.4%**	**75.8%**	**78.3%**	**80.7%**	**83.1%**	**85.5%**
Non-GAP	**6%**	**3.0%**	**97.0%**	**0.50%**	**94.0%**	**94.5%**	**95.0%**	**95.5%**	**96.0%**	**96.5%**	**97.0%**

Reading						Annual Measurable Objectives - Percent Prof/Adv.					
Subgroups	% Basic and Below Basic	Amount to Reduce By in 6 Years	% Prof/Adv Goal in 6 Years	Annual Increase		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All Student	17%	8.5%	91.5%	1.42%	83.0%	84.42%	85.84%	87.26%	88.68%	90.10%	91.52%
White	11%	5.5%	94.5%	0.92%	89.0%	89.92%	90.84%	91.76%	92.68%	93.60%	94.52%
Black or African American	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
Asian	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
Pacific Islander	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
Native American	37%	18.5%	81.5%	3.08%	63.0%	66.08%	69.16%	72.24%	75.32%	78.40%	81.48%
Hispanic	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
Two or more races	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
Economically Disadvantaged	20%	10.0%	90.0%	1.67%	80.0%	81.67%	83.34%	85.01%	86.68%	88.35%	90.02%
Students with Disabilities	47%	23.5%	76.5%	3.92%	53.0%	56.92%	60.84%	64.76%	68.68%	72.60%	76.52%
Limited English Proficiency	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
Other Groups											
Male	19%	9.5%	90.5%	1.58%	81.0%	82.58%	84.16%	85.74%	87.32%	88.90%	90.48%
Female	14%	7.0%	93.0%	1.17%	86.0%	87.17%	88.34%	89.51%	90.68%	91.85%	93.02%
Migrant Students	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
GAP	**26%**	**13.0%**	**87.0%**	**2.17%**	**74.0%**	**76.2%**	**78.3%**	**80.5%**	**82.7%**	**84.9%**	**87.0%**
Non-GAP	**9%**	**4.5%**	**95.5%**	**0.75%**	**91.0%**	**91.8%**	**92.5%**	**93.3%**	**94.0%**	**94.8%**	**95.5%**

2.C REWARD SCHOOLS

2.C.i Describe the SEA's methodology for identifying highest-performing and high-progress schools as reward schools . If the SEA's methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

South Dakota will recognize schools whose students achieve at very high levels and schools that make significant progress in closing the achievement gap. By recognizing outstanding performance and high growth, SD DOE sets a standard of excellence for all schools striving for the highest level of achievement. **All public schools will be eligible.**

South Dakota public schools are eligible for recognition in one of two categories:

1) Exemplary High Performing Schools: Schools that score at or above the top 5% of schools as measured by Overall Score on the School Performance Index (SPI).

Under this model, a numeric value is assigned to each of the five indicators on the Index. These values are added to create a final Overall Score.

Two distinct Performance Indexes are utilized:
1) one for High School accountability, and
2) one for Elementary and Middle School accountability.

School Performance Index
INDEX & INDICATORS: High Schools
At the High School level, the School Performance Index will include the following key indicators:

2012-13 & 2013-14 Points: 50	2012-13 & 2013-14 Points: 25	2012-13 & 2013-14 Points: 25	2012-13 & 2013-14 Points: 0	2012-13 & 2013-14 Points: 0
2014-15 Points: 25	2014-15 Points: 25	2014-15 Points: 20	2014-15 Points: 20	2014-15 Points: 10
Indicator #1: **Student Achievement** --Percent proficient or higher in English language arts and mathematics in grade 11 on state assessment Calculation includes: --GAP score --Non-GAP score --Unduplicated count (calculated upon the % of GAP and Non-GAP students in the school population)	Indicator#2: **High School Completion** --Graduation rate as defined within 7.1 of the South Dakota Accountability workbook --Completer rate	Indicator #3: **College & Career Ready** --Percent of ACT student scores whose math sub-score is 20 or higher --Percent of ACT student scores whose English sub-score is 18 or higher	Indicator #4: **Effective Teachers & Principals** --Aggregate number of teachers in each of four categories: Unsatisfactory, Basic, Proficient, Distinguished	Indicator #5: **School Climate** --Measurement tool needs to be determined
Implemented in 2012-13	Implemented in 2012-13	Implemented in 2012-13	Implemented in 2014-15	Implemented in 2014-15

INDEX & INDICATORS: Elementary & Middle Schools

At the Elementary and Middle School levels, the School Performance Index will include encompass the following key indicators:

2012-13 & 2013-14 Points: 80	2012-13 & 2013-14 Points: 0	2012-13 & 2013-14 Points: 20	2012-13 & 2013-14 Points: 0	2012-13 & 2013-14 Points: 0
2014-15 Points: 25	2014-15 Points: 25	2014-15 Points: 20	2014-15 Points: 20	2014-15 Points: 10
Indicator #1: **Student Achievement** --Percent proficient or higher in English language arts and mathematics in grades 3-8 on state assessment Calculation includes: --GAP score --Non-GAP score --Unduplicated count	Indicator#2: **Academic Growth** --Model that-uses indicators to evaluate student academic achievement over time and determines whether that progress is reasonable or appropriate	Indicator #3: **Attendance**	Indicator #4: **Effective Teachers & Principals** --Aggregate number of teachers in each of four categories: Unsatisfactory, Basic, Proficient, Distinguished	Indicator #5: **School Climate** --Measurement tool needs to be determined

(calculated upon the % of GAP and Non-GAP students in the school population)				
Implemented in 2012-13	Implemented in 2014-15	Implemented in 2012-13	Implemented in 2014-15	Implemented in 2014-15

2) Exemplary High Progress Schools: Schools that rank in the top 5% for improvement of Student Achievement and Attendance rate for their GAP group (elementary and middle school levels); and Student Achievement and Graduation rate for their GAP group (high school level) over a period of two years. **All public schools are eligible** for this classification**.**

SD DOE will assure that no school with a significant achievement gap, as determined by the Focus School calculation, will be classified as a Reward School.

2.C.ii Provide the SEA's list of reward schools in Table 2.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

South Dakota's reward schools, both Exemplary high-performing and high-progress, will have high district autonomy to encourage continued excellence. In addition, Exemplary schools will receive special recognition through a statewide branding effort designed to draw attention to their outstanding performance and/or growth. The SD DOE would develop a special seal or logo for Exemplary schools to display on school materials (letters, newsletters, websites, etc.) and onsite in their buildings (stickers on door entrances, banners, outdoor signage, etc.) Schools earning Exemplary status also would receive congratulatory letters from the governor and/or the state secretary of education, and the schools would be highlighted on SD DOE's website and in its monthly newsletter to school administrators. SD DOE would arrange for the superintendents of each Exemplary district to be recognized one day during the annual legislative session.

Each year, when Exemplary schools are determined, the department would engage media statewide in the recognition process. Depending on staff time and resources, these efforts might include the following: press conference with governor and/or secretary of education announcing the Exemplary schools, statewide media release, public service announcements tailored to local outlets, and use of social media. The governor and/or secretary may visit several of the schools as time allows. Finally, SD DOE would pursue a media partner to leverage resources to extend the impact and reach of recognition efforts.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA's methodology for identifying a number of lowest-performing schools equal to at least five percent of the State's Title I schools as priority schools. If the SEA's methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also

demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

South Dakota developed its list of Priority Schools using the following procedure: For definition, a Priority School is a school that, based on the most recent data available in the South Dakota School Performance Index, has been identified as among the lowest-performing schools in the State. The total number of Priority Schools in South Dakota must be at least five percent of the Title I schools in the state.

- A Priority School is a school whose Overall Score on the School Performance Index ranks at/or below the bottom 5%. The total number of Priority Schools must be at least five percent of the Title I schools in the state. Each district with one or more of these schools must implement, for three years, meaningful interventions aligned with the turnaround principles. This designation applies to **Title I schools**.
- A Priority School may also be a Tier I or Tier II school under the School Improvement Grant (SIG) program that is using the SIG funds to implement a school intervention model.
- A Priority School may also be a Title I or Title I eligible high school with a graduation rate of less than 60% over two consecutive years.

2.D.ii Provide the SEA's list of priority schools in Table 2.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

South Dakota will implement effective dramatic, systemic change in the lowest-performing schools by publicly identifying **"Priority Schools"** and ensuring that each LEA with one or more of these schools implements meaningful interventions aligned with the turnaround principles in each of these schools. The Priority School process covers a total of four years, with the first year being a planning year and the remaining three being implementation years.

- Districts with 50% or more of their schools designated as Priority will have a technical advisor, appointed by SD DOE, assigned to them to assist with governance issues. In addition, 20% of their Title I Part A funds must be designated for Priority School interventions.
- Districts with Priority Schools will be required to implement the Academy of Pacesetting Districts (see Attachment B) within the first year of being identified. The districts will sign a memorandum of understanding to participate in the Academy. The Academy requires a team from the LEA (one member of which **must** be the principal from the identified Priority School) to meet four times a year with SD DOE staff to conduct the Academy. The first meeting will be a two-day kickoff meeting where the team will be trained on the Academy and the procedures for the coming year. The next three meetings will be via webinar. The team will also meet monthly, along with the School Support Team (SST) member assigned to them by the state.
- Priority Schools will implement Indistar (see Attachment C) through the Academy experience. The teams will be trained during the kickoff meeting to use the District Set of indicators. After the initial planning year, the team will work on the Continuous Improvement set of indicators in Indistar at the school level.

- Priority Schools will conduct a Comprehensive Needs Assessment, as part of a Data Retreat© The four lenses of data analyzed are: student achievement, professional practices, programs and structures, and family and community. Goals and objectives for the school will be set using the resulting data. All subgroups' data are disaggregated during this process to identify gaps in achievement. This information will allow schools to provide differentiated instruction based on individual student needs, as well providing a multi-tiered system of support (RtI) for students. These strategies will result in higher student performance and will help close the achievement gaps in all subgroups, as the data driving the instruction is based on progress monitoring and benchmarking student progress frequently and effectively.

- Priority Schools will be required to redesign the school day, week or year to include additional time for meaningful student learning and teacher collaboration. Priority Schools will need to significantly increase the learning time for their students per school year. Districts may choose to either: 1.Transform school day schedule, 2. Extend the school day, or 3. Alter the school year structure (turnaround principle)

- Priority Schools will implement Response to Intervention (RtI) in their schools. SD DOE contracts with RtI coordinators and data system trainers to work with the schools to start the process. The RtI coordinators will consult with the school administrators regarding the process and help them complete an LEA Action Plan, including a letter of commitment and an agreement to participate signed by teachers. Coordinators will meet with the RtI team to discuss the Action Plans and progress made at least two times a year. The trainers will work with the staff at each school to understand and implement the data systems needed to progress monitor and carry out the RtI process. Schools are required to complete Fidelity Reports to SD DOE three times a year (fall, winter, spring), which will report gains the school has made.

SD DOE has developed a tool to monitor LEAs with Priority and Focus Schools. The District Survey of Effective Practice will be submitted twice a year (October 31 and May 31) by district administration (Superintendent, Assistant Superintendent, Federal Programs Director) and will evaluate the practices that occur within the district and its schools.

SD DOE has developed two monitoring documents to monitor Priority and Focus Schools. The School Survey of Effective Practices will be submitted by the principal twice a year (October 31 and May 31) and will evaluate practices within the school. The School Monitoring Checklist will be submitted three times a year (October 31, January 31, and May 31) by the principal and will list the reading, math, and other goals (if necessary) and the benchmarks to meet those goals. Names of assessments (district and school level), along with dates and results, will be recorded.

The Indistar system is equipped with a function to allow LEAs and schools to submit reports. SD DOE will have these three monitoring documents uploaded to Indistar. The districts and schools will be required to submit the monitoring documents on the designated reporting dates. Once a month, SD DOE will check progress of indicators within Indistar for each district and school, as well as provide comments.-School Support Team members assigned by SD DOE will be provided to each school and district to monitor and provide support throughout the process. Each SST member will have access to their specific school or district to view the indicators and reports, and leave comments. Information gleaned from these monitoring reports, along with SST reports, will be used to drive technical assistance and sanctions from the state.

State Level Support

The state will publicly identify Priority Schools by posting the list on the state's website.

The following is the state level support provided for the Priority Schools.

- Conduct a district and school level program audit developed by the Council of Chief State School Officers based on 9 Domains. Outside experts perform the audit. The domains in the audit parallel the Indicators of Effective Practice within Indistar and help to inform the district regarding strengths and weaknesses.
- Provide a School Support Staff member to each Priority School to provide technical assistance, monitor implementation of improvement strategies, and to help with reporting requirements. **If significant progress is not made during the first year of implementation, intensity of support by the School Support Staff will increase in the remaining two years, and they will work directly with school governance to help oversee the transformational process.**
- Support the implementation of Academy of Pacesetting Districts for districts with identified schools

  Academy of Pacesetting Districts is designed to build the capacity of school districts to effectively assist schools to make fundamental changes in the ongoing practices of their classrooms and school administration. The Academy is based upon the firm belief that school improvement is best accomplished when directed by the people closest to the students, applying their own ingenuity to achieve the results desired for their students-students they know and care about. Placing this high level of confidence in the ability of school personnel to chart their own course also requires that the school team is given convenient access to tools, resources, and effective practice, provided within the framework of the Academy. Participation in the Academy of Pacesetting Districts will elevate the level of school reform within the districts, and deepen their understanding of effective practice. The Academy's content framework wraps around four topical areas: 1. High Standards and Expectations, 2.Teaching and Learning, 3. Information for Decision Making, and 4. Rapid Improvement Support

  The primary mission of the Academy is to help the SEA's, LEA's and schools educate children and help them reach their potential. Schools whose students are underperforming need to change what is going on within the school and within each classroom. The Academy is tasked with the job of structuring an experience and a set of events which are designed to increase the capacity of those working in school districts, to envision improving a set of district-level operations connected to what happens within schools. (CII,2011)

- Monitor quarterly the progress towards achieving improvement goals
- Support to schools in the Indistar implementation

  Indistar is a web-based tool that guides a district or school team in charting its improvement and managing the continuous improvement process. This system is tailored for the purposes of each state, its districts and its schools. Indistar is premised on the belief that district and school improvement is best accomplished when directed by the people closest to the students. While the State provides a framework for the process, each school team applies its own ingenuity to achieve the results it desires

for its students-the students it knows and cares about.

Indistar Rapid improvement is wrapped around indicators of effective practice which are based upon four foundational frames for school improvement: a. School Leadership and Decision Making, b. Curriculum, Assessment and Instructional Planning, c. Classroom Instruction, and Community and Parent Involvement (CII,2011))

- Implement the South Dakota Multi-Tiered System of Support (South Dakota RTI) The National Association of State Directors of Special Education (NASDSE, 2005) defines RTI as the practice of providing high-quality instruction and intervention based on a student's needs, changing instruction and/or goals through frequent monitoring of progress, and applying the student response data to important educational decisions. Although there is no universally accepted RTI model or approach, it is typically understood within the context of multiple tiers of intervention service delivery for students with difficulties. In other words, students who are identified as at-risk through universal screening have their progress monitored and receive increasingly intense, multi-tiered interventions, which may result in eligibility for special education and related services.

  RTI models currently in practice may vary across LEAs and states. However, they use a generally similar structure with some common components. According to NASDSE (2005), three essential components of RTI are as follows:

  --Multi-tiered intervention service delivery
  --Integrated data collection/assessment system
  --Data-based decisions based on a problem-solving model

  To fully incorporate RTI, school districts must assess their readiness and capacity to adopt and implement RTI practices for all academic areas and classroom management. School districts then develop a plan for implementing RTI that should include building capacity. An RTI plan is expected to take several years to fully implement, thus districts and schools are encouraged to start small before moving to a district-wide approach. This is due to the considerable amount of professional development that needs to be provided in the beginning stages of establishing RTI systems to build capacity. It will be equally important for all staff to receive on-going professional development support after an RTI system has been put into place.

- Responsible for overseeing the use of Federal Title funds being used toward program implementation and school improvement which would include allocating 1003(a) funds
- May appoint a technical advisor to oversee the affairs of the school if the school is not showing significant progress

District Level Support

- Participate in the Academy of Pacesetting Districts to develop a system of support of its schools
- Review the performance of the current school principal and either replace the principal if such a change is necessary or demonstrate to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort (principal evaluation)

- Provide the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget (turnaround principle)
- Provide adequate resources (human, physical, and fiscal) to assist in the implementation and achievement of school program goals (turnaround principle)
- Provide professional development opportunities specific to prioritized needs as identified in the comprehensive needs assessment (turnaround principle)
- Inform the district's board of education and the public on the school's progress towards achieving adequate progress and student achievement
- Implement the South Dakota Multi-Tiered System of Support (South Dakota RTI)
  The National Association of State Directors of Special Education (NASDSE, 2005) defines RTI as the practice of providing high-quality instruction and intervention based on a student's needs, changing instruction and/or goals through frequent monitoring of progress, and applying the student response data to important educational decisions. Although there is no universally accepted RTI model or approach, it is typically understood within the context of multiple tiers of intervention service delivery for students with difficulties. In other words, students who are identified as at-risk through universal screening have their progress monitored and receive increasingly intense, multi-tiered interventions, which may result in eligibility for special education and related services.

  RTI models currently in practice may vary across LEAs and states. However, they use a generally similar structure with some common components. According to NASDSE (2005), three essential components of RTI are as follows:

  Multi-tiered intervention service delivery
  Integrated data collection/assessment system
  Data-based decisions based on a problem-solving model

  To fully incorporate RTI, school districts must assess their readiness and capacity to adopt and implement RTI practices for all academic areas and classroom management. School districts then develop a plan for implementing RTI that should include building capacity. An RTI plan is expected to take several years to fully implement, thus districts and schools are encouraged to start small before moving to a district-wide approach. This is due to the considerable amount of professional development that needs to be provided in the beginning stages of establishing RTI systems to build capacity. It will be equally important for all staff to receive on-going professional development support after an RTI system has been put into place.

School Level Support

- Utilize **Indistar** to develop a school transformation plan for implementing the rapid turnaround indicators for continuous improvement
- Conduct an annual data analysis through the four lenses to strengthen the school's instructional program based on student needs, and design professional development which reflects those needs (turnaround principle)
- Ensure that the instructional program is research-based, rigorous, and aligned with the Common Core state standards (turnaround principle)
- Redesign the school day, week or year to include additional time for meaningful student learning and teacher collaboration. Priority schools will need to significantly increase the learning time for their students per school year. Districts may choose to either:

1.Transform school day schedule 2. Extend the school day, or 3. Alter the school year structure (turnaround principle)

- Ensure through the teacher evaluation process that teachers are effective and able to improve instruction

  Based on the teacher evaluation process, the principals will: 1) Review the quality of all staff and retain only those who are determined to be effective and have the ability to be successful in the turnaround effort; 2) Prevent ineffective teachers from transferring to these Priority Schools; and 3) Provide job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs (turnaround principle)

- Provide opportunities for parent and community involvement in the decision making process regarding curriculum, assessment, reporting, and school environment

- Implement the South Dakota Multi-Tiered System of Support (South Dakota RTI)
  The National Association of State Directors of Special Education (NASDSE, 2005) defines RTI as the practice of providing high-quality instruction and intervention based on a student's needs, changing instruction and/or goals through frequent monitoring of progress, and applying the student response data to important educational decisions. Although there is no universally accepted RTI model or approach, it is typically understood within the context of multiple tiers of intervention service delivery for students with difficulties. In other words, students who are identified as at-risk through universal screening have their progress monitored and receive increasingly intense, multi-tiered interventions, which may result in eligibility for special education and related services.

  RTI models currently in practice may vary across LEAs and states. However, they use a generally similar structure with some common components. According to NASDSE (2005), three essential components of RTI are as follows:

  Multi-tiered intervention service delivery
  Integrated data collection/assessment system
  Data-based decisions based on a problem-solving model

  To fully incorporate RTI, school districts must assess their readiness and capacity to adopt and implement RTI practices for all academic areas and classroom management. School districts then develop a plan for implementing RTI that should include building capacity. An RTI plan is expected to take several years to fully implement, thus districts and schools are encouraged to start small before moving to a district-wide approach. This is due to the considerable amount of professional development that needs to be provided in the beginning stages of establishing RTI systems to build capacity. It will be equally important for all staff to receive on-going professional development support after an RTI system has been put into place.

As described in the preceding narrative, meaningful interventions, aligned to the federal turnaround principles, will be implemented in all identified Priority Schools no later than the first year of implementation. SD DOE has specifically designed the turnaround interventions to improve capacity at the district level, and in turn the Priority Schools, by allowing districts and schools to develop their own

intensive interventions aligned with the turnaround principles. The District/Priority School Turnaround Procedures will be an integral part of the District/Priority School Audit follow-up and are intended not only to maintain the rigor of the turnaround principles, but just as importantly, allow the districts and schools to assume ownership of the necessary interventions. Led by the state-assigned School Support Team Member*, the school's leadership team including the District Superintendent*, Priority School Building Principal*, at least one school board member* and others selected by the administration will analyze each turnaround principle and develop intervention strategies for that specific school, which will then be incorporated into their Academy of Pace Setting District's Operational Manual. (* indicates required members)

See Attachment F for Turnaround Planning Document.

All of the interventions required of Priority Schools will be implemented no later than the first year of implementation and monitored on a fixed schedule. The accountability movement has taught us that improvement requires yardsticks for performance, both to guide school personnel's improvement efforts and to enhance their motivation to change.

South Dakota's Priority School interventions based on turnaround principles call for greater school-level autonomy, more flexibility in staffing, scheduling and budgeting along with greater accountability for results. These proposed interventions are thoughtfully wrapped around a central theme of developing teams at both the district and school level which, when effectively implemented, purposed, organized and supervised, will provide an infrastructure for continuous improvement. Research indicates that leadership should not reside with one individual; a team approach to planning and decision making allows for distributive leadership. Planning and decision making within the district and school require teams, time, and access to timely information.

Each year, Priority Schools will be required to conduct a complete data analysis of their students. Student performance data are integral to both school reform and improved student learning; large group student data identify and support the implementation of research-based instructional programs, while student-or class-level data inform instructional changes that serve the academic needs of individual students. Data can be used to confirm whether instructional programs align with the new Common Core State Standards. South Dakota's new longitudinal data system will allow for the collection, interpretation and use of data to drive instructional change at the classroom, school, district, and state levels.

Through the technical assistance process, SD DOE, School Support Teams and Education Service Agencies will work with Priority Schools and LEAs to evaluate current curricula and instructional models to implement programs that best fit the needs of low-achieving students, Native American students, English learners, and students with disabilities. Technical assistance will begin with a focus on achievement data in order to identify the needs of individual student subgroups and students.

Schools will be encouraged to utilize the following strategies to improve the academic performance of these and all other ESEA subgroups:

1. Ensure that all students have access to rigorous, standards-based instructional programs that meet their individual needs.

2. Identify the needs of individual students.

3. Provide flexibility and choice, wherever possible, in curriculum and instructional programs that meet individual needs.

4. Provide teachers with the professional development they need to address learner diversity.
5. Monitor the implementation of instructional strategies effective with diverse groups of students.
6. Measure student learning during instruction to ensure the effectiveness of instruction with all students and to alter instruction as needed.
7. Address student learning needs in a timely manner to ensure continuous, accelerated learning.
8. Monitor individual student growth with common local assessments employing multiple measures.
9. Monitor the achievement of diverse groups of students through data aggregated by subgroup to ensure the success of curriculum and instructional programs with all students.
10. Use data to provide tailored instruction based on each student's level of achievement and ongoing needs.

The table below provides examples of the interventions required by SD DOE that are aligned to the federal turnaround principles.

Turnaround Principle	Intervention
a.(i)providing strong leadership by: 1. Reviewing the performance of the current principal. 2. Either replacing the principle or demonstrating to the SEA that the current principal has a track record in improving achievement. 3. Providing the principal with operational flexibility in the areas if scheduling, staff, curriculum and budget.	**Turnaround principles :a(i, ii, iv, v, vi, vii)** • Conduct a district and school level program audit developed by the Council of Chief State School Officers based on 9 Domains. Outside experts perform the audit. The domains in the audit parallel the Indicators of Effective Practice within Indistar and **help to inform the district regarding strengths and weaknesses.** • Leadership Implications • Academic Content and Achievement Standards • Curriculum and Instruction • Highly Qualified Staff • Professional Development • Assessment and Accountability • School Culture and Climate • Budget and Resources • Family and Community Involvement **Turnaround Principle: a (i, ii, iv, v, vi, vii)** • Provide a School Support Staff member to each Priority School to provide technical assistance, monitor implementation of improvement strategies, and to help with reporting requirements. **If significant progress is not made during year 1, intensity of support by the School Support Staff will increase in year 2 and they will work directly with school governance to help oversee the transformational process.**

a.(i)providing strong leadership by: 1. Reviewing the performance of the current principal. 2. Either replacing the principle or demonstrating to the SEA that the current principal has a track record in improving achievement. 3. Providing the principal with operational flexibility in the areas if scheduling, staff, curriculum and budget.	**Turnaround Principle: a (i, ii, iv, v, vi, vii)** • The implementation of Academy of Pace Setting Districts for districts with identified schools. Academy of Pacesetting Districts is designed to build the capacity of school districts to effectively assist schools to make fundamental changes in the ongoing practices of their classrooms and school administration. The Academy is based upon the firm belief that school improvement is best accomplished when directed by the people closest to the students, applying their own ingenuity to achieve the results desired for their students-students they know and care about. Placing this high level of confidence in the ability of school personnel to chart their own course also requires that the school team is given convenient access to tools, resources, and effective practice, provided within the framework of the Academy. Participation in the Academy of Pacesetting Districts will elevate the level of school reform within the districts, and deepen their understanding of effective practice. **The Academy's content framework wraps around four topical areas:** **1. High Standards and Expectations,** **2.Teaching and Learning,** **3. Information for Decision Making, and** **4. Rapid Improvement Support** The primary mission of the Academy is to help the SEA's, LEA's and schools educate children and help them reach their potential. Schools whose students are underperforming need to change what is going on within the school and within each classroom. The Academy is tasked with the job of structuring an experience and a set of events which are designed to **increase the capacity of those working in school districts, to envision improving a set of district-level operations connected to what happens within schools.** **Turnaround Principle: a (i, ii, iv, v, vi)** • Support to schools in the Indistar implementation Indistar is a web-based tool that guides a district or school team in charting its improvement and managing the continuous improvement process. This system is tailored for the purposes of each state, its districts and its schools. Indistar is premised on the belief that district and school improvement is best accomplished when directed by the people closest to the students. While the State provides a framework for the process, each school team applies its own

	ingenuity to achieve the results it desires for its students-the students it knows and cares about. Indistar Rapid improvement is wrapped around indicators of effective practice which are based upon four foundational frames for school improvement: a. School Leadership and Decision Making, b. Curriculum, Assessment and Instructional Planning, c. Classroom Instruction, and d. Community and Parent Involvement
a.(i)providing strong leadership by: 1. Reviewing the performance of the current principal. 2. Either replacing the principle or demonstrating to the SEA that the current principal has a track record in improving achievement. 3. Providing the principal with operational flexibility in the areas if scheduling, staff, curriculum and budget.	**Turnaround Principle a(i)(1,2)** • Review the performance of the current school principal and either replace the principal if such a change is necessary or demonstrate to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort **Turnaround Principle: a(i) (3)** • Provide the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget **Turnaround Principle: a(i)(3)** • Provide adequate resources (human, physical, and fiscal) to assist in the implementation and achievement of school program goals
a.(ii) ensuring that teachers are effective and able to improve instruction by 1. Reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; 2. Preventing ineffective teachers from transferring to these	**Turnaround Principle a (ii, vi, v, vi)** • Implement the South Dakota Multi-Tiered System of Support (South Dakota RTI/PBIS) The National Association of State Directors of Special Education (NASDSE, 2005) defines RTI as the practice of providing high-quality instruction and intervention based on a student's needs, changing instruction and/or goals through frequent monitoring of progress, and applying the student response data to important educational decisions. Although there is no universally accepted RTI model or approach, it is typically understood within the context of multiple tiers of intervention service delivery for students with

schools 3. Providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs. a.(ii) ensuring that teachers are effective and able to improve instruction by 1. Reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; 2. Preventing ineffective teachers from transferring to these schools 3. Providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.	difficulties. In other words, students who are identified as at-risk through universal screening have their progress monitored and receive increasingly intense, multi-tiered interventions, which may result in eligibility for special education and related services. RTI models currently in practice may vary across LEAs and states. However, they use a generally similar structure with some common components. According to NASDSE (2005), three essential components of RTI are as follows: --Multi-tiered intervention service delivery --Integrated data collection/assessment system --Data-based decisions based on a problem-solving model To fully incorporate RTI, school districts must assess their readiness and capacity to adopt and implement RTI practices for all academic areas and classroom management. School districts then develop a plan for implementing RTI that should include building capacity. An RTI plan is expected to take several years to fully implement, thus districts and schools are encouraged to start small before moving to a district-wide approach. This is due to the considerable amount of professional development that needs to be provided in the beginning stages of establishing RTI systems to build capacity. It will be equally important for all staff to receive on-going professional development support after an RTI system has been put into place. Positive behavioral interventions and supports (PBIS) is comprised of a broad range of systemic school-wide, group, and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students. PBIS is not a specific "model" but a compilation of effective practices, interventions, and systems change strategies that have been proven to be empirically effective and efficient. PBIS has relevant applications to educating all children and youth in schools or other community settings. **PBIS** is a data driven systems approach developed to assist schools and community settings achieve socially important behavior change. Systems are put in place to support staff while they teach and encourage positive, healthy behaviors. PBIS is the integration of four elements: - Operationally defined and valued outcomes,

	- Behavioral and biomedical science, - Research-validated practices, and - Systems change to both enhance the broad quality with which all students are living/learning and reduce problem behaviors. When schools or community settings implement PBIS the result is documentation of more desirable child or youth behaviors and safer learning environment where students are able to achieve increased learning. **Turnaround Principle: a (ii)(3)** • Provide professional development opportunities specific to prioritized needs as identified in the comprehensive needs assessment **Turnaround Principle: a(ii)** • Ensure through the teacher evaluation process that teachers are effective and able to improve instruction Based on the teacher evaluation process, the principals will: 1) Review the quality of all staff and retain only those who are determined to be effective and have the ability to be successful in the turnaround effort; 2) Prevent ineffective teachers from transferring to these Priority Schools; and 3) Provide job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.
a. (iii) redesigning the school day, week, or year to include additional time for student learning and teacher collaboration.	**Turnaround Principle: a(iii)** • Redesign the school day, week or year to include additional time for meaningful student learning and teacher collaboration. **Priority schools will need to significantly increase the learning time for their students per school year. Districts may choose to either: 1.Transform school day schedule 2. Extend the school day, or 3. Alter the school year structure**
a.(iv) strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic standards	**Turnaround Principle: a(iv)** • Ensure that the instructional program is research-based, rigorous, and aligned with the Common Core state standards
a.(v) using data to inform instruction and for continuous	**Turnaround Principle : a(v)** • Conduct an annual data analysis through the four lenses to strengthen the school's instructional program based

improvement, including by providing time for collaboration on the use of data a.(vi) establishing a school environment that improves school safety and discipline and addressing other non – academic factors that impact student achievement, such as students' social, emotional and health needs a.(vi) establishing a school environment that improves school safety and discipline and addressing other non – academic factors that impact student achievement, such as students' social, emotional and health needs a(vii)providing ongoing mechanisms for family and community engagement	on student needs, and design professional development which reflects those needs **Turnaround Principle: a.(vi)** • Establish a district policy prohibiting bullying.(SB 130) • Implement the South Dakota Multi-Tiered System of Support (South Dakota RTI/**PBIS**) Positive behavioral interventions and supports (PBIS) is comprised of a broad range of systemic school-wide, group, and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students. PBIS is not a specific "model" but a compilation of effective practices, interventions, and systems change strategies that have been proven to be empirically effective and efficient. PBIS has relevant applications to educating all children and youth in schools or other community settings. PBIS is a data driven systems approach developed to assist schools and community settings achieve socially important behavior change. Systems are put in place to support staff while they teach and encourage positive, healthy behaviors. PBIS is the integration of four elements: - Operationally defined and valued outcomes, - Behavioral and biomedical science, - Research-validated practices, and - Systems change to both enhance the broad quality with which all students are living/learning and reduce problem behaviors. When schools or community settings implement PBIS the result is documentation of more desirable child or youth behaviors and safer learning environment where students are able to achieve increased learning. **Turnaround Principle: a(vii)** • Provide opportunities for parent and community involvement in the decision making process regarding curriculum, assessment, reporting, and school environment.

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA's choice of timeline.

Planning Year 2012-13	**Year 1 Implementation 2012-13**	**Years 2 & 3 Implementation 2013-14 & 2014-15**
• Provide training on the new accountability system and the requirements for the Priority Schools • Conduct a district level program audit • Provide a School Support Staff member to each Priority School • Participate in the Academy of Pace Setting Districts • Begin implementation of South Dakota Multi-Tiered System of Support • Monitor quarterly the progress towards achieving improvement goals • Perform annual principal evaluation and replace principal if necessary • Provide the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget • Utilize **Indistar** to develop a school transformation plan utilizing the rapid turnaround indicators • Conduct a data analysis to strengthen the school's instructional program based on student needs and design professional development which reflects identified needs	• Continue to provide training on the accountability system and introduce any modifications to the accountability system • Conduct a school level program audit • Provide a School Support Staff member to each Priority School • Monitor quarterly the progress towards achieving improvement goals • Continue the South Dakota Multi-Tiered System of Support • Continue to use **Indistar** to escalate the development of a school transformation plan • Conduct a data analysis to strengthen the school's instructional program based on student needs • Continue the professional development activities • Implement the new extended school day/school year schedule • Perform annual principal evaluation and	• Continue to provide training on the accountability system and introduce any modifications to the accountability system • Check the progress towards addressing the problematic domains identified in the first year • Provide a School Support Staff member to each Priority School • Monitor quarterly the progress towards achieving improvement goals • Continue the South Dakota Multi-Tiered System of Support • Continue to use **Indistar** • Conduct an annual data analysis • Continue the professional development activities • Assess the professional development plan • Evaluate the new extended school day/school week/school year schedule and revise if necessary • Perform annual principal evaluation and replace principal if necessary

• Redesign the school day, week or year to include additional time for student learning and teacher collaboration • Evaluate to ensure that differentiated instructional programs are research-based, rigorous, aligned with state academic content standards, and based on needs identified through data analysis process • Conduct an annual teacher evaluation	replace principal if necessary • Train staff on the new teacher evaluation program • Conduct an annual teacher evaluation	

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

A Priority School may apply to exit this designation after four years if it can meet the required criteria, which demonstrate potential for sustained improvement and growth.

1. The school no longer meets the definition of a Priority School. A Priority School is defined as having a School Performance Index score that ranks in the bottom five percent of Title I rank-ordered schools.

2. The school's GAP Group and Non-GAP Group meet their AMO targets in reading and math for three consecutive years.

3. Follow-up district and school audits show that the required interventions are being faithfully implemented.

4. For Title I high schools with a graduation rate of less than 60%, the school has a graduation rate at 70% or above for two consecutive years.

As schools request to exit Priority status, SD DOE will review the history of interventions and their impact on student achievement, using the metrics described above. If a school fails to make the required progress after four years, SD DOE will impose one of the turnaround models as outlined by the U.S. Department of Education: Transformation, Turnaround, Restart or School Closure.

- *Transformation model*: Replace the principal, strengthen staffing, implement a research-based instructional program, provide extended learning time, and implement new governance and flexibility.
- *Turnaround model:* Replace the principal and rehire no more than 50 percent of the school

staff, implement a research-based instructional program, provide extended learning time, and implement new governance structure.

- *Restart model:* Convert or close and reopen the school under the management of an effective charter operator, charter management organization, or education management organization.
- *School closure model:* Close the school and enroll students who attended it in other, higher-performing schools in the district.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA's methodology for identifying a number of low-performing schools equal to at least 10 percent of the State's Title I schools as "focus schools." If the SEA's methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

South Dakota developed its list of **Focus Schools** using the following procedure: For definition: A Focus School is a Title I school that, based on the most recent data available, is contributing to the achievement gap in the state. The total number of Focus Schools must equal at least 10 percent of the Title I schools in South Dakota.

Focus Schools are identified by conducting a deeper analysis of how each school's GAP group is performing related to specific indicators on the School Performance Index. As defined earlier in this narrative, the GAP group is an **aggregate count of student groups in South Dakota that have historically experienced achievement gaps.** The specific indicators that South Dakota will include in this analysis are: Student Achievement, Attendance rate for elementary and middle schools, and Graduation rate for high schools.

At the elementary and middle school levels, SD DOE will rank order all **Title I schools** based on three factors: 1) percentage of students in their GAP group scoring at the Proficient or Advanced levels in math; 2) percentage of students in their GAP group scoring at the Proficient or Advanced levels in reading; 3) Attendance rate percentage of their GAP group. Each will be factored and ranked separately, and then summed together for a final rank for each school. The schools whose **final rank is among the lowest 10 percent of Title I schools** across the state will be identified as Focus Schools. Any school that is already a Priority School would not be included on this list; nor would any school that has less than 10 students in its GAP group.

At the high school level, SD DOE will rank order all **Title I schools** based on three factors: 1) percentage of students in their GAP group scoring at the Proficient or Advanced levels in math; 2) percentage of students in their GAP group scoring at the Proficient or Advanced levels in reading; 3) Graduation rate percentage, using the **Title I four-year cohort calculation,** of their GAP group. Each will be factored and ranked separately, and then summed together for a final rank for each school. The schools **whose final rank is among the lowest 10 percent of Title I schools** across the state will be identified as Focus Schools. Any school that is already a Priority School would not be included on this list; nor would any school that has less than 10 students in its GAP group.

In addition, any Title I high school with a graduation rate below 60 percent for two consecutive years

will be considered a Focus School, if it has not already been identified as a Priority School.

In South Dakota, the use of a GAP group actually enhances accountability. Under the current system, small student counts have allowed schools to ignore small groups of students. By putting the historically underperforming subgroups into a single GAP group, more schools will be held accountable.

This approach also ties Focus Schools tightly to the School Performance Index by drilling down into the data related to Indicator #1: Student Achievement, Indicator #2 for high school: High School Completion (4-Year Cohort Grad Rate) and Indicator #3 for elementary/middle schools: Attendance.

Focus School Determination
South Dakota uses the process and data described above to determine Focus Schools, using the following calculation:

STEP 1: Determine GAP group's % of students Proficient/Advanced in Math and Reading for all Title I schools
STEP 2: Remove all schools with N size less than 10 in the Math or Reading GAP groups
STEP 3: Rank GAP group's % Proficient/Advanced in Math from lowest to highest
STEP 4: Rank GAP group's % Proficient/Advanced in Reading from lowest to highest
STEP 5: Rank GAP groups Attendance rate % (elementary/middle school) or Graduation rate % (high school) from lowest to highest
STEP 6: Sum the GAP group's Math, Reading and Attendance (elementary/middle school) or Graduation (high school) ranks for a final GAP score rank
STEP 7: Rank total GAP scores from lowest to highest
STEP 9: Remove schools that have already been determined to be Priority Schools
STEP 10: Those schools that rank at the bottom, in an amount equal to 10% of all Title I schools, are considered Focus Schools. (Calculation is done separately for elementary/middle schools and for high schools.)

As a safeguard to ensure that no single ESEA subgroup within the larger GAP Group is ignored, any ESEA subgroup whose combined reading and math proficiency rate is 75% lower than the GAP Group combined reading and math proficiency rate at the same school for two consecutive years will be placed in the Focus School category. SD DOE has chosen 75% as a starting point, in order to assure that our capacity to serve Focus Schools is satisfactory. Once the state has several years of experience with the new system, SD DOE will re-evaluate this percentage. This safeguard will become effective in the 2012-13 school year. (See Focus School safeguard calculation results, Attachment G.)

2.E.ii Provide the SEA's list of focus schools in Table 2.

2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA's focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

Upon identification of **"Focus Schools,"** South Dakota will work to ensure that each LEA implements interventions. Based on the analysis of each school's Comprehensive Needs Assessment, student achievement data, student behavior and attendance data, and recommendations from School Support

Team members, the district will select differentiated interventions in consultation with SD DOE staff to target the specific needs of the school, its educators and its students, including specific subgroups. Targeted interventions for Focus Schools will begin in the first semester of the 2012-13 school year.

LEAs with 50% or more of their schools designated as Focus will be required to hold 10% of their Title I Part A funds for professional development activities, approved by SD DOE, for the specific Focus Schools.

State Level Support

- Support the IndiStar analysis of effective practices
- Ongoing monitoring of school progress
- Determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits Focus status

District Support

- Implement evaluation of principal in Focus School
- Provide adequate resources (human, physical, and fiscal) to assist in the implementation and achievement of school program goals
- Provide professional development opportunities specific to prioritized needs as identified in the comprehensive needs assessment
- Inform the district's board of education and the public on the school's progress towards achieving adequate progress and student achievement
- Provide the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget

School Support

- Utilize **Indistar** to develop a school transformation plan for implementing the rapid turnaround indicators for continuous improvement

- Implement the South Dakota Multi-Tiered System of Support (South Dakota RTI) The National Association of State Directors of Special Education (NASDSE, 2005) defines RTI as the practice of providing high-quality instruction and intervention based on a student's needs, changing instruction and/or goals through frequent monitoring of progress, and applying the student response data to important educational decisions. Although there is no universally accepted RTI model or approach, it is typically understood within the context of multiple tiers of intervention service delivery for students with difficulties. In other words, students who are identified as at-risk through universal screening have their progress monitored and receive increasingly intense, multi-tiered interventions, which may result in eligibility for special education and related services.

  RTI models currently in practice may vary across LEAs and states. However, they use

a generally similar structure with some common components. According to NASDSE (2005), three essential components of RTI are as follows:

--Multi-tiered intervention service delivery
--Integrated data collection/assessment system
--Data-based decisions based on a problem-solving model

- To fully incorporate RTI, school districts must assess their readiness and capacity to adopt and implement RTI practices for all academic areas and classroom management. School districts then develop a plan for implementing RTI that should include building capacity. An RTI plan is expected to take several years to fully implement, thus districts and schools are encouraged to start small before moving to a district-wide approach. This is due to the considerable amount of professional development that needs to be provided in the beginning stages of establishing RTI systems to build capacity. It will be equally important for all staff to receive on-going professional development support after an RTI system has been put into place.

  - Ensure through the teacher evaluation process that teachers are effective and able to improve instruction by: reviewing the quality of all staff, and provide job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.

  - Conduct an annual data analysis through the four lenses to strengthen the school's instructional program based on student needs and design professional development which reflects those needs

  - Provide opportunities for parent and community involvement in the decision making process regarding curriculum, assessment, reporting and school environment

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

A Focus School may apply to exit this designation after one year if it can meet the required criteria, which demonstrate potential for sustained improvement and growth.

1) The school no longer meets the definition of a Focus School. A Focus School is defined as a Title I school that, based on the most recent data available, is contributing to the achievement gap in the state. Focus Schools are identified based on GAP Group performance on the following indicators: Student Achievement and Attendance OR Graduation Rate.

2) The school's GAP Group meets its AMO targets in reading and math.

3) Annual monitoring indicates that required interventions are being faithfully implemented.

4) For Title I high schools with a graduation rate of less than 60%, the school has a graduation rate at

70% or above for two consecutive years.

5) For schools entering Focus School status through the safeguard described on page 72, targeted interventions will continue until the difference between the designated ESEA subgroup's and the GAP Group's combined reading and math proficiency rate is reduced by half and maintained for two years, in order to show sustainable and continuous improvement.

SD DOE has chosen to implement swift and targeted interventions with Focus Schools in order to facilitate rapid and effective change. During this initial year, SD DOE's goal is to build capacity at the local level to lead effective and dramatic change.

For those schools that remain Focus Schools from year to year, interventions will be repeated. After three years as a Focus School, if a school does not get out of the ranking, SD DOE will move the school into Priority School status.

SD DOE will monitor schools existing Focus School status, specifically examining AMO targets for all ESEA subgroups, to ensure that all subgroups are progressing adequately. Schools that have one or more subgroups that do not meet AMO targets in reading and math must continue targeted interventions until AMO targets are met.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA's list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
TOTAL # of Schools:			**34**	**20**	**34**

Total # of Title I schools in the State: 337 (in 2010-11)
Total # of Title I-participating and Title I eligible high schools in the State with graduation rates less than 60% for two consecutive years: 1

See Table 2, page 168, for complete list of Reward, Priority and Focus Schools. See Table 2 addendum showing SPI rank vs. Student Achievement rank.

Key	
Reward School Criteria: **A.** Highest-performing school **B.** High-progress school **Priority School Criteria:** **C.** Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the "all students" group **D-1.** Title I-participating high school with graduation rate less than 60% over a number of years **D-2.** Title I-eligible high school with graduation rate less than 60% over a number of years **E.** Tier I or Tier II SIG school implementing a school intervention model	**Focus School Criteria:** **F.** Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate **G.** Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate **H.** A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

2.F Describe how the SEA's differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

All public schools in South Dakota share a common mission, effectively educate their students to be college and career ready adults. Each school is shaped by their local community, the capacity of their school personnel, their school's history and the policy context in which the school functions. Consequently, school's capacity for change and level of need varies. Research and practical experience indicate that there are multiple reasons why schools are unable to fully address the needs of all students, and therefore the state's efforts to help schools improve must be individualized. As keepers of South Dakota's educational data, SD DOE provides districts with access to data and assists districts in analyzing the data to ascertain specific deficiencies that need to be addressed to increase overall school improvement.

South Dakota has had a long history of providing quality education for all students. Average NAEP test scores and ACT scores are above the national average; however in recent years, South Dakota has seen a stagnation of test scores. This waiver process provides South Dakota Department of Education (SD DOE) the opportunity to create a system of continuous improvement for all public school districts.

As the SD DOE looks forward, its efforts are thoughtful, targeted and clear, with one overarching outcome: **Students who are college, career, and life ready.** To achieve that end, South Dakota Department of Education will focus on the building blocks which are essential indicators of an effective educational system: Quality Standards and Resources, Effective Leaders and Teachers, Career Development and Maintaining a Positive School Climate. On November 10, 2010, the South Dakota Board of Education adopted the Common Core State Standards in English language arts and math. These Common Core State Standards pave the way for the creation of a rich curriculum which develops students who are more likely to be college, career and life ready.

Currently, each high school student in South Dakota is required to have a Personal Learning Plan (PLP). A PLP helps students to strategically choose high school courses that will best prepare them for their academic and career goals. Students can incorporate South Dakota Virtual School Courses into their PLP and take advantage of dual credit courses offered through South Dakota technical institutes. By creating a digital portfolio through SDMyLife, an online tool to assist students provided by the SD DOE, students have the tools available to help them make informed decisions about furthering their education and pursuing potential careers. Students can customize SDMyLife to fit their needs. The can bookmark interesting careers and businesses, create a personal learning plan, set goals, build and upkeep a resume. Through SDMyLife, students can prepare for the ACT by taking practice tests and work through tutorials specific to their needs. On average, if a student spends 10 hours working through the tutorials, their ACT score rises between 1 and 3 points.

By using multiple indicators, South Dakota's School Performance Index presents a multi-dimensional picture of a school's performance. Schools must look at assessment data, subset data, growth data,

attendance or college and career readiness data, staff performance, and school climate individually as well as part of the bigger picture. This look through a variety of lenses can help all schools to gain a better understanding of the factors influencing student success.

The movement to a minimum N of 10 and a single overarching GAP group, consisting of those subgroups that have historically experienced achievement gaps, will require **more** South Dakota schools to be studying the performance of their subgroups and identifying strategies to assist students in those groups. (SD DOE will continue to report progress toward AMOs for all ESEA subgroups, with the addition of the GAP and Non-GAP groups.)

With its six-year cycle, the proposed model also fosters continuous and ongoing improvement. Under this plan, SD DOE would reset AMO goals and targets every six years (after an initial reset in 2014-15 when the new state assessment is available). As schools are able to use the data presented in the School Performance Index, as well as the subgroup data, in a meaningful way, the expected outcome is an overall improvement in scores statewide.

Finally, South Dakota's commitment to the professional development of its teachers and principals is a key component in increasing the quality of instruction for all students. The state's governor has laid out several proposals related to education reform during the current legislative session -- one of them being a common evaluation system, with four levels of performance, for all teachers and principals. The governor's proposed budget also calls for $8.4 million to be used for training teachers in key areas such as Common Core State Standards, and training administrators in evidence-based evaluation. NOTE: Since submitting this application, the Governor's proposals have been passed by the South Dakota Legislature.

To summarize, South Dakota's proposed plan for accountability includes universal components for all schools, to include all Title I and non-Title I schools. Each school will receive an annual score on the School Performance Index and will be rank ordered accordingly. Each school will have its own unique AMO goals and targets by subgroup with the ultimate result of reducing by half the percentage of students in the Basic and Below Basic levels.

These AMOs will be in place for six years. SD DOE will report progress toward all ESEA subgroup goals annually via South Dakota's state Report Card. The Title I office will engage in annual monitoring of those schools identified as Progressing Schools, which are defined as schools whose School Performance Index, or SPI, scores fall between Priority Schools at the low end and Status Schools at the high end.

This monitoring of the AMO targets will trigger differentiated supports based on the individual Progressing School's needs that may include data analysis, technical assistance from SD DOE and School Support Teams, and support from the Education Service Agencies – all in an effort to bolster effective practices and promote continuous improvement. SD DOE is engaging and training Education Service Agencies and School Support Teams to build statewide capacity for the purpose of providing data analysis and differentiated support. Supports will be provided as state-level capacity allows. If a Progressing School does not make its GAP Group AMO targets in reading and math for two consecutive years, SD DOE will require that the district holds 10 percent of its Title I Part A funds to deliver professional development activities designed to improve the achievement of underperforming students.

Beyond annual monitoring of Progressing Schools, SD DOE's Title I office will collaborate with the Accreditation office to further ensure that schools are incorporating effective practices in their school improvement plans, as required by state administrative rules as part of the district accreditation process. These school improvement plans will include a focus on AMO subgroup targets, progress toward targets

and strategies for continuous improvement as necessary.

SD DOE also will provide support in the form of the new statewide longitudinal data system through which schools will have access to a host of reports and data, including student achievement reports that will assist these schools in clearly identifying areas for improvement.

In the end, local education agencies will have the ultimate responsibility to provide oversight, monitoring, support and resources to their Title I Progressing Schools to implement the requirements of their improvement plans. As appropriate and as state-level capacity allows, SD DOE will provide differentiated support to those schools determined by their SPI scores and subgroup data to be the most in need of assistance.

The analysis of indicators in the SPI and related subgroup data will push schools to focus on their performance challenges, determine root causes, and align resources and actions to address those challenges. This focus will help to shift improvement planning from an event to a continuous improvement cycle.

While Priority and Focus Schools will receive the most intensive intervention, all Title I schools will be monitored and provided necessary supports on an ongoing basis.

2.G Build SEA, LEA, and School Capacity to Improve Student Learning

2.G Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:

i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
ii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and
iii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity

South Dakota's Statewide System of Support is designed to target college and career readiness of all public school students and revolves around three focus areas: districts, teachers/administrators, and students. Although intensity of support differentiates according to the needs of schools, some commonalities do exist.

The first focus area targets all public school districts in South Dakota through the state's accreditation requirements. Accreditation compliance is monitored on a five-year cycle.

All federal programs housed within the SD DOE maintain a monitoring cycle, Special Education and Title I on four-year and three-year cycles respectively. Technical assistance is provided through the on-site monitoring visits as well as through webinars and conferences pertaining to topics relating to best practices. A state-sponsored listserv also provides another avenue for schools to receive information and technical assistance from others around the state who are implementing best practices. Title III monitors its districts on a three-year cycle.

Title I schools in School Improvement were afforded extra funds to help with school improvement interventions (1003 a). Competitive grants (SIG – 1003 g) were awarded to Title I schools most in need.

All Title I districts are provided the opportunity to participate in the Academy of Pace Setting Districts. LEAs with Priority Schools will be required to participate in the Academy of Pacesetting Districts which helps districts differentiate their support to the schools by developing an operations manual. Districts may differentiate their support through such means as human resources, fiscal resources and professional development.

> Academy of Pacesetting Districts is designed to build the capacity of school districts to effectively assist schools to make fundamental changes in the ongoing practices of their classrooms and school administration. The Academy is based upon the firm belief that school improvement is best accomplished when directed by the people closest to the students, applying their own ingenuity to achieve the results desired for their students-students they know and care about. Placing this high level of confidence in the ability of school personnel to chart their own course also requires that the school team is given convenient access to tools, resources, and effective practice, provided within the framework of the Academy. Participation in the Academy of Pacesetting Districts will elevate the level of school reform within the districts, and deepen their understanding of effective practice.
>
> The Academy's content framework wraps around four topical areas: 1. High Standards and Expectations, 2.Teaching and Learning, 3. Information for Decision Making, and4. Rapid Improvement Support
>
> The primary mission of the Academy is to help the SEA's, LEA's and schools educate children and help them reach their potential. Schools whose students are underperforming need to change what is going on within the school and within each classroom. The Academy is tasked with the job of structuring an experience and a set of events which are designed to increase the capacity of those working in school districts, to envision improving a set of district-level operations connected to what happens within schools. (CII,2011)

Additionally all schools may participate in the Indistar program. IndiStar is used to help monitor Priority and Focus schools as well as other low performing schools that choose to use the online tool. Best practice indicators are the focus of IndiStar that allows schools to prioritize their needs.

> Indistar is a web-based tool that guides a district or school team in charting its improvement and managing the continuous improvement process. This system is tailored for the purposes of each state, its districts and its schools. Indistar is

premised on the belief that district and school improvement is best accomplished when directed by the people closest to the students. While the State provides a framework for the process, each school team applies its own ingenuity to achieve the results it desires for its students-the students it knows and cares about.

Indistar Rapid improvement is wrapped around indicators of effective practice which are based upon four foundational frames for school improvement: a. School Leadership and Decision Making, b. Curriculum, Assessment and Instructional Planning, c. Classroom Instruction, and Community and parent involvement (CII,2011).

All schools in South Dakota may participate in the South Dakota model multi-tiered System of Support (RTI).

Teachers and administrators are the second focus area within South Dakota's Statewide System of Support. All public school teachers must maintain a current and valid teaching certification which lists the areas of highly qualified designations. Teachers must pass two PRAXIS exams; the first to demonstrate content area expertise and the second pedagogical expertise. Education Services Agencies throughout the state provide help with data analysis and other professional development opportunities such as the Common Core State Standards as well as other state initiatives including Math Counts.

With the adoption of new state standards for teaching (based on the Charlotte Danielson Framework for Teaching) last year, SD DOE has also offered support in this area. That support started as a grassroots effort to help all teachers across the state become familiar with the new standards. A series of online book studies and face-to-face meetings and workshops were offered to teachers and administrators across South Dakota. Currently, the state is working with 12 pilot districts to fully implement the Framework for Teaching in these locations. If the governor's proposed budget is approved, this professional development effort will be significantly expanded in an effort to ensure that all school leaders have the knowledge and expertise necessary to conduct evidence-based evaluations.

The third area within the Statewide System of Support places focus on all public school students who may participate in classes through South Dakota Virtual School to help increase college and career readiness. The South Dakota Virtual School has been in place since 2007 and, today, offers an extensive suite of online courses, ranging from credit recovery to Advanced Placement. In a state such as South Dakota, where a number of our districts are both rural and sparse, the South Dakota Virtual School plays an important role in delivering courses to students who might not otherwise have access, due to the challenges districts face in recruiting teachers.

Through the Learning Power program, which is offered exclusively online through the South Dakota Virtual School, students across the state have access to the following AP courses:

- AP Calculus AB
- AP English Literature & Composition
- AP English Language & Composition
- AP Biology
- AP Physics B
- AP Statistics
- AP Chemistry

Courses are available on a first-come, first-served basis. The program, which is a partnership with the National Math and Science Initiative, has provided $100 cash awards to students who pass the Learning Power courses.

Northern State University's E-Learning Center also plays an important role in delivering college prep and AP courses statewide.

South Dakota will continue to foster use of South Dakota Virtual School and online AP as an accessible, affordable option for students, families and school districts. South Dakota is committed to encouraging students to take a wider selection of Advanced Placement classes utilizing the South Dakota Virtual School. In turn, students will be better prepared to be successful in post-secondary coursework.

South Dakota Virtual School is not only for AP courses but also to help those students who may need to do some remedial coursework before they go on to postsecondary endeavors, ultimately saving students/families time and money by getting remedial work done before college.

For schools that need more intensity of support, South Dakota designates Focus Schools and Priority Schools. South Dakota developed its list of Priority Schools using the following procedure: For definition, a Priority School is a school that, based on the most recent data available in the South Dakota School Performance Index, has been identified as among the lowest-performing schools in the State. The total number of Priority Schools in South Dakota must be as least five percent of the Title I schools in the state.

- A Priority School is a school whose Overall Score on the School Performance Index is at/or below the bottom 5 %. The total number of Priority Schools must be at least five percent of the Title I schools in the state. Each district with one or more of these schools must implement, for three years, meaningful interventions aligned with the turnaround principles. This designation applies to **Title I schools**.

- A Tier I or Tier II school under the School Improvement Grant (SIG) program that is using the SIG funds to implement a school intervention model.

- A Priority School may also be a Title I or Title I eligible high school with a graduation rate of less than 60% for two consecutive years.

South Dakota will implement effective dramatic, systemic change in the lowest-performing schools by publicly identifying **"Priority Schools"** and ensuring that each LEA with one or more of these schools implements meaningful interventions aligned with the turnaround principles in each of these schools. The Priority School process covers a total of four years, with the first year being a planning year and the remaining three being implementation years.

State Level Support

The state will publicly identify priority schools by posting the list on the state's website.

The following is the state level support provided for the Priority schools.

- Conduct a district and school level program audit
- Provide a School Support Staff member to each Priority school to provide technical assistance, monitor implementation of improvement strategies, and to help with reporting

requirements. **If significant progress not made during the first year of implementation, intensity of support by the School Support Staff will increase in the remaining two years and they will work directly with school governance to help oversee the transformational process.**

- Support the implementation of Academy of Pacesetting Districts for districts with identified schools

  Academy of Pacesetting Districts is designed to build the capacity of school districts to effectively assist schools to make fundamental changes in the ongoing practices of their classrooms and school administration. The Academy is based upon the firm belief that school improvement is best accomplished when directed by the people closest to the students, applying their own ingenuity to achieve the results desired for their students-students they know and care about. Placing this high level of confidence in the ability of school personnel to chart their own course also requires that the school team is given convenient access to tools, resources, and effective practice, provided within the framework of the Academy. Participation in the Academy of Pacesetting Districts will elevate the level of school reform within the districts, and deepen their understanding of effective practice.
  The Academy's content framework wraps around four topical areas:(1. High Standards and Expectations, 2.Teaching and Learning, 3. Information for Decision Making, and 4. Rapid Improvement Support)

  The primary mission of the Academy is to help the SEA's, LEA's and schools educate children and help them reach their potential. Schools whose students are underperforming need to change what is going on within the school and within each classroom. The Academy is tasked with the job of structuring an experience and a set of events which are designed to increase the capacity of those working in school districts, to envision improving a set of district-level operations connected to what happens within schools. (CII,2011)

- Monitor quarterly the progress towards achieving improvement goals
- Support to schools in the Indistar implementation

  Indistar is a web-based tool that guides a district or school team in charting its improvement and managing the continuous improvement process. This system is tailored for the purposes of each state, its districts and its schools. Indistar is premised on the belief that district and school improvement is best accomplished when directed by the people closest to the students. While the State provides a framework for the process, each school team applies its own ingenuity to achieve the results it desires for its students-the students it knows and cares about.

  Indistar Rapid improvement is wrapped around indicators of effective practice which are based upon four foundational frames for school improvement:(a. School Leadership and Decision Making, b. Curriculum, Assessment and Instructional Planning, c. Classroom Instruction, and Community and parent involvement (CII,2011))

- Responsible for overseeing the use of federal Title funds being used toward program implementation and school improvement which would include allocating 1003(a) funds
- May appoint a technical advisor to oversee the affairs of the school if the school is not

showing significant progress

District Level Support

- Participate in the Academy of Pace Setting Districts to develop a system of support of its schools
- Review the performance of the current school principal and either replace the principal if such a change is necessary or demonstrate to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort (principal evaluation)
- Provide the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget
- Provide adequate resources (human, physical, and fiscal) to assist in the implementation and achievement of school program goals
- Implement the South Dakota Multi-Tiered Systems of Support for the Priority School
- Provide professional development opportunities specific to prioritized needs as identified in the comprehensive needs assessment
- Inform the district's board of education and the public on the school's progress towards achieving adequate progress and student achievement

School Level Support

- Utilize **Indistar** to develop a school transformation plan for implementing the rapid turnaround indicators for continuous improvement
- Conduct a annual data analysis through the four lenses to strengthen the school's instructional program based on student needs and design professional development which reflects those needs
- Ensure that the instructional program is research-based, rigorous, and aligned with the Common Core state standards
- Implement with fidelity the South Dakota Multi-Tiered Systems of Support
- Redesign the school day week or year to include additional meaningful time for student learning and teacher collaboration. Priority schools will need to significantly increase the learning time for their students per school year. Districts may choose to either: 1.Transform school day schedule 2. Extend the school day, or 3. Alter the school year structure.
- Ensure through the teacher evaluation process that teachers are effective and able to improve instruction
  Based on the teacher evaluation process, the principals will: 1) Review the quality of all staff and retain only those who are determined to be effective and have the ability to be successful in the turnaround effort; 2) Prevent ineffective teachers from transferring to these priority schools; and 3) Provide job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.
- Provide opportunities for parent and community involvement in the decision making process regarding curriculum, assessment, reporting, and school environment

Upon identification of **"Focus Schools,"** South Dakota will work to ensure that each LEA implements interventions in each of these schools, based on reviews of the specific academic needs of the school and its students.

State Level Support

- Support the IndiStar analysis of effective practices
- Ongoing monitoring of school progress
- Determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits Focus status

District Support

- Implement evaluation of principal in Focus School
- Provide adequate resources (human, physical, and fiscal) to assist in the implementation and achievement of school program goals
- Provide professional development opportunities specific prioritized needs as identified in the comprehensive needs assessment
- Inform the district's board of education and the public on the school's progress towards achieving adequate progress and student achievement
- Provide the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget

School Support

- Utilize **Indistar** to develop a school transformation plan for implementing the rapid turnaround indicators for continuous improvement
- Implement the South Dakota Multi-Tiered System of Support (South Dakota RTI)

  The National Association of State Directors of Special Education (NASDSE, 2005) defines RTI as the practice of providing high-quality instruction and intervention based on a student's needs, changing instruction and/or goals through frequent monitoring of progress, and applying the student response data to important educational decisions. Although there is no universally accepted RTI model or approach, it is typically understood within the context of multiple tiers of intervention service delivery for students with difficulties. In other words, students who are identified as at-risk through universal screening have their progress monitored and receive increasingly intense, multi-tiered interventions, which may result in eligibility for special education and related services.

  RTI models currently in practice may vary across LEAs and states. However, they use a generally similar structure with some common components. According to NASDSE (2005), three essential components of RTI are as follows:

--Multi-tiered intervention service delivery
--Integrated data collection/assessment system
--Data-based decisions based on a problem-solving model

- To fully incorporate RTI, school districts must assess their readiness and capacity to adopt and implement RTI practices for all academic areas and classroom management. School districts then develop a plan for implementing RTI that should include building capacity. An RTI plan is expected to take several years to fully implement, thus districts and schools are encouraged to start small before moving to a district-wide approach. This is due to the considerable amount of professional development that needs to be provided in the beginning stages of establishing RTI systems to build capacity. It will be equally important for all staff to receive on-going professional development support after an RTI system has been put into place.

- Ensure through the teacher evaluation process that teachers are effective and able to improve instruction by: reviewing the quality of all staff, and providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.

- Conduct an annual data analysis through the four lenses to strengthen the school's instructional program based on student needs and design professional development which reflects those needs

- Provide opportunities for parent and community involvement in the decision making process regarding curriculum, assessment, reporting and school environment

To address reviewers' concerns regarding SEA, LEA and school capacity:

- **Describe how the SEA and its LEAs will monitor interventions in Priority and Focus Schools and provide technical assistance to support implementation of interventions.**

SD DOE has developed a tool to monitor **districts** (LEAs) with Priority and Focus Schools. The District Survey of Effective Practice will be submitted twice a year (October 31 and May 31) by district administration (Superintendent, Assistant Superintendent, Federal Programs Director) and will evaluate the practices that occur within the district and their schools.

SD DOE has developed two tools to monitor Priority and Focus **Schools**. The School Survey of Effective Practices will be submitted by the principal twice a year (October 31 and May 31) and will evaluate practices within the school. The School Monitoring Checklist will be submitted three times a year (October 31, January 31, and May 31) by the principal and will list the reading, math, and other goals (if necessary) and the benchmarks to meet those goals. Names of assessments (district and school level) along with dates and results will be recorded.

The Indistar system is equipped with a function to allow districts and schools to submit reports. SD DOE will have these three monitoring documents uploaded to Indistar. The districts and schools will be required to submit the monitoring documents on the designated reporting dates. Once a month, SD DOE will check progress of indicators within Indistar for each district and school, as well as provide

comments. SST members assigned by SD DOE will be provided to each school and district to monitor and provide support throughout the process. Each SST member will have access to their specific school or district to view the indicators, reports, and leave comments. Information gleaned from these monitoring reports along with SST reports will be used to drive technical assistance and sanctions from the state.

- **Describe South Dakota's process for approving external providers.**

South Dakota works with a School Support Team that consists of highly qualified educators. Of this group of nine individuals, four have doctorates in education, one is a university professor, and two were federal program directors in the state's two largest districts. The others have many years of experience in Title I and similar administrative positions.

- **Provide more detail on the implementation strategy for the use of Indistar and the Academy of Pacesetting Districts.**

See chart on following page.

South Dakota Indistar Progressive Timeline

SD Indistar Steps	District (Priority only)	Priority	Focus	Schoolwide (Priority & Focus)
1) Register School	**Year 1**	**Year 1**	**Year 1**	**Year 1**
2) Provide School Information and Assessment Scores	**Year 1**	**Year 1**	**Year 1**	**Year 1**
3) Form School Team	**Year 1**	**Year 1**	**Year 1**	**Year 1**
4) Assess KEY School Indicators	**Year 1** Assess ALL 38 district Indicators	**Year 1** District work only **Year 2** Assess ALL KEY School Indicators	**Year 1** Assess ALL KEY School Indicators	**Year 1** Assess ALL KEY School Indicators
5) Create School Plan	**Year 1** Plan for all indicators that are not fully implemented (as part of participation in the Academy of Pacesetting Districts) **Year 2** Ongoing work on indicators	**Year 1** District work only *Schools will conduct:* Data Retreat School Program Audit **Year 2** Plan for 20 KEY school indicators (must keep 20 active)	**Year 1** Plan for15 KEY school indicators (must keep 15 active) **Year 2** Ongoing	**Year 1** Plan for 15 KEY school indicators (must keep 15 active) **Year 2** Ongoing
6) Monitor School Plan Goals and Objectives	Year 2 and ongoing Update semi-annually	Year 3 and ongoing Update semi-annually	Year 2 and ongoing Update semi-annually	Year 2 and ongoing Update semi-annually

Planned indicators = Assessing an Indicator + Completing the Indicator Plan + Creating Tasks

Plan Requirements

- Schools must keep a prescribed number of indicators active in order to fulfill plan requirements. (Note: Fully-implemented indicators do not constitute planned indicators)

- Active indicators are defined as indicators which a school is currently working on; when an active indicator is completed, schools will need to choose another active indicator to maintain the number of active indicators required for your school level.

SD Indistar Submission Dates

October 31/January 31/May 31

Academy Schedule

Suggested LEA Schedule 2012-13

Note: This sample schedule will be updated in the fall.

August
- Notification of selection to participate from SEA
- Complete MOU and establish District Academy Team

September
- Attend District Team Kickoff Meeting

October
- Participate in Distance Learning Session 1
- Monthly Working Session
- Mentor Interaction

November - December
- Monthly Working Session
- Mentor Interaction

January
- Participate in Distance Learning Session 2
- Monthly Working Session
- Mentor Interaction

February
- Monthly Working Session
- Mentor Interaction

March
- Participate in Distance Learning Session 3
- Monthly Working Session
- Mentor Interaction

April
- Monthly Working Session
- Mentor Interaction

May
- Attend District Team Summative Meeting

June
- Submit Final District Operations Manual

- **Explain South Dakota's capacity to implement its system of support, including shifting from five SIG schools to 31 Priority Schools in the fall of 2012.**

By eliminating Title I-eligible schools from our definitions, we have significantly reduced the number of schools that will be designated as Priority Schools (approximately 16) and Focus Schools (approximately 30). With the School Support Team, SD DOE staff, and the availability of expertise from regional Education Service Agencies, we believe we have the capacity to implement the effective interventions.

- **Explain how South Dakota will support the capacity of LEAs and schools to analyze data, differentiate and improve instruction, and understand and build principal leadership capacity.**

SD DOE has begun this process. This month, SD DOE staff, School Support Team members, and Education Service Agency staff will participate in a Data Retreat designed to build state capacity, so that these individuals in turn can work with districts and schools to better analyze their data and adjust instruction accordingly. Further, as part of the Governor's education reform package, the Legislature approved $8.4 million for a statewide professional development initiative. A significant piece of that initiative is designed to target school and district leaders, of which principals are a major component. Beginning in the 2012-13 school year, this professional development opportunity will engage school and district leaders in the important work of gaining a solid understanding of the Common Core standards and providing leadership to support teachers as they integrate the new standards and associated instructional practices. While the training is currently being developed, the expectation is that school and district leaders will access online modules that will enhance their understanding of the Common Core from both a content, and a pedagogical, perspective. The online training will be augmented by professional development opportunities at key education conferences held throughout the year.

SD DOE has engaged Education Service Agencies to build statewide capacity for the purpose of working with schools to analyze achievement data and differentiate instruction accordingly. LEAs and schools may contract directly with these agencies to drive continuous improvement.

- **Describe how South Dakota will hold LEAs, not just schools, accountable for improving school and student performance.**

At the Priority School level, districts with Priority Schools **must** participate in the Academy of Pacesetting Districts, and SD DOE conducts a district-level audit to help inform the districts and build their capacity. At the Focus School level, SD DOE is requiring participation in Indistar. The superintendent and building principal are required to be part of the Indistar team.

Under South Dakota's proposed model of accountability, local education agencies will have increased flexibility, along with ultimate responsibility, for improving school and student performance.

- LEAs with schools designated as Exemplary and Status Schools will be rewarded with high district and school autonomy to continue their successful efforts to achieve and sustain positive educational outcomes for students.

- LEAs with Progressing Schools are required to provide oversight, monitoring, support and resources to these schools to implement the requirements of their improvement plans per the

state's district accreditation process.

- LEAs with 50% or more of their schools designated as Focus will be required to hold 10% of their Title I Part A funds for professional development activities, approved by SD DOE, for the specific Focus Schools.

- LEAs with 50% or more of their schools designated as Priority will have a technical advisor, appointed by SD DOE, assigned to them to assist with governance issues. In addition, 20% of their Title I Part A funds must be designated for Priority School interventions.

SD DOE believes this combination of incentives and consequences will encourage local education agencies to provide strong leadership and support to their schools to drive continuous improvement.

- **Describe whether South Dakota will leverage funds that LEAs were previously required to reserve under ESEA section 1116(b)(10) to support the implementation of interventions in Priority Schools, Focus Schools, and other Title I schools identified under South Dakota's differentiated recognition, accountability, and support system.**

LEAs with 50% or more of their schools designated as Focus will be required to hold 10% of their Title I Part A funds for professional development activities, approved by SD DOE, for the specific Focus Schools.

LEAs with 50% or more of their schools designated as Priority will have a technical advisor, appointed by SD DOE, assigned to them to assist with governance issues. In addition, 20% of their Title I Part A funds must be designated for Priority School interventions.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Option A	**Option B**
☒ If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide: i. the SEA's plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).	☐ If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

Principle 3: Supporting Effective Instruction and Leadership

Research clearly indicates that effective teachers have a profound impact on student learning. South Dakota's proposed model of accountability and its 100-point School Performance Index (SPI) includes as a key indicator Teacher and Principal Effectiveness. Under this proposal, the Effective Teachers and Principals indicator would not be implemented as part of the SPI until the 2014-15 school year, which gives South Dakota time to engage key stakeholders in this very important process.

South Dakota has done some initial work related to Teacher and Principal Effectiveness. The standards movement in South Dakota began with the creation of academic content standards which clearly defined what students should know and be able to do upon completion of each grade. More recently, the adoption of the Common Core State Standards is requiring South Dakota educators to help students master rigorous content knowledge and apply that knowledge through higher order thinking skills.

With the development of student standards, South Dakota acknowledged the need to clearly define

expectations for teachers. The absence of a set of consistent standards used to guide professional development and continually improve instruction leaves an arbitrary system of education. Teacher preparation programs currently base their programs on INTASC standards, which describe knowledge and skills deemed necessary for teachers new to the profession. The missing link was standards that carried the teaching profession forward.

The 2010 Legislature passed Senate Bill 24, now codified law at SDCL 13-42-33 through 35, inclusive, to establish the basis for South Dakota to engage in this important work. The bill, developed in collaboration with the South Dakota Education Association and other educational organizations, mandates the following:

- Required teacher evaluation
- Adoption of teaching standards
- Creation of a model evaluation tool

A work group (membership outlined in statute) met five times from June through November 2010, to review widely accepted teacher standards. The work group recommended the Charlotte Danielson Framework for Teaching for statewide adoption. The framework provides a succinct and common language along with a deep research base of what "good teaching" looks like across the career continuum.

The Danielson Framework was presented to the South Dakota Board of Education in November 2010. The board and the Department of Education determined to use the winter of 2010 and the spring of 2011 to educate the field on the framework. Purposefully, there was a delay until the March 2011 board meeting to ensure there was a deep understanding in the field. Numerous presentations/trainings were held statewide. The adoption process moved forward with the South Dakota Board of Education approving ARSD 24:08:06, Teacher performance standards, at their July 2011 meeting. Thus, the South Dakota Framework for Teaching (SD FfT) was implemented.

Roll-out of the SD FfT is occurring in two phases: Growing Knowledge and Growing Skill. Growing Knowledge is focused on developing a working knowledge of the Framework for Teaching as a system for improving teaching practice. Growing Knowledge opportunities started in the fall of 2011 with online book studies, informational seminars for administrators and teacher leaders, and district specific studies. These activities will run through the summer of 2012. Growing Skill is aimed at designing an evaluation system specific to the needs of the district that aligns with the Framework for Teaching as a system for improving teaching.

Specifically, Growing Skill includes implementation of the SD FfT in 12 pilot sites. The department issued a Request for Proposal to districts during the summer of 2011 inviting participation as a pilot site. Twelve sites were selected for the pilot. The pilot sites will receive assistance in the implementation of SD FfT from East Dakota Educational Cooperative and Technology and Innovations in Education. Some sites will receive on-site consultation while others will receive "Train the Trainer" seminars to deliver FfT to their staff. Starting January 2012 and running through the summer of 2012, pilot sites will participate in the following:

- Introduction to the FfT
- Crosswalk of district's current standards and evaluation system to the Fft
- Observation training
- Individual coaching of evaluators
- Train the trainer seminars

Pilot sites will adopt and implement the FfT by August 2012. During the summer and fall of 2012, pilot sites will receive training in Cognitive Coaching for mathematics and science teachers.

South Dakota will continue to build fair and rigorous evaluation and support systems. The SD DOE and the state's public school districts will develop, adopt, pilot, and implement teacher and principal evaluation and support systems with the involvement of teachers, principals, and other key stakeholders. **Critical to this commitment will be the passage of legislation in 2012** to require evaluating the performance of certified teachers on a statewide evaluation instrument with four performance levels and to establish minimum professional performance standards for certified principals along with evaluation procedures.

HB 1234, introduced by the Governor in the 2012 legislative session, calls for public school districts to evaluate the performance of each certified teacher on a statewide evaluation instrument. The evaluation instrument will define four performance levels. And by the 2014-15 school year, every teacher will be evaluated for their performance annually. Each school shall report aggregate numbers of teacher performance at each of the four levels on the statewide evaluation instrument. The bill includes specific (and similar) requirements related to principal standards and evaluation as well.

(View current version of HB 1234 at http://legis.state.sd.us/sessions/2012/QuickFind.aspx ; type in bill number.)

NOTE: Since submitting this application, HB 1234 passed the South Dakota Legislature. Among other things, the bill established six work groups, consisting of broad representation from the education field and the community at large, to address major components of the bill. One of the work groups is dedicated specifically to developing the four-tier rating system and evaluation instrument to be used by districts for teacher evaluation. Another is dedicated specifically to developing principal standards, as well as a four-tier rating system and evaluation instrument to be used by districts for principal evaluation. The groups are expected to begin meeting in June 2012 and continue their work through the end of the calendar year. Their work will become the foundation for the Teacher and Principal Effectiveness indicator on South Dakota's School Performance Index.

Explain how the guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students.

Each school district will adopt procedures for evaluating teachers that are based on the minimum professional standards required by SDCL 13-42-33 (Framework for Teaching). District teacher evaluation procedures will serve as the basis for programs to increase professional growth and development of certified teachers. The evaluation procedures will also include a plan of assistance for any certified teacher whose performance does not meet district performance standards. Evaluation procedures will be based on a four-tier rating system of: distinguished, proficient, basic, and unsatisfactory.

The district procedures will require multiple measures including quantitative and qualitative components. The bill currently being considered by the legislature indicates that 50 percent of a teacher's rating will be based on quantitative measures of student growth reflected in reports of student performance. Fifty percent will be based on qualitative components that are measureable and evidenced-based characteristics of good teaching and classroom practice as defined by the new evaluation tool. School districts will collect evidence using any of the following assessment measures:

classroom drop-ins, parent surveys, student surveys, portfolios, or peer review. NOTE: Since submitting this application, HB 1234 passed the South Dakota Legislature. The final version of HB 1234 is available at http://legis.state.sd.us/sessions/2012/QuickFind.aspx ; type in the bill number.

The development of a statewide evaluation system based on professional performance standards, namely the South Dakota Framework for Teaching, provides a strong base for teacher growth and teacher accountability. The performance standards and evaluation process will provide a thoughtful approach to accountability and growth. The evaluation process will be relevant to teachers as they must reflect on their own practice. It will push teachers and administrators to delve deep into the practice of teaching in order to achieve continuous improvement.

The professional performance standards are the "what" of the system. They answer the question: What am I being evaluated on? They are the standards teachers will strive for. The evaluation process is the "how," or how the evaluation is done to ensure consistency and accountability.

However, the professional performance standards/evaluation system is only effective if teachers and their evaluators are properly trained. To that end, South Dakota's professional development efforts inclusive of Growing Knowledge and Growing Skill (specific to the roll-out of the Framework for Teaching) and the Governor's proposed Investing in Teachers initiative, which includes training for evaluators, meet the needs. House Bill 1234 requires evaluators to participate in training prior to using the evaluation tool. The training is intended to support school administrators in their roles as instructional leaders, as they work to implement Common Core standards, manage the demands of aligning new curriculum, and evaluate teachers based on South Dakota's performance standards using evidence-based observations.

It should be noted that HB 1234 contains other components related to teacher evaluation and support. Specifically, it would set up the ability for districts to reward teachers for efforts related to student achievement, teacher leadership and for the market-based needs of a district. In addition, it proposes several reasons for school boards to refuse to renew the contract of a tenured teacher, including a rating of "unsatisfactory" on two consecutive evaluations. Finally, it would eliminate continuing contract for new teachers entering the profession. Those who have already attained continuing contract status would be "grandfathered" in, should the bill pass. NOTE: Since submitting this application, HB 1234 passed the South Dakota Legislature. The final version of HB 1234 is available at http://legis.state.sd.us/sessions/2012/QuickFind.aspx ; type in the bill number.

Evidence of the adoption of the guidelines
See Attachment D for evidence of adoption of teacher standards.

The SEA's plan to develop and adopt remaining guidelines for local teacher and principal evaluation and support systems by the end of the 2011-2012 school year.

HB 1234, introduced in the 2012 legislative session, requires school districts to evaluate the performance of each certified teacher on a statewide evaluation instrument, in order to receive state accreditation. The bill also directs the South Dakota Board of Education to promulgate administrative rules to establish minimum professional performance standards for certified principals and an instrument for principal evaluation that must be used by school districts.

If this bill passes, it would become effective July 1, 2012. South Dakota would then begin the process

of developing administrative rules outlining the specifics of the evaluation systems for both teachers and principals. NOTE: Since submitting this application, HB 1234 passed the South Dakota Legislature. The final version of HB 1234 is available at http://legis.state.sd.us/sessions/2012/QuickFind.aspx ; type in the bill number.

Describe the process used to involve teachers and principals in the development of the adopted guidelines and the process to continue their involvement in developing any remaining guidelines.

A work group consisting of teachers, administrators, parents, school board members, and others met several times throughout 2010 to select standards for the teaching profession.

In fall 2011, the SD DOE also established an Accountability Work Group to advise the department in the development of a new accountability system, including teacher and principal evaluation. The group has met four times to date; its broad representation including teachers.

Moving forward, SD DOE will appoint a work group to provide input in further developing the four-tier rating system for teachers and develop an evaluation instrument that must be used by school districts. Minimum work group membership will be: six teachers (elementary, middle, and high school), three principals (elementary, middle, and high school), two superintendents, two school board members, four parents, and representation from the South Dakota Education Association, School Administrators of South Dakota, and Associated School Boards of South Dakota. The work group is expected to begin its work summer 2012 and conclude by November/December of 2012. NOTE: Since submitting this application, HB 1234 passed the South Dakota Legislature. The bill establishes six work groups, including one to address teacher evaluation and one to address principal standards and evaluation.

This work group will use the data and other information from the 12 Danielson Framework pilot sites to help craft the parameters of the four-tier rating system for teachers and develop the teacher evaluation instrument that districts must use beginning school year 2014-2015. Pilot work outcomes include the following: 1) districts will have gained knowledge of the research-based Framework that drives improved teaching; 2) districts will have designed an evaluation plan based on the Framework that supports a system of improved teaching; 3) districts will have gained the instructional capacity and practice that reflects the constructivist approach to learning; and 4) districts will have developed a common language among the educators that defines teaching standards, evaluation, and evidence.

To date, implementing the Danielson Framework as a system of improving teaching and use as an evaluation model has had a positive influence on the attitudes of both teachers and administrators in the pilot sites. General data from the pilot sites is that teachers are eager to have conversations about rubrics that define good teaching and work toward improving their teaching. Administrators are excited to see the growth in improved teaching. The work group charged with developing statewide guidelines will benefit from the data and experiences from the pilot sites as they work toward a system that improves teaching and student achievement.

In addition, SD DOE will convene work groups representing various non-tested content areas and specific student groups (i.e., English language learners), to recommend appropriate measures to determine student growth and subsequently used as a component of teacher evaluation.

The South Dakota Board of Education has the authority to promulgate rules relative to the rating system and evaluation instrument. The expected timeline is as follows: From November/December

2012 to March 2013, the department will conduct presentations and disseminate information relative to the teacher standards and evaluation procedures, and seek public comment. The South Dakota Board of Education will have its first reading of the proposed standards and evaluation procedures at its May 2013 meeting with a public hearing and rule adoption no later than July 2013.

Public school districts seeking state accreditation would be required to evaluate the performance of certified principals every other year. School districts will adopt procedures for evaluating the performance of principals that:

- Are based on rules established by the South Dakota Board of Education
- Require multiple measures of performance
- Serve as the basis for programs to increase professional growth and development of certified principals
- Are based on the following rating system: distinguished, proficient, basic, and unsatisfactory.

The department will establish another work group to provide input in developing principal performance standards and developing a model evaluation tool that must be used by school districts. The work group will include, at a minimum, the following: six principals (elementary, middle and high school), three teachers (elementary, middle, and high school), two superintendents, two school board members, four parents, and representatives of the South Dakota Education Association, School Administrators of South Dakota, and Associated School Boards of South Dakota. The work group is expected to begin its work summer 2012 and conclude November/December 2012. NOTE: Since submitting this application, HB 1234 passed the South Dakota Legislature. The bill establishes six work groups, including one to address teacher evaluation and one to address principal standards and evaluation.

Following the conclusion of the work group's efforts, the expected timeline is as follows: From November/December 2012 to March 2013, the department will conduct presentations and disseminate information regarding the principal standards and evaluation, and collect public comment. The South Dakota Board of Education will have a first reading of the proposed principal evaluation rules at its May 2013 meeting with a public hearing and rule adoption no later than July 2013.

Starting with the 2014-15 school year, all individuals designated to conduct teacher or principal evaluations must have completed training conducted by the SD DOE prior to conducting any evaluations. Training dollars proposed by the governor in December 2011 would fund the initial development and statewide training of all school administrators. Training would be ongoing thereafter. NOTE: Since submitting this application, the Governor's proposal related to funding professional development opportunities related to Common Core and teacher/principal evaluation has passed the Legislature.

The department also will develop and release a Request for Proposal (RFP) to school districts for the purpose of serving as a pilot site for implementing the teacher and principal evaluation systems. The RFPs will be reviewed by a panel of external and internal reviewers. Sites will be selected based on several factors, with the goal of getting broad representation from around the state. SD DOE will work to include districts of varied size and from varied geographic regions, but all with the capacity for success. The pilot sites will be selected and the implementation process will begin during the 2013-2014 school year. SD DOE will contract with an outside source to provide technical assistance and collect data for pilot evaluation purposes. Additionally, methods will be established for teachers and principals to monitor and provide feedback on implementation of the pilots within their districts. The pilot sites will receive technical assistance and support from either an Educational Cooperative or an

Education Service Agency. Those entities will also collect data from the sites throughout the pilot year. In the spring of 2014, the work groups that developed the teacher and principal evaluation systems will reconvene to evaluate the pilot site data and refine procedures and tools as appropriate. During the pilot site year, data and results will not be publicized.

Charlotte Danielson, whose framework South Dakota has adopted for its teaching standards, met with SD DOE staff and the Governor following the 2012 legislative session. She has committed to provide ongoing monitoring of the project as we begin the pilots and implement the teacher evaluation system statewide.

Starting 2014-2015, all certified teachers and certified principals will be evaluated as South Dakota fully implements its evaluation and support systems.

The SD DOE will provide a support system for teachers and principals throughout the timeframe of the waiver request. The department has provided support for new teachers through the Teacher to Teacher Support Network. The network provides online and face-to-face mentoring for new teachers, and other methods to connect, such as a dedicated Ning. As noted above, provided the governor's proposal passes, the department will also provide intense training, starting the summer of 2012, for teachers and administrators in the areas of instructional leadership, evidence-based observations, Common Core State Standards with an emphasis on pedagogy and high order thinking skills, and the Danielson Framework for Teaching.

An assurance that the SEA will submit to the Department a copy of the remaining guidelines it will adopt by the end of the 2011-2012 school year.

See Assurance 15.

3.B Ensure LEAs Implement Teacher and Principal Evaluation and Support Systems

3.B Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

The foundation of the South Dakota Department of Education's process for ensuring LEA adoption of high-quality teacher and principal evaluation and support systems will be the passage of a bill that requires public school districts seeking state accreditation to evaluate the performance of each certified teacher annually, using a statewide evaluation instrument. The bill also directs the South Dakota Board of Education to promulgate rules to establish minimum professional performance standards for certified principals in public schools. The bill calls for evaluation of principals every other year in order to gain state accreditation. The bill will be considered during the 2012 legislative session. NOTE: Since submitting this application, the bill (HB 1234) passed the South Dakota Legislature.

The bill calls for LEAs to adopt procedures for evaluating the performance of certified teachers based on several factors, including a four-tier rating system of distinguished, proficient, basic, and unsatisfactory. A work group will be appointed by the secretary of the Department of Education to provide input in further developing the four-tier rating system, and in the development of an evaluation instrument. The work group will, at a minimum, consist of six teachers (elementary, middle, and high school), three principals (elementary, middle, and high school), two superintendents, two school board members, and four parents. Following the group's work and recommendations, the South Dakota Board of Education will promulgate rules regarding further details of the four-tier rating system and adopting an evaluation tool.

In a similar fashion, the secretary of the Department of Education will appoint another work group to provide input in developing minimum professional performance standards for certified principals, a four-tier rating system of distinguished, proficient, basic, and unsatisfactory for principals, and a model instrument for principal evaluation. The workgroup will consist of six principals (elementary, middle, and high school), three teachers (elementary, middle, and high school), two superintendents, two school board members, and four parents. Following the group's work and recommendations, the South Dakota Board of Education will promulgate rules relative to professional performance standards, the four-tier rating system, and the principal evaluation process and tool.

The principal and teacher evaluation and support systems will be on the same timeline, due to work that began this spring to address principal standards. These efforts are being supported by the Bush Foundation, providing both funds for a statewide convening of leaders and personnel to support the efforts. Initial meetings were held this spring to discuss the adoption of principal standards, which will serve as the foundation for a new principal evaluation system. Work group meetings will begin in June and will be scheduled throughout the summer to coincide with the timeframe for the teacher evaluation system adoption. Ongoing support from the Bush Foundation provides the necessary resources to assure a principal evaluation tool will be ready to disseminate for piloting and training of principals and evaluators by the fall of 2013.

A significant support system to the work described above is an intensive professional development effort entitled "South Dakota Investing in Teachers." In his December 6, 2011 budget address, Governor Dennis Daugaard proposed $8.4 million dollars for this training. NOTE: Since submitting this application, the Governor's proposal related to funding statewide professional development has passed.

"South Dakota Investing in Teachers" includes a three-year professional development initiative. The initiative has several prongs; those pertinent to this waiver request include:

- Common Core and Teacher Standards training
  This prong provides English language arts and math teachers with hands-on experiences to gain deeper understanding of the Common Core standards; investigates how the Common Core standards impact teaching practices; work through curriculum planning; emphasize standards-driven curriculum; and connect relevant initiatives.

- Focus on Teacher Standards
  Training to ensure that teachers statewide fully understand the Charlotte Danielson Framework for Teaching, which forms the basis for teacher evaluation in South Dakota.

- Leadership training
  Training to support administrators in their roles as instructional leaders, as they work to implement the Common Core across schools and districts, manage the demands of aligning new curriculum, and evaluate teachers based on the state's teaching standards using evidence-based observations.

South Dakota has the foundation in place for the next steps of training and implementation of the evaluation systems. The state's relatively small population, challenged with long distances and pockets of isolation, is supported with a strong technology backbone. Each school district is reinforced with a statewide technology infrastructure that includes two-way audio/video systems in every district, with multiple systems in some of the larger districts. As a result, initial meetings have been held with multiple partners, including one of the cooperatives leading in technology and the university system, with the intention of building courses to train educators on the new evaluation systems. The courses will provide various options for delivery to include face-to-face, synchronous video sessions, and asynchronous trainings. It will be critical for the state to provide continual training and professional development for educators who are new to the state.

In addition, work has been initiated between the Board of Regents, which oversees the public university system, and SD DOE to discuss modifications to the teacher and principal preparation programs – to include training in the implementation of both the Common Core standards as well as the new evaluation systems. This comprehensive plan will not only support the current field, but will provide expertise in preparing the pipeline.

Finally, HB 1234 requires that, prior to evaluation of teachers and principals in the 2014-15 school year, **all** evaluators will be required to have received the state training. This will assure that the new evaluation systems are implemented with fidelity.

In summary, the department's process to ensure LEAs implement teacher and principal evaluation and support system is establishing policies in state law; establishing teacher and principal evaluation work groups to garner input in development of teacher and principal evaluation processes; and promulgate state administrative rules to further define policies directed by state law. Public school districts must implement the requirements in order to maintain state accreditation by the department. The above work is supported by a multi-year, statewide, professional development initiative.

SAMPLE FORMAT FOR PLAN

Below is one example of a format an SEA may use to provide a plan to meet a particular principle in the *ESEA Flexibility*.

These timelines indicate SD DOE's plan for Effective Teachers and Leaders section of this application.

Key Milestone or Activity	**Detailed Timeline**	**Party or Parties Responsible**	**Evidence (Attachment)**	**Resources (*e.g.*, staff time, additional funding)**	**Significant Obstacles**
SEA adopts guidelines for teacher and principal evaluation and support systems through the introduction and passage of a legislative bill.	South Dakota 2012 Legislative Session. The session begins January 2012 and runs through March 2012. Bill becomes law July 1, 2012	The bill will be sponsored by the Governor's Office; supported by Department of Education	Signed bill	Staff time.	
Provide teachers of English/language arts and mathematics with student growth data from the E-Metric system	Occurs annually available year round	Director of Assessment	Description of access to E-Metric to teachers	E-Metric	None
Provide training for teachers and administrators on the Common Core State Standards and pedagogy, evidence-based observation, and instructional leadership.	Training will occur 2012-13 and 2013-14, at various locations.	Department of Education	Agendas, attendance rosters, summary reports.	Staff time and funding.	None
Appoint a work group to provide input into the teacher rating system and develop an evaluation process/instrument.	The work group will be appointed by the Secretary of Education in July 2012, when the bill directing the work group and its work becomes law. The group will meet for the first time July/August 2012.	Department of Education	List of individuals appointed to the workgroup and meeting agenda.	Staff time, funding.	None

Appoint a work group to provide input into developing minimum professional performance standards for certified principals and develop an evaluation process/ instrument.	The work group will be appointed by the Secretary of Education in July 2012, when the bill directing the workgroup and its work becomes law. The group will meet for the first time July/August 2012.	Department of Education	List of individuals appointed to the workgroup and meeting agenda.	Staff time, funding.	None
The teacher rating and evaluation development work group meets throughout the fall of 2012 and concludes its work by November/December 2012.	The group will meet throughout the fall of 2012	Department of Education	Meeting agendas, meeting minutes, summary report.	Staff time, funding.	None
The principal standards and evaluation development work group meets throughout the fall of 2012 and concludes its work by November/December 2012.	The group will meet throughout the fall of 2012	Department of Education	Meeting agendas, meeting minutes, summary report.	Staff time, funding.	None
The Department of Education provides training seminars, presentations, and opens public comment relative to the teacher rating/evaluation process and principal standards and evaluation process.	The presentations and trainings will occur from November/December 2012 through March 2013	Department of Education in partnership with Educational Service Agencies.	Training materials, attendance rosters.	Staff time and funding.	None
The South Dakota Board of Education receives information and holds a first reading of proposed administrative rules regarding teacher rating and evaluation systems and principal standards and evaluation.	The first reading of the rules is expected to occur at the May 2013 board meeting.	Department of Education	State board agenda and meeting minutes.	Staff time	None

Develop a Request for Proposal (RFP) and invite public school districts to become a pilot site for the implementation of the teacher and principal evaluation and support systems.	The department will develop and issue an RFP to school districts to become a pilot site by June 2013. The RFPs will be reviewed by a panel of external and internal reviewers and pilot sites selected by August 2013. The department will contract with an outside source to provide technical assistance and collect data for pilot evaluation purposes.	Department of Education.	The RFP and list of pilot sites.	staff time, funding.	None
Develop a process for department sponsored evaluator training.	During the summer and early fall of 2013, the department, in conjunction with key education partners will develop the curriculum and protocols for evaluator training. The training will be available to school district personnel by October 2013.	Department of Education	Training curriculum, listing of statewide workshops.	staff time, funding	None.
The South Dakota Board of Education holds a public hearing and adopts administrative rules regarding teacher rating/ evaluation system and principal standards and evaluation system.	Expected by July 2013	Department of Education	board minutes, administrative rules.	Staff time.	None.
All evaluators will participate in department sponsored training prior to evaluating teachers or principals.	Statewide workshops will be offered starting summer and early fall of 2013 and running through the 2013-2014 school year. The pilot sites will receive training	Department of Education and other partners.	workshop attendance rosters	Staff time and funding	None.

	in September/ October 2013.				
Local Education Agencies pilot the implementation of teacher/principal evaluation and support systems.	The 2013-2014 school year. In the spring/summer of 2014, the work groups will reconvene to evaluate pilot site data and refine processes and instruments as needed.				
Full implementation of the teacher and principal evaluation and support systems.	Beginning in the 2014-2015 school year, each certified teacher will be evaluated annually. Principals will be evaluated every other year.				

SOUTH DAKOTA FLEXIBILITY WAIVER ATTACHMENTS

Attachment 1

Documentation or Input from multiple constituents

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From: Stadick Smith, Mary
Sent: Wednesday, November 23, 2011 7:07 AM
To: 'SDPublicSchoolSuperintendents@listserv.state.sd.us'
Subject: Secretary to host webinar with superintendents Dec. 7

Good morning,

Secretary of Education Melody Schopp will host a webinar for superintendents on **Wednesday, Dec. 7, at 9 a.m.** (Central Time). **Please mark your calendars now.**

The webinar will have two purposes:
1) Follow-up to the Governor's budget speech, which is on Dec. 6
2) Present the framework and get initial feedback on South Dakota's proposed new Accountability Model, which would be submitted as part of the state's ESEA waiver application in February 2012

We will send webinar details several days before the event. If you haven't used the Live Meeting format before, your technology director can assist.

FYI: The department will be hosting webinars for other groups in the field, including your principals, curriculum, SPED and assessment directors. These webinars will focus mainly on the proposed Accountability Model.

Happy Thanksgiving to all! Hope you have the opportunity to relax and enjoy time with family and friends … and watch some great football!

Mary Stadick Smith
Director of Operations and Information
South Dakota Department of Education
(605) 773-7228
mary.stadicksmith@state.sd.us

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From: Stadick Smith, Mary
Sent: Wednesday, November 23, 2011 7:25 AM
To: 'SDSchoolPrincipals@listserv.state.sd.us'
Subject: Education Secretary to host webinar on proposed Accountability Model framework

This message was sent to public school principals.

Good morning,

Secretary of Education Melody Schopp will host a webinar for principals on **Wednesday, Dec. 7, at 11 a.m.** (Central Time). **Please mark your calendars now.**

The purpose of the webinar is to present the framework and get initial feedback on South Dakota's proposed new Accountability Model, which would be submitted as part of the state's ESEA waiver application in February 2012.

We will send webinar details several days before the event.

Happy Thanksgiving to all! Hope you have the opportunity to relax and enjoy time with family and friends.

Mary Stadick Smith
Director of Operations and Information
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****
From: Stadick Smith, Mary
Sent: Friday, December 02, 2011 8:51 AM
To: 'SDSchoolAdministrators@listserv.state.sd.us'
Subject: Message from DOE: Webinar to address proposed new Accountability Model

This message was sent to curriculum, assessment and special education directors.

Webinar to address proposed new Accountability Model
Secretary of Education Melody Schopp will host a webinar for curriculum, assessment and special education directors on **Dec. 9 at 10 a.m. (Central Time)**. Please mark your calendars now. The main purpose of the webinar is to present South Dakota's proposed new Accountability Model and to get initial feedback on that model from the field.

Watch for log-in information to come. FYI: We are holding similar webinars for superintendents and principals.

Thanks for all you do for South Dakota's children!

Mary Stadick Smith
Director of Operations and Information
South Dakota Department of Education
(605) 773-7228
mary.stadicksmith@state.sd.us

****

From: Stadick Smith, Mary
Sent: Friday, December 02, 2011 10:58 AM
To: 'sandy.arseneault@sdea.org'; Johnston, Lanette; Turnipseed, Sue; Keegan, Nicole M; Steever, Sharla
Cc: Barnett, Deb
Subject: Conference call with key teacher-leaders

Hi ladies, we have scheduled a conference call for key teacher-leaders around the state with Dr. Melody Schopp on Dec. 12 at 4:15 p.m. (Central Time). The purpose of the call is to review and get initial feedback on South Dakota's proposed new Accountability Model. Call in-information is as follows: dial 1-866-410-8397 and enter conference code 6057737228 followed by the # sign.

Nicole and Sharla, you were not at our Accountability meeting this time but we did present a proposal to the Accountability Work Group, so that is what we will be going over. Good chance to get up to speed if you are available.

Sandy is going to invite key folks around the state from her organization.

Lanette is going to invite some of the teacher-leaders she works with around the state.

Sandy and Lanette, as we get closer to event, I will have a couple of documents that need to be forwarded.

Thanks so much for your help on this!

Mary Stadick Smith
Director of Operations and Information
South Dakota Department of Education
(605) 773-7228
mary.stadicksmith@state.sd.us

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From: Stadick Smith, Mary
Sent: Sunday, December 04, 2011 8:51 AM
To: Kirkegaard, Don; Duncan, Kelly; 'Glenna Fouberg'; Julie Mathiesen-BOE; 'Marilyn Hoyt'; 'Patricia Simmons'; 'Richard Gowen'; 'Stacy Phelps'; 'Terry Sabers'

Cc: Schopp, Melody (DOE); Leidholt, Betty
Subject: Conference call on Dec. 12 regarding proposed Accountability Model

Good morning Board of Ed members, about two weeks ago, we sent you an email inviting you to participate in an online event for board members hosted by Secretary Schopp on Dec. 12. The purpose was to update you on South Dakota's proposed new Accountability Model. Plans have changed just a bit. Instead of doing a session exclusively for BOE members, we have listed the schedule of conference calls Dr. Schopp will be doing with the field and invite you to participate in **any** of the calls that work with your schedule. Call-in information is below and is the same for all calls.

Dec. 7, 2011
--Superintendents, 9-10 a.m. (Central Time)
--Principals, 11 a.m.-Noon (Central Time)

Dec. 9, 2011
--Curriculum/SPED/assessment directors, 10-11 a.m. (Central Time)
--Principals, 2-3 p.m. (Central Time)

Dec. 12, 2011
--Media, Dec. 12, 11 a.m.-Noon (Central Time)
--South Dakota Education Association regional reps and teacher-leaders, 4:15-5:15 p.m. (Central Time)

To participate in any of the conference calls noted above, call 1-866-410-8397 and enter conference code 6057737228 followed by the # sign (when prompted).

Thank you, and let me know if you have any questions.

Mary Stadick Smith
Director of Operations and Information
South Dakota Department of Education
(605) 773-7228
mary.stadicksmith@state.sd.us

****

From: Stadick Smith, Mary
Sent: Sunday, December 04, 2011 9:27 PM
To: 'SDSchoolAdministrators@listserv.state.sd.us'
Subject: IMPORTANT message from DOE: Secretary Schopp's sessions on Accountability
Importance: High

This message was sent to superintendents, principals, curriculum directors, SPED directors, assessment directors and ESA directors.

Good evening,

This email is a follow-up to one sent last week regarding a webinar related to South Dakota's proposed new Accountability Model. Secretary of Education Melody Schopp will be conducting a number of conference calls (instead of webinars) with different groups of educators in the next week. The primary purpose is to present and get initial feedback on the proposed Accountability Model. She will also offer follow-up to the Governor's budget address slated for Dec. 6.

Below is a list of conference call times. Please note that each call is scheduled with a specific group of administrators. However, you are welcome to join in any of the sessions, as your schedule allows.

The call-in information is the same for each meeting. See below and note that our capacity is 125 lines per call.

CONFERENCE CALLS with Secretary of Education Melody Schopp

Topics: Proposed Accountability Model and Budget Address

- Wednesday, **Dec. 7, 9-10 a.m.** (Central Time) – Superintendents
- Wednesday, **Dec. 7, 11 a.m.-noon** (Central Time) – Principals
- Friday, **Dec. 9, 10-11 a.m.** (Central Time) – Curriculum, Assessment and Special Education Directors
- Friday, **Dec. 9, 2-3 p.m.** (Central Time) – Principals

To participate in the conference call:
Call 1-866-410-8397
Enter access code 6057737228 followed by the # sign, when prompted.

Our capacity for each conference call is 125 phone lines. Following this round of calls, we will schedule additional sessions if there is high demand.

Thank you for your interest in this important topic.

Mary Stadick Smith
Director of Operations and Information
South Dakota Department of Education

(605) 773-7228
mary.stadicksmith@state.sd.us

****

From: Stadick Smith, Mary
Sent: Friday, January 06, 2012 1:09 PM
To: 'annewerpy@gmail.com'
Cc: Stadick Smith, Mary
Subject: Conference call with Secretary of Education
Importance: High

Hi Anne, we are so glad that PTA is interested in hearing about the proposed new accountability system for South Dakota. Below is the information for your leadership and/or PTA members across the state to join in the call. Please let me know if you need anything else. Thank you! (Could you email me back so I know that you received this email?)

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Secretary of Education to visit with parents about proposed school accountability model
South Dakota's Secretary of Education Dr. Melody Schopp will host a conference call with PTA members on Tuesday, Jan. 17, at 7 p.m. (Central Time). The purpose of the call is to talk about South Dakota's proposed new system of school accountability. Unlike the current system of accountability, which relies heavily on one measure – student test scores – this new system of accountability would be based on a 100-point School Performance Index. The index would include multiple indicators of school performance.

It would be helpful to review the two links below prior to the call. The first is a summary of the proposed model, and the second provides some background on the process.

http://doe.sd.gov/secretary/documents/ProposedAccountabilityModel.pdf
http://doe.sd.gov/secretary/nexgen_accountability.asp

The directions to participate in the conference call are below. It is a toll-free number.

Thank you for your participation. We look forward to the visit!

- Call 1-866-410-8397.
- When prompted, enter conference code: 6057737228 followed by the # sign.

Mary Stadick Smith
Director of Operations and Information
South Dakota Department of Education
(605) 773-7228
mary.stadicksmith@state.sd.us

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From: Stadick Smith, Mary
Sent: Tuesday, December 06, 2011 5:22 PM
To: 'SDSchoolAdministrators@listserv.state.sd.us'
Cc: 'Wade Pogany-ASBSD'; 'John Pedersen'; DOE - MANAGEMENT TEAM
Subject: Message from Secretary Schopp: Documents for Accountability sessions
Importance: High

This message was sent to superintendents, principals, curriculum directors, SPED directors, assessment directors and ESA directors.

Good afternoon, if you plan to join one of the conference calls that Secretary Schopp will be hosting this week, you will want to reference the attached documents. The primary purpose of the calls is to present and get initial feedback on the proposed Accountability Model. She will also offer follow-up to the Governor's budget address.

As a reminder, the conference calls with the Secretary are scheduled as follows. Please note that each call is scheduled with a specific group of administrators. However, you are welcome to join in any of the sessions, as your schedule allows.

The call-in information is the same for each meeting. See below and note that our capacity is 125 lines per call.

CONFERENCE CALLS with Secretary of Education Melody Schopp

Topics: Proposed Accountability Model and Budget Address

- Wednesday, **Dec. 7, 9-10 a.m.** (Central Time) – Superintendents
- Wednesday, **Dec. 7, 11 a.m.-noon** (Central Time) – Principals
- Friday, **Dec. 9, 10-11 a.m.** (Central Time) – Curriculum, Assessment and Special Education Directors
- Friday, **Dec. 9, 2-3 p.m.** (Central Time) – Principals

To participate in the conference call:
Call 1-866-410-8397
Enter access code 6057737228 followed by the # sign, when prompted.

Thank you!

Mary Stadick Smith
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South Dakota Department of Education
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From: Stadick Smith, Mary
Sent: Tuesday, December 06, 2011 5:38 PM
To: 'sandy.arseneault@sdea.org'; Johnston, Lanette; Turnipseed, Sue; Keegan, Nicole M; 'ssteever@hillcity.k12.sd.us'
Subject: Documents for Secretary Schopp's Accountability session
Importance: High

Hi Sandy, Lanette, Sharla, Susan and Nicole, please find attached documents for the Monday, Dec. 12, 4:15 p.m. (Central) conference call with Secretary Schopp. One is the Proposed Accountability Model; the other is a summary of the training effort that the Governor announced in budget proposal today.

Sandy and Lanette, will you please forward to your groups? Also, could I get a copy of the initial email invitation you sent to your folks? We will need that to send in with our flexibility application, to show as evidence. Thanks so much!

Looking forward to the call!

Mary Stadick Smith
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South Dakota Department of Education
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mary.stadicksmith@state.sd.us

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From: Stadick Smith, Mary
Sent: Tuesday, December 06, 2011 5:54 PM
To: 'Cherie.Farlee@BIE.edu'; 'Kathie.Bowker@BIE.edu'; 'Rosie.Davis@BIE.edu'; 'Robert.Parisien@BIE.edu'; 'rstedcy@gwtc.net'; 'Dayna@oglala.org'
Cc: Campbell, Roger; 'Mclellan, Terri (Terri.Mclellan@BIE.EDU)'
Subject: Conference calls to address SD's proposed Accountability Model

Good afternoon, South Dakota's Secretary of Education Melody Schopp will be hosting a number of conference calls with public school administrators this week to talk about the state's proposed new Accountability Model. While this may not directly impact everyone on this list, we thought you might be interested in learning more, since many of you follow the state's accountability system. If so, please feel free to join any of the calls listed below. The secretary will be referencing the attached document.

Terri McLellan at the Cheyenne-Eagle Butte School District has been a part of the Accountability Work Group, which has been advising the state Department of Education as we have undertaken the process of developing a new Accountability Model. We very much appreciate her input and commitment to the process.

NOTE: The call-in information is the same for each meeting. See below and note that our capacity is 125 lines per call.

CONFERENCE CALLS with Secretary of Education Melody Schopp

Topics: Proposed Accountability Model and Budget Address

- Wednesday, **Dec. 7, 9-10 a.m.** (Central Time) – Superintendents
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Call 1-866-410-8397
Enter access code 6057737228 followed by the # sign, when prompted.

Thank you!

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From: Stadick Smith, Mary
Sent: Thursday, December 08, 2011 4:27 PM
To: 'DOEMedia@listserv.state.sd.us'
Subject: Informational session for media: SD's proposed Accountability Model for schools

WHAT

South Dakota Secretary of Education Dr. Melody Schopp will host an **informational session** for education reporters and other members of the media interested in learning more about the state's proposed new Accountability Model

WHEN
Monday, Dec. 12, 11 a.m. (Central Time)

WHERE
Via teleconference

- To participate in the teleconference, call 1-866-410-8397 and enter conference code 6057737228 followed by the # sign (when prompted).

WHY
In the absence of reauthorization of the federal Elementary and Secondary Education Act (i.e., No Child Left Behind), South Dakota began moving ahead with creating a next-generation Accountability Model for the state's public schools. Since that time, the U.S. Department of Education is allowing states to apply for waivers from parts of the existing law in exchange for agreeing to four principles: College and Career Ready Expectations for all Students; State-Developed Differentiated Recognition, Accountability and Support Systems; Supporting Effective Instruction and Leadership; and Reducing Duplication and Unnecessary Burden.

The proposed Accountability Model will form the basis for the state's waiver application.

Mary Stadick Smith
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****

From: Stadick Smith, Mary
Sent: Friday, January 13, 2012 6:05 PM
To: SDSchoolAdministrators@listserv.state.sd.us
Subject: Message from DOE: ESEA Flexibility Request available for public comment
Importance: High

This message was sent to superintendents, principals, co-op and ESA directors, special education directors, curriculum directors and technology directors. It will be sent separately to Title I directors.

ESEA Flexibility Request now open for public comment
The South Dakota Department of Education is seeking public comment on its ESEA Flexibility Request, which is now available online at
http://doe.sd.gov/secretary/nexgen_accountability.asp

In particular, the department is eager for additional feedback on the proposed Accountability Model, based on a 100-point School Performance Index, which is described throughout the application.

If you have previously reviewed the summary of the proposed Accountability Model and/or participated in any of the conference calls held in December, you will see that the model has changed, as the department has attempted to honor and incorporate some of your suggestions. We are working on creating a new summary document that reflects these changes and will get that out to you soon as well.

Please review the ESEA Flexibility Request and offer comment in one of the following ways:

Email comments to: DOE.AccountabilityModel@state.sd.us

Send written comments to: South Dakota Department of Education, ESEA Flexibility Request, 800 Governors Drive, Pierre, SD 57501

Thank you!

Mary Stadick Smith
Director of Operations and Information
South Dakota Department of Education
(605) 773-7228
mary.stadicksmith@state.sd.us

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These are all articles in our various publications talking about proposed Accountability Model. Bottom one is link to the web page re: new Accountability Model.

September Education Online
http://doe.sd.gov/pressroom/educationonline/2011/October/art_secretary.asp

November Education Online
http://doe.sd.gov/pressroom/educationonline/2011/november/art_1.asp

December Education Online
http://doe.sd.gov/pressroom/educationonline/2011/December/art_1a.asp

December Online Zebra
http://doe.sd.gov/pressroom/zebra/news/11/dec/art_5.asp

Next-Generation Accountability webpage
http://doe.sd.gov/secretary/nexgen_accountability.asp

Attachment 2

Comments -- Many of the opportunities for comments were provided via a webinar and the verbal comments were not recorded. However, many of the verbal comments were incorporated into the waiver.

****

COMMENTS as of Feb. 3, 2012, on the ESEA Flexibility Waiver application

1. The 100-point system seems okay. Please convince the governor that merit pay and bonuses for math and science teachers is not what's best for the students of South Dakota. Let's spend more money for all students, and let the local school boards make the decisions on how to provide the best education for the students in their district.

****

2. To Whom It May Concern:

   I am a Rosebud Sioux Tribal member, whom is also a teacher for the Todd County School District in Mission, South Dakota. I endorse the ideas of the new accountability program, however, I do not think they are feasible on the Indian Reservation that I live on (Rosebud). The reason that I don't think that it will be feasible is that our schools cannot even get the Native students to attend on a regular basis. The students are so disconnected from the current state of schooling on this reservation, that they cannot even make AYP for attendance or graduation rate.

   Therefore, if a school like Todd County High School (who ranks last in the state from my last viewing online) were to be given a new set of criterion, they would be in a great struggle to meet even one of the new criterion. In theory, the criterion would help set a trend that would focus on preparedness and achievement, but our students on the Rosebud are increasingly not even graduating, and the drop out rate has increased here for over 6% in the last 3 years. The drop out rate is on a steady rise of 2% each fiscal year.

   The focus in this high school is to get kids graduated. There is a block system being used in which some students may have a math class for their first semester in their freshman year, then not see another math book or math exercise for a year and a half. It currently doesn't matter what the student exits out knowing, it only matters that he/she graduates. With months and months between the time a student begins a core class like English, or like Geometry, the student must somehow keep his/her prior learning activated on his/her own before he/she can even tackle the next content in that subject. Retention is a great issue, and the focus here is only on completion.

   I have many ideas and opinions on the current state of schooling on my reservation and have spent 15 years in education, teaching and being an administrator off the reservation, and even out of this country. However, I'm at a point where I feel like the state of education on my reservation... is nearly hopeless.

   Thank you for the chance to provide feedback,

****

3. Good morning!
   I wish to share some thoughts I have had regarding the proposed Accountability Model. I am sure you will hear what needs to be changed but I also wanted to include what I feel are positives for our students and education!

   The recognition by the state that students are being counted more than once and being rectified in the Gap and No Gap procedure is greatly appreciated!

   The growth model is what we have been missing under NCLB and I believe it will also serve as a positive move for our state!

   I concur with the Governor in regards to the elimination of tenure. It is time this antiquated notion went to the wayside!

   I am somewhat nervous about the Climate Survey portion (what if only the Negative Nelly's respond) but am open to see what it is the state is proposing.

   I also have some concerns but with concerns must come positive solutions so I have shared these as well:

   $3,500 to all math and science teachers in MS and HS

   This is patently unfair to elementary teachers who also teach both of these subjects… I also have a PE teacher who has students doing during center activities to support integrated math instruction. Music is chalked full of math… What message are we sending to our teachers?

   If we are moving toward performance why is there not some type of disclaimer to this so that this stipend is also based on performance?

   MY SOLUTION: Why couldn't our state accomplish the same goal by offering all math and science teachers in MS and HS school loan relief for every year they stay teaching this subject in South Dakota? So in May of each year teachers who have successfully (been renewed) completed a year of teaching in a South Dakota School. It would certainly help eliminate the bad feelings that may occur when the teachers receive their monthly paychecks. It would be similar to the federal loan forgiveness program for high poverty schools.

   $5,000 bonus to the top 20% of teachers in each district. Although the sentiment is greatly appreciated we are a couple years away from having a system in place (with all the bugs worked out) that would distribute this money equitably.

   SOLUTION: Allow the district to distribute this money based on "extra" or "above and beyond" work occurring in the districts on implementing such things as the CCSS, the

Danielson model, etc. Our districts are being stretched thin by all the new mandates and could greatly use the funds for these types of projects to "reward" teachers.

RTI Model
I honestly see the value but again the state needs to put their money where their mandates are….Unless the state is willing to pay for an RTI specialist for each and every district this mandate is simply putting the burden of more work and more record keeping to satisfy the state's demands. We have yet another unfunded mandate….how can we in all conscience continue to cut classrooms teachers, have pay freezes, and expect staff to do more. It is at the point of unconscionable.

MY SOLUTION: Based on district size, each school would receive X amount of money to pay for and train an RTI specialist. Working with the state department to finalize exactly what it is they want out of RTI (frustrations we hear from school systems like RC is that the state keeps changing their minds about what they want or is acceptable to meet the criteria of an approved RTI intervention).

Teacher Evaluation tied to performance
For teachers not in the reading and math areas or the grade levels designated for state testing, the proposal calls for the use of End of Unit Tests etc. to evaluate performance. This puts us right back where we have been from state to state with no consistency in what is used to make determinations on teacher evaluations.

MY SOLUTION: The state needs to purchase something to replace DACS that would ensure all grade levels and other content areas are administering the same test. Our district has been looking at the MAPS testing program…but again we don't have the extra $$$ to purchase. I believe this standardized test (based on CCSS) tests "off" grade levels as well as other content areas. If you truly wish to standardize teacher evaluations based on performance it inherently means we all need to be administering the same test….

I respectfully submit these kudos and concerns as you look toward possibly making changes to the proposed accountability system prior to its implementation.

P.S. I don't mean to speak for her but I know our high school principal has a lot of questions about the Career and College ready portion.

Will all students have to take the ACT? If so, who will pay?
Who and How will students be tracked for going into college or vocational?

Again, thank you for considering input on this ground breaking model!

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4. TO: Honorable Governor Dennis Daugaard & SD DOE Staff
   FROM: ...
   RE: ESEA Flexibility Request
   DATE: Wednesday, January 18, 2012

Greetings. I have read through the ESEA Flexibility Request and want to primarily thank all who have spent countless hours working to develop its contents. Projects such as this enormously impact our educational system. Often it is easy for individuals to complain but not get actively involved or offer possible solutions. I do believe it is with great importance to have many involved in this process to get the desired results.

I note an excellent variety of individuals on the committee. The time frame to meet deadlines has been short, but might it also behoove the state to try to implement some regional work group meetings? For example, might representatives from the DOE in collaboration with each/some of the committee members have regional meetings for input, data gathering, education of the people, etc.? For example, meet in Aberdeen (with DOE staff and Guffin), Rapid City (with DOE staff and Mitchell), Sioux Falls (with DOE Staff and Homan), etc.

The proposed next-generation accountability model is based on the key indicators of Student Achievement, Academic Growth, College & Career Readiness (HS) or Attendance (Elementary & MS), Effective Teachers and Principals, & School Climate. Below I have points to ponder:

- Student Achievement
- Are grade level student achievement goals applicable to all students no matter what their innate ability, or disability?
- Academic Growth

§ Of great importance is the tool which will be utilized to measure academic growth, because effectively assessing where students are when they enter a classroom at the beginning of the year, midyear and at the end of the year is key.

§ Once the tool to measure growth is determined, might the DOE determine the target amount of growth students need to make?

§ Then, might the Governor offer the $5,000 to the team of teachers who all supported and helped cause this growth to the specific group of students?

§ For example, let's say a district has 100 teachers, and therefore the governor is willing to pay $100,000 to the top 20% of teachers in that district. Instead of offering 20 teachers $5,000 each, might the Governor consider setting up an alternative plan that encourages collaboration, team work, and participation in professional communities such as this?

§ A plan that would measure minimum growth goals for each student, and if a group of students reaches that goal, all teachers that work with that group of students get rewarded. Let's say three 4th grade classrooms (68) students, two 5th grade classrooms (48 students), all 7th graders (78 students) and all 11th graders (65 students) made the growth goal, and no others did in the district.

§ The district could then count the FTE they had that worked with these classes and distribute the funding evenly amongst the teachers that worked with the students.

§ In this way, a sense of collaboration, team work, and participation in the professional community, as promoted in the Charlotte Danielson Framework, is encouraged.

§ It is vitally important we do not encourage negative competition, individualism, and an "each one for his/her self" mentality. This discourages teamwork. As Daniel H. Pink (2009) states, "In 2009, scholars at the Lord School of Economics--alma mater of eleven Nobel laureates in economics--analyzed fifty-one studies of corporate pay-for-performance plans. These economists' conclusion: 'We find that financial incentives ... can result in a negative impact on overall performance.' On both sides of the Atlantic, the gap between what science is learning and what business is doing is wide" (p. 41).

§ Pink (2009) further explains the detriments of such carrots and sticks approaches when he said we can even go further back by offering said rewards. "In the upside-down universe of the third drive, rewards can often produce less of the very things they're trying to encourage. But that's not the end of the story. When used improperly, extrinsic motivators can have another unintended collateral consequence: They can give us more of what we don't want. Here again, what business does hasn't caught up with what science knows. And what science is revealing is that carrots and sticks can promote bad behavior, create addiction, and encourage short-term thinking at the expense of the long view" (p. 49).

- College & Career Readiness (HS) or Attendance (Elementary and MS)

§ This looks thorough, effective, and reasonable.

- Effective Teachers and Principals

§ The DOE has already chosen to measure teacher effectiveness by utilizing the CD Framework.

§ Domain 4: Professional Responsibilities, contains strands that measure how well teachers collaborate, participate with one another, learn and share with one another, etc.

- School Climate.

§ When implementing Merit Pay for only the upper 20% of teachers, versus all those that have assisted students in their care to advance or grow a specified percentage, and giving a bonus to only Math/Science Teachers, versus considering "all hard to fill positions" or providing these monies, it quite possibly could erode the unity we have worked so hard to build and are saying we need to continue.

§ Might the Governor consider tweaking his plan by possibly offering even in a larger lump sum, to all individuals that complete a math/science teaching program from a SD University and successfully complete 3 years of teaching in a South Dakota School?

§ This would then also ensure these individuals are quality teachers, not just "teachers filling a position".

I do appreciate the financial backing the Governor is willing to provide to education. I also believe he has the foundation of some very powerful changes. But without some tweaking of the Governor's proposal, I do not believe we will get the desired results. I would request the Governor consider some of the adjustments I mentioned above, including, but not limited to:

o Providing an opportunity for reward, even if less than the proposed $5,000, to all effective teachers, rather than only the select top 20%. Another alternative would be the top 80%.

§ Please consider Pink's (2009) thoughts when he explains extrinsic motivation vs. intrinsic motivation. "In environments where extrinsic rewards are most salient, many people work only to the point that triggers the reward --- and no further. So if students get a prize for reading three books, many won't pick up a forth, let alone embark on a lifetime of reading---just as executives who hit their quarterly numbers often won't boost earnings a penny more, let alone contemplate the long-term health of their company. Likewise, several studies show that paying people to exercise, stop smoking, or take their medicines produces terrific results at first---but the healthy behavior disappears once the incentives are removed. However, when contingent rewards aren't involved, or when incentives are used with the proper deftness, performance improves and understanding deepens. Greatness and nearsightedness are incompatible. Meaningful achievement depends on lifting one's sights and pushing toward the horizon" (p. 58).

§ Carrots and Sticks: The Seven Deadly Flaws

1. They can extinguish intrinsic motivation.
2. They can diminish performance.
3. They can crush creativity.
4. They can crowd out good behavior.
5. They can encourage cheating, shortcuts, and unethical behavior.
6. They can become addictive.
7. They can foster short-term thinking.

o Providing a $10,500 to graduating math/science majors that graduated from South Dakota institutes and successfully complete 3 years teaching in the field. This figure was arrived at by taking 3 times the proposed yearly rate of $3,500 for each math/science teacher. Paying out the monies in this manner, will remove the possibility of ineffective teachers filling positions and getting paid extra for it simply because there are no others. Yet, it will still encourage individuals to go into the field, in addition to rewarding sound teaching.

If the Honorable Governor Daugaard leaves his proposal as it is, I believe it will quickly erode progress we have made in our quest to improve our schools. At a minimum, please do take into consideration my thoughts. Thank you for your time and consideration.

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5. Dear Sirs
   Six years ago my 16 year old son, who was a good kid, but not an expecially good student decided to drop out of Flandreau Public School. The School made absolutly no attempt to keep him in school. I knew at the time that the school was happy to get rid of him as his test scores would be a detriment to the "no child left behind" scores. I firmly believe that the graduation rate that a school has should play a major role in the accountability of the school. I do not think that the few students who take more than four years to graduate from high school would be numerous enough to affect the rating of the school.

****

6. I would like to express my appreciation for the proposed change in how graduation rates will be looked at if this proposal for a waiver is successful. I have been a special education teacher and am now a SPED director, I am also the parent of a special needs students. It was extremely frustrating for me to know that my daughter was going to count against her school for graduation rate when she returned to continue receiving the special education services due her until she reaches the age of 21. She has Autism and a severe cognitive disability which prevented her from being able to complete all requirements for receiving a regular diploma. She is eligible for SPED services until the age of 21, and is receiving them. Unfortunately for our school district, this right counted against them two years ago.

   I have students in the school that I work in who will also qualify for services until the age of 21, a federal mandate, so I am relieved that someone has brought this to the forefront of conversation and is trying to rectify the problem.

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7. How will this model be applied to sites such as rural schools with grade levels that may have "n <10" students in those grade levels?

   COMMENTS on Accountability Model Summary

   1. What is the cost of the growth tool (tool plus training), how would it be paid for?
   2. Is it possible for highly achieving school districts to submit their own locally developed accountability plan to the DOE in place of the state-controlled model?

****

8. I am a little concerned in how ""Percent of students pursuing postsecondary 18 months after graduation – This calculation includes data from any postsecondary facility that reports to the National Student Clearinghouse."" will play out.

   Are all schools only compared to itself or are they compared to other schools? For example, if there is a graduating class of 14 in Bison and of that group, 10 are going from HS back to run the family ranch, I don't think Bison should penalized.

Same holds true with the ACT scores. Will this discourage schools from encouraging all kids to take the test or only those they know will score high enough?

Lastly, please don't misinterpret my questions. I love the concept, just looking at some potential obstacles.

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9. I am disturbed by the choice of 70th percentile as the limit of proficiency (page 3). For schools/districts below the Proficient level, which would be the 70th percentile, the annual AMO target would require an increase of the school's/district's Overall Score by ¼ of a standard deviation.

   By this definition, only 30% of schools can therefore be determined as proficient. Thus 70% of the schools will not be proficient, no matter what their achievement level is. This seems very unfair. Do we really want to define proficiency to exclude 70% of our schools by definition.

****

10. A math teachers concern - Do you really mean the 70th percentile for proficiency? Wouldn't that leave most of us below the proficient level no matter what we did?

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11. According to your draft, we are going to start with 70% failure and most likely go even higher. How is this useful?

****

12. "How can high schools be held accountable for the percent of students pursuing postsecondary 18 months after graduation? There are a number of factors why a student may not be enrolled in postsedondary 18 months after graduation, with money probably being at the top of the list. What about students who go into the military, or students who enroll in a 1 year trade school option. How can high schools have control over what students decide to do or how to live their lives after graduation? Just because a students does not enroll or remain enrolled in postsecondary after graduation does not mean that that student was not prepared.

    Also, why is the required ACT math sub-score (20) higher that the reading sub-score (18)? Is the percentage of students who receive the sub-score based on the total number of students or based on how many students took the ACT?

    And for the students who don't take the ACT, are those students required to take the National Career Readiness Certifcate/Work Keys? Is that percentage based on the total number of students or based on how many took the Career Readiness?"

Attachment 3

Notice of information to the Public

These are all articles in our various publications talking about proposed Accountability Model. Bottom one is link to the web page re: new Accountability Model.

September Education Online
http://doe.sd.gov/pressroom/educationonline/2011/October/art_secretary.asp

November Education Online
http://doe.sd.gov/pressroom/educationonline/2011/november/art_1.asp

December Education Online
http://doe.sd.gov/pressroom/educationonline/2011/December/art_1a.asp

December Online Zebra
http://doe.sd.gov/pressroom/zebra/news/11/dec/art_5.asp

Next-Generation Accountability webpage
http://doe.sd.gov/secretary/nexgen_accountability.asp

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This was published on the state's website on January 16, 2012

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SD Board of Education – January 2012 meeting Agenda and Minutes indicating an update on the Flexibility Waiver.

SOUTH DAKOTA BOARD OF EDUCATION MEETING
January 27, 2012
Library Commons Area
MacKay Building 1st floor
800 Governors Drive, Pierre, SD

Time	Item	Description
10:00 a.m.		Call to Order, Pledge of Allegiance
10:05 a.m.	1.0	Adoption of January 27, 2012 Agenda
10:10 a.m.	2.0	Approval of September 21, 2011 Meeting Minutes
10:15 a.m.	3.0	Longitudinal Data System Update – Tami Darnall, DOE
10:30 a.m.	4.0	South Dakota Proposed Accountability Model – Mary Stadick Smith, DOE
11:30 a.m.	5.0	Update and tour of State Library – Dan Siebersma, DOE
12:00 a.m.		**LUNCH**
1:00 p.m.	6.0	Technical Institute's New, Expanded and Program Updates - Mark Wilson, DOE
1:30 p.m.	7.0	Jobs for America's Graduates (JAG) – Roger Campbell, DOE
1:45 p.m.	8.0	Oceti Sakowin Essential Understandings and Standards Project – Roger Campbell, DOE
2:15 a.m.	9.0	Board of Regents Update – Sam Gingerich, BOR
2:30 p.m.	10.0	Secretary of Education Update – Melody Schopp, BOE
3:00 p.m.		**ADJOURN**

South Dakota Board of Education Minutes
January 27, 2012
Library Commons Area 1st Floor
MacKay Building, 800 Governors Drive
Pierre, South Dakota

Meeting was called to order at 10:17 a.m. with the Pledge of Allegiance.

Board Members Present:
Richard Gowen, Don Kirkegaard, Glenna Fouberg, Terry Sabers, Stacy Phelps, Kelly Duncan, Marilyn Hoyt

Board Member Absent:
Julie Mathiesen

1.0 Adoption of January 27, 2012 Agenda
Motion: Motion by Kelly Duncan and seconded by Marilyn Hoyt to approve the agenda.
Conclusion: The motion carried

2.0 Approval of November, 21 2011 Minutes
Patricia Simmons requested a change in the minutes to item 15.0 Technical Institutes 2011 Annual Report paragraph. Remove the word not in sentence 5. Should read "Through a forward and reverse articulation agreement between the two institutions, Southeast Tech students who have attained a two-year associate's in applied science degree in any healthcare program will be able to transfer into a bachelor of science in health sciences degree."
Motion: Motion by Marilyn Hoyt and seconded by Dick Gowen to approve as corrected.
Conclusion: The motion carried.

3.0 Longitudinal Data System Update
Tami Darnall, DOE, that the department has received permission for US Department of Education to reallocate leftover Teacher Incentive Funds (TIF) for use in developing a pilot longitudinal data system for the 10 TIF districts. Otis Ed is the vendor that has been selected for the project and work is beginning. In addition, DOE has applied for a grant from US Department of Education for funds to expand the system.

4.0 South Dakota Proposed Accountability Model
Mary Stadick Smith, DOE, updated the board regarding South Dakota's proposed new accountability model using a brief summary overview. A copy of that is filed with the Secretary's office. South Dakota started the process of developing a new statewide accountability model in September 2011. The Department of Education assembled a group of 23 individuals representing key stakeholder groups to provide recommendations regarding a next-generation accountability model for South Dakota. To date, the group has met four times. During that time period, the US Department of Education also issued its ESEA Waiver Flexibility package. The waiver allows states to receive some flexibility from certain tenets of No Child Left Behind in exchange for agreeing to four key principles: 1) College and Career Ready Expectations for All Students, 2) State-Developed Differentiated Recognition, Accountability and Support, 3) Supporting Effective Instruction and Leadership, 4) Reducing Duplication and Unnecessary Burden.

Smith indicated that South Dakota plans to apply for a waiver in February 2012. The proposed accountability model serves as the basis for that waiver application.

Though there was no board action needed at this time, Dick Gowen wanted to endorse the model and thank those involved for their efforts. The board unanimously agreed.

Attachment 4

Evidence that the state has adopted the College and Career Ready standards

Board of Education Agenda

SOUTH DAKOTA BOARD OF EDUCATION MEETING
November 29, 2010
Mitchell Technical Institute, South Campus
Technology Center
1800 East Spruce
Mitchell, SD

Time	Item	Description
		November 29, 2010
10:00 a.m.		Call to order; Pledge of Allegiance; roll call
10:05 a.m.	1.0	Adoption of November 29, 2010 Agenda
10:10 a.m.	2.0	Approval of September 28, 2010 Meeting Minutes
10:15 a.m.	3.0	SD Technical Institutes-Annual Report - Mark Wilson, DOE
10:25 a.m.	4.0	SD Technical Institutes-New Program Requests – Mark Wilson, DOE; Deb Shephard – LATI; Greg VonWald - MTI
10:45 a.m.	5.0	SD Technical Institutes-Vision "2015" – Mark Wilson, DOE
11:00 a.m.	6.0	SD Technical Institute-Report Handbook – Sarah Carter, DOE
11:20 a.m.	7.0	SD Technical Institutes-Retention Report – Sarah Carter, DOE
11:35 a.m.	8.0	SD Technical Institutes-Campus Updates – TI Presidents
11:55 a.m.	9.0	SD Technical Institutes-Facility Planning for Phase II – Mark Wilson, DOE
12:10 p.m.		**LUNCH**
1:00 p.m.	10.0	Public Hearing – Adoption of Common Core Standards – Becky Nelson, DOE
1:15 p.m.	11.0	Public Hearing Minimum Standards for Program Approval
1:20 p.m.	12.0	First Reading – South Dakota Teaching Standards – Melody Schopp
1:35 p.m.	13.0	Curriculum Cycle & Timeline – Becky Nelson, DOE
1:50 p.m.	14.0	Update – Common Course Numbering – Becky Nelson, DOE
2:00 p.m.	15.0	NAEP Grade 12 State Pilot Results– Jan Martin, DOE
2:15 p.m.	16.0	Board of Regents Update – Sam Gingerich, BOR
2:30 p.m.	17.0	Secretary's Report, Tom Oster, DOE
3:00 p.m.	18.0	Next meeting date discussion
3:05 p.m.		**ADJOURN**
		Tour of Mitchell Technical Institute Facilities

Minutes from the November 2010 meeting approving the College and Career Ready Standards

BOE Minutes
November 29, 2010
Mitchell Technical Institute, South Campus
1800 East Spruce, Mitchell, SD

Meeting was called to order at 10:10 a.m. with the pledge of allegiance.

Board Members Present:
Richard Gowen, Kelly Duncan, Don Kirkegaard, Patricia Simmons, Phyllis Heineman, Glenna Fouberg, Marilyn Hoyt, Terry Sabers, Stacy Phelps

DOE Personnel Present - Tom Oster, Mark Wilson, Wade Pogany, Melody Schopp, Sarah Carter, Becky Nelson, Mary Stadick Smith, Betty Leidholt

1.0 Adoption of November 29, 2010 Agenda

Motion: Motion by Marilyn Hoyt and seconded by Phyllis Heineman to adopt the agenda
Conclusion: The motion carried.

2.0 Approval of September 28, 2010 meeting minutes
Motion: Motion by Terry Sabers and seconded by Patricia Simmons to approve the minutes as printed.
Conclusion: The motion carried.

3.0 SD Technical Institutes Annual Report
Mark Wilson, DOE shared that over the past several years the four state technical institutes continue to work very hard in becoming a "system" and present the benefits the technical institutes provide to the state. The annual report is a valuable piece for decision makers to use in supporting technical education. The report is on the DOE website and there is a hard copy filed in the Secretary's office.

4.0 SD Technical Institutes New Program Requests
Mark Wilson, DOE introduced Deb Shephard, LATI, via phone and Greg Von Wald, MTI to give the board an overview of their new program requests.

Deb Shephard, LATI, requests approval to start an Entrepreneurship Program at LATI. The program will be offered in the following versions: 1) 11 month diploma program 2) An 20 month Associate of Applied Science 3) A 1 year option for current AAS degree holders to earn an additional AAS in Entrepreneurship

A significant catalyst for launching this program is the 2010 I-29 Corridor Study, which clearly states the immediate need for two-year entrepreneurship training in order to improve the region's economic growth and stability. The study calls for "the addition of an effective entrepreneurship program within the technical schools" The study also mentions: (...some of the most entrepreneurial business people come from the ranks of companies built on technical skills", adding "the technical schools should investigate the addition of a full range of entrepreneurship training within their programs.

Greg Von Wald, MTI requests approval to start a Precision Technology Program. The program will be offered as a Two Year AAS Degree. The intent of MTI is to begin the Precision Technology program with a focus on educating a skilled workforce to support the growing industry of precision technologies like GPS, GIS, Geospatial mapping and other skills. The Program will evolve over time to allow its students to specialize in their chosen industry's application and will include options to "specialize" in other industry applications through elective courses. Power Line, Propane, and

Natural Gas, Architectural Design & Building Construction, and Automation Controls/SCADA would be able to utilize the classes on geospatial surveying and mapping. Integrating these classes would offer Mitchell Technical Institute students a broader skill range and would positively update some programs. Targeted Students for the Precision Technology Specialist Program would most likely have an interest in engineering technologies.

MTI has planned for the program to start with a stronger slant towards agriculture as there is currently a higher demand in this industry. Precision Agriculture involves using technology and data to make efficient decisions about raising crops, making of detailed maps of the land and the use of electronic yield monitoring, locations to add fertilizer, herbicides, and water. Together these specialty applications help farmers determine which sites on the farm may need extra nutrients to boost production.

Motion: Motion by Terry Sabers and seconded by Glenna Fouberg to approve the LATI and MTI request for new programs listed above.
Conclusion: The motion carried.

5.0 SD Technical Institutes – Vision "2015"
Mark Wilson, DOE, shared the SD Technical Institutes Vision / Mission. It includes the Strategic Planning Goals and the 4 Pillars. The overall mission is to continue to strengthen as a common state-wide system. The South Dakota Technical Institutes 2015 **Vision** is "Be the leader in Technical Education and training through excellence and innovation which enables our workforce to capitalize on the emerging technologies of the 21st century and assist South Dakota to impact economic development solutions in the global marketplace." The Mission is "To meet South Dakota's evolving skilled workforce demand by providing quality graduates with the general aptitudes, knowledge, technical skills, and people skills necessary for entrance into and advancement in their chosen career field."

6.0 SD Technical Institute Report Handbook
Mark Wilson, DOE, introduced Sarah Carter from his staff and she updated the board about the reporting documents for the SD Technical Institutes and the processes used.

7.0 SD Technical Institutes Retention-Report
Sarah Carter, DOE, presented the Technical Institute Retention Report and the action steps. Technical Institutes 2006-2010 retention report by career clusters. Retention rate is figured using the 10 day count from the previous year as the divisor. The dividend is the number of returning and/or graduated students on day 10 of current year. Baseline retention rate programs: 59.90 Responses to programs falling below baseline are addressed by individual technical institute directly proceeding their data.

8.0 SD Technical Institutes Campus Updates
Mark Wilson, DOE, introduced the Technical Institute Presidents and they updated the board on their current construction and future campus plans.

Phase 1 – moving MTI and WDT to one campus and Student Service Centers

Phase II – Technical Labs 1) Mitchell Technical Institute 2) Lake Area Technical Institute

Phase III – Technical Labs 1) Southeast Technical Institute 2) Western Dakota Technical Institute

9.0 SD Technical Institutes – Facility Planning for Phase II
Mark Wilson, DOE, shared that Legislative Session 2011 Department of Education will be bringing a bill forward to increase the Bonding Volume Cap Limit to 100 million (20 million increase)

South Dakota Association for Career and Technical Education passed a Resolution in support of increasing the Bonding Volume Cap Limit. The Phase 1 facility fees were set at $16.00 and M&R fees were set at $2.00

A request for a motion to approve increasing the Facility Fees for Phase II a $1 per credit hour – per fiscal year to $20 for FY2016. ($17.00 – FY2013, $18 – FY2013, $19.00 – FY2015 and $20.00 – FY2016)

A request for a motion to approve increasing the M&R Fees for Phase II a $1.00 per credit hour – every other fiscal year to $4.00 for FY2014. ($3.00 – FY2012 and $4.00 – FY2014)

Motion: Motion by Richard Gowen and seconded by Marilyn Hoyt to approve the proposed tuition and state fee increase as listed above.
Conclusion: The motion carried

Move 15.0 Sam Gingerich item to before lunch.

15.0 Articulation of Courses and Programs with Technical Institutes
Sam Gingerich, BOR, shared some news about Academic and Student affairs with the post secondary institutions. Gingerich also gave a short overview of Articulation of Courses and programs with the Technical Institutes. Gingerich outlined the three separate strategies to transfer academic coursework from South Dakota postsecondary technical institutes and who governs that transfer. A copy of the handout is filed in the Secretary's office.

LUNCH

10.0 Public Hearing – Adoption of Common Core Standards for English language arts, and math 1:03 p.m.

President Duncan asked for any Proponents to the adoption. Written comments that were submitted through e-mail were provided to board members. Becky Nelson from Dept. spoke in favor of adopting the common core and Fred Aderhold from the Sioux Falls school district shared his approval for the adoption on behalf of the Sioux Falls school district. Having no other proponents come forward Duncan asked for opponents. Steve S_____ from Mitchell came forward to express his disapproval of adopting the Common Core Standards and why. No other proponents came forward at this time and President Duncan asked for a motion.

Motion: Motion by Richard Gowen and seconded by Phyllis Heineman to approve the proposed adoption of Common Core Standards.
Conclusion: The motion carried

11.0 Public Hearing – Minimum Standards for Program Approval 24:10:43
Mitchell Technical Institute proposes that the language of SD Administrative Rule 24:10:43 (Section 2) be amended to align with the Higher Learning Commission's Minimum Expectations within the Criteria for Accreditation published by the Commission July 30, 2010. The rule states the curriculum must provide not less than 20 percent of the credit hours (changed to 15 semester credits in general education and not less than 50 percent of the credit hours in technical education;

Attachment 5

Not Needed

Attachment 6

MOU for the State Consortium for Race to the

SMARTER Balanced Assessment Consortium MOU

Memorandum of Understanding

SMARTER Balanced Assessment Consortium

Race to the Top Fund Assessment Program: Comprehensive Assessment Systems Grant Application

CFDA Number: 84.395B

This Memorandum of Understanding ("MOU") is entered as of **June 9, 2010**, by and between the **SMARTER Balanced Assessment Consortium** (the "Consortium") and the **State of South Dakota** which has elected to participate in the Consortium as (check one)

___x__ An **Advisory** State (description in section e),

OR

_____ A **Governing** State (description in section e),

pursuant to the Notice Inviting Applications for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems Grant Application (Category A), henceforth referred to as the "Program," as published in the Federal Register on April 9, 2010 (75 FR 18171-18185.

The purpose of this MOU is to

(a) Describe the Consortium vision and principles,
(b) Detail the responsibilities of States in the Consortium,
(c) Detail the responsibilities of the Consortium,
(d) Describe the management of Consortium funds,
(e) Describe the governance structure and activities of States in the Consortium,
(f) Describe State entrance, exit, and status change,
(g) Describe a plan for identifying existing State barriers, and
(h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks:
    (i)(A) Advisory State Assurance
    OR
    (i)(B) Governing State Assurance
    AND
    (ii) State Procurement Officer

May 14, 2010 1

Top

SMARTER Balanced Assessment Consortium MOU

(a) Consortium Vision and Principles

The Consortium's priorities for a new generation assessment system are rooted in a concern for the valid, reliable, and fair assessment of the deep disciplinary understanding and higher-order thinking skills that are increasingly demanded by a knowledge-based economy. These priorities are also rooted in a belief that assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public, and policymakers.

The Consortium intends to build a flexible system of assessment based upon the Common Core Standards in English language arts and mathematics with the intent that all students across this Consortium of States will know their progress toward college and career readiness.

The Consortium recognizes the need for a system of formative, interim, and summative assessments—organized around the Common Core Standards—that support high-quality learning, the demands of accountability, and that balance concerns for innovative assessment with the need for a fiscally sustainable system that is feasible to implement. The efforts of the Consortium will be organized to accomplish these goals.

The comprehensive assessment system developed by the Consortium will include the following key elements and principles:

1. A Comprehensive Assessment System that will be grounded in a thoughtfully integrated learning system of standards, curriculum, assessment, instruction and teacher development that will inform decision-making by including formative strategies, interim assessments, and summative assessments.

2. The assessment system will measure the full range of the Common Core Standards including those that measure higher-order skills and will inform progress toward and acquisition of readiness for higher education and multiple work domains. The system will emphasize deep knowledge of core concepts within and across the disciplines, problem solving, analysis, synthesis, and critical thinking.

3. Teachers will be involved in the design, development, and scoring of assessment items and tasks. Teachers will participate in the alignment of the Common Core Standards and the identification of the standards in the local curriculum.

4. Technology will be used to enable adaptive technologies to better measure student abilities across the full spectrum of student performance and evaluate growth in learning; to support online simulation tasks that test higher-order abilities; to score the results; and to deliver the responses to trained scorers/teachers to access from an

electronic platform. Technology applications will be designed to maximize interoperability across user platforms, and will utilize open-source development to the greatest extent possible.

5. A sophisticated design will yield scores to support evaluations of student growth, as well as school, teacher, and principal effectiveness in an efficient manner.

6. On-demand and curriculum-embedded assessments will be incorporated over time to allow teachers to see where students are on multiple dimensions of learning and to strategically support their progress.

7. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for non-native English speakers and students with other specific learning needs.

8. Optional components will allow States flexibility to meet their individual needs.

(b) Responsibilities of States in the Consortium

Each State agrees to the following element of the Consortium's Assessment System:

- Adopt the Common Core Standards, which are college- and career-ready standards, and to which the Consortium's assessment system will be aligned, no later than December 31, 2011.

Each State that is a member of the Consortium in 2014–2015 also agrees to the following:

- Adopt common achievement standards no later than the 2014–2015 school year,
- Fully implement statewide the Consortium summative assessment in grades 3-8 and high school for both mathematics and English language arts no later than the 2014–2015 school year,
- Adhere to the governance as outlined in this document,
- Agree to support the decisions of the Consortium,
- Agree to follow agreed-upon timelines,
- Be willing to participate in the decision-making process and, if a Governing State, final decision, and
- Identify and implement a plan to address barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system.

SMARTER Balanced Assessment Consortium MOU

(c) Responsibilities of the Consortium

The Consortium will provide the following by the 2014-15 school year:

1. A comprehensively designed assessment system that includes a strategic use of a variety of item types and performance assessments of modest scope to assess the full range of the Common Core Standards with an emphasis on problem solving, analysis, synthesis, and critical thinking.

2. An assessment system that incorporates a required summative assessment with optional formative/benchmark components which provides accurate assessment of all students (as defined in the Federal notice) including students with disabilities, English learners, and low- and high-performing students.

3. Except as described above, a summative assessment that will be administered as a computer adaptive assessment and include a minimum of 1–2 performance assessments of modest scope.

4. Psychometrically sound scaling and equating procedures based on a combination of objectively scored items, constructed-response items, and a modest number of performance tasks of limited scope (e.g., no more than a few days to complete).

5. Reliable, valid, and fair scores for students and groups that can be used to evaluate student achievement and year-to-year growth; determine school/district/state effectiveness for Title I ESEA; and better understand the effectiveness and professional development needs of teachers and principals.

6. Achievement standards and achievement level descriptors that are internationally benchmarked.

7. Access for the State or its authorized delegate to a secure item and task bank that includes psychometric attributes required to score the assessment in a comparable manner with other State members, and access to other applications determined to be essential to the implementation of the system.

8. Online administration with limited support for paper-and-pencil administration through the end of the 2016–17 school year. States using the paper-and-pencil option will be responsible for any unique costs associated with the development and administration of the paper-and-pencil assessments.

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9. Formative assessment tools and supports that are developed to support curricular goals, which include learning progressions, and that link evidence of student competencies to the summative system.

10. Professional development focused on curriculum and lesson development as well as scoring and examination of student work.

11. A representative governance structure that ensures a strong voice for State administrators, policymakers, school practitioners, and technical advisors to ensure an optimum balance of assessment quality, efficiency, costs, and time. The governance body will be responsible for implementing plans that are consistent with this MOU, but may make changes as necessary through a formal adoption process.

12. Through at least the 2013–14 school year, a Project Management Partner (PMP) that will manage the logistics and planning on behalf of the Consortium and that will monitor for the U.S. Department of Education the progress of deliverables of the proposal. The proposed PMP will be identified no later than August 4, 2010.

13. By September 1, 2014, a financial plan will be approved by the Governing States that will ensure the Consortium is efficient, effective, and sustainable. The plan will include as revenue at a minimum, State contributions, federal grants, and private donations and fees to non-State members as allowable by the U.S. Department of Education.

14. A consolidated data reporting system that enhances parent, student, teacher, principal, district, and State understanding of student progress toward college- and career-readiness.

15. Throughout the 2013–14 school year, access to an online test administration application, student constructed-response scoring application and secure test administration browsers that can be used by the Total State Membership to administer the assessment. The Consortium will procure resources necessary to develop and field test the system. However, States will be responsible for any hardware and vendor services necessary to implement the operational assessment. Based on a review of options and the finance plan, the Consortium may elect to jointly procure these services on behalf of the Total State Membership.

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(d) Management of Consortium Funds

All financial activities will be governed by the laws and rules of the State of Washington, acting in the role of Lead Procurement State/Lead State, and in accordance with 34 CFR 80.36. Additionally, Washington is prepared to follow the guidelines for grant management associated with the American Recovery and Reinvestment Act (ARRA), and will be legally responsible for the use of grant funds and for ensuring that the project is carried out by the Consortium in accordance with Federal requirements. Washington has already established an ARRA Quarterly reporting system (also referred to as *1512 Reporting*).

Per Washington statute, the basis of how funding management actually transpires is dictated by the method of grant dollar allocation, whether upfront distribution or pay-out linked to actual reimbursables. Washington functions under the latter format, generating claims against grant funds based on qualifying reimbursables submitted on behalf of staff or clients, physical purchases, or contracted services. Washington's role as Lead Procurement State/Lead State for the Consortium is not viewed any differently, as monetary exchanges will be executed against appropriate and qualifying reimbursables aligned to expenditure arrangements (i.e., contracts) made with vendors or contractors operating under "personal service contracts," whether individuals, private companies, government agencies, or educational institutions.

Washington, like most States, is audited regularly by the federal government for the accountability of federal grant funds, and has for the past five years been without an audit finding. Even with the additional potential for review and scrutiny associated with ARRA funding, Washington has its fiscal monitoring and control systems in place to manage the Consortium needs.

- As part of a comprehensive system of fiscal management, Washington's accounting practices are stipulated in the State Administrative and Accounting Manual (SAAM) managed by the State's Office of Financial Management. The SAAM provides details and administrative procedures required of all Washington State agencies for the procurement of goods and services. As such, the State's educational agency is required to follow the SAAM; actions taken to manage the fiscal activities of the Consortium will, likewise, adhere to policies and procedures outlined in the SAAM.
- For information on the associated contracting rules that Washington will adhere to while serving as fiscal agent on behalf of the Consortium, refer to the Revised Code of Washington (RCW) 39.29 "Personal Service Contracts." Regulations and policies authorized by this RCW are established by the State's Office of Financial Management, and can be found in the SAAM.

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(e) Governance Structure and Activities of States in the Consortium

As shown in the SMARTER Balanced Assessment Consortium governance structure, the Total State Membership of the Consortium includes Governing and Advisory States, with Washington serving in the role of Lead Procurement State/Lead State on behalf of the Consortium.

A **Governing** State is a State that:

- Has fully committed to this Consortium only and met the qualifications specified in this document,
- Is a member of only one Consortium applying for a grant in the Program,
- Has an active role in policy decision-making for the Consortium,
- Provides a representative to serve on the Steering Committee,
- Provides a representative(s) to serve on one or more Work Groups,
- Approves the Steering Committee Members and the Executive Committee Members,
- Participates in the final decision-making of the following:
    - Changes in Governance and other official documents,
    - Specific Design elements, and
    - Other issues that may arise.

An **Advisory** State is a State that:

- Has not fully committed to any Consortium but supports the work of this Consortium,
- Participates in all Consortium activities but does not have a vote unless the Steering Committee deems it beneficial to gather input on decisions or chooses to have the Total Membership vote on an issue,
- May contribute to policy, logistical, and implementation discussions that are necessary to fully operationalize the SMARTER Balanced Assessment System, and
- Is encouraged to participate in the Work Groups.

Organizational Structure

Steering Committee

The Steering Committee is comprised of one representative from each Governing State in the Consortium. Committee members may be a chief or his/her designee. Steering Committee Members must meet the following criteria:

- Be from a Governing State,
- Have prior experience in either the design or implementation of curriculum and/or assessment systems at the policy or implementation level, and
- Must have willingness to serve as the liaison between the Total State Membership and Working Groups.

Steering Committee Responsibilities

- Determine the broad picture of what the assessment system will look like,

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- Receive regular reports from the Project Management Partner, the Policy Coordinator, and the Content Advisor,
- Determine the issues to be presented to the Governing and/or Advisory States,
- Oversee the expenditure of funds in collaboration with the Lead Procurement State/Lead State,
- Operationalize the plan to transition from the proposal governance to implementation governance, and
- Evaluate and recommend successful contract proposals for approval by the Lead Procurement State/Lead State.

Executive Committee

- The Executive Committee is made up of the Co-Chairs of the Executive Committee, a representative from the Lead Procurement State/Lead State, a representative from higher education and one representative each from four Governing States. The four Governing State representatives will be selected by the Steering Committee. The Higher Education representative will be selected by the Higher Education Advisory Group, as defined in the Consortium Governance document.
- For the first year, the Steering Committee will vote on four representatives, one each from four Governing States. The two representatives with the most votes will serve for three years and the two representatives with the second highest votes will serve for two years. This process will allow for the rotation of two new representatives each year. If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Responsibilities

- Oversee development of SMARTER Balanced Comprehensive Assessment System,
- Provide oversight of the Project Management Partner,
- Provide oversight of the Policy Coordinator,
- Provide oversight of the Lead Procurement State/Lead State,
- Work with project staff to develop agendas,
- Resolve issues,
- Determine what issues/decisions are presented to the Steering Committee, Advisory and/or Governing States for decisions/votes,
- Oversee the expenditure of funds, in collaboration with the Lead Procurement State/Lead State, and
- Receive and act on special and regular reports from the Project Management Partner, the Policy Coordinator, the Content Advisor, and the Lead Procurement State/Lead State.

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Executive Committee Co-Chairs

- Two Co-chairs will be selected from the Steering Committee States. The two Co-chairs must be from two different states. Co-chairs will work closely with the Project Management Partner. Steering Committee members wishing to serve as Executive Committee Co-chairs will submit in writing to the Project Management Partner their willingness to serve. They will need to provide a document signed by their State Chief indicating State support for this role. The Project Management Partner will then prepare a ballot of interested individuals. Each Steering Committee member will vote on the two individuals they wish to serve as Co-chair. The individual with the most votes will serve as the new Co-chair.
- Each Co-chair will serve for two years on a rotating basis. For the first year, the Steering committee will vote on two individuals and the one individual with the most votes will serve a three-year term and the individual with the second highest number of votes will serve a two-year term.
- If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Co-Chair Responsibilities

- Set the Steering Committee agendas,
- Set the Executive Committee agenda,
- Lead the Executive Committee meetings,
- Lead the Steering Committee meetings,
- Oversee the work of the Executive Committee,
- Oversee the work of the Steering Committee,
- Coordinate with the Project Management Partner,
- Coordinate with Content Advisor,
- Coordinate with Policy coordinator,
- Coordinate with the Technical Advisory Committee (TAC), and
- Coordinate with Executive Committee to provide oversight to the Consortium.

Decision-making

Consensus will be the goal of all decisions. Major decisions that do not reach consensus will go to a simple majority vote. The Steering Committee will determine what issues will be referred to the Total State Membership. Each member of each group (Advisory/Governing States, Steering Committee, Executive Committee) will have one vote when votes are conducted within each group. If there is only a one to three vote difference, the issue will be re-examined to seek greater consensus. The Steering Committee will be responsible for preparing additional information as to the pros and cons of the issue to assist voting States in developing consensus and reaching a final decision. The Steering Committee may delegate this responsibility to the Executive Committee. The Executive Committee will decide which decisions or issues are votes to

be taken to the Steering Committee. The Steering Committee makes the decision to take issues to the full Membership for a vote.

The Steering Committee and the Governance/Finance work group will collaborate with each Work Group to determine the hierarchy of the decision-making by each group in the organizational structure.

Work Groups

The Work Groups are comprised of chiefs, assessment directors, assessment staff, curriculum specialists, professional development specialists, technical advisors and other specialists as needed from States. Participation on a workgroup will require varying amounts of time depending on the task. Individuals interested in participating on a Work Group should submit their request in writing to the Project Management Partner indicating their preferred subgroup. All Governing States are asked to commit to one or more Work Groups based on skills, expertise, and interest within the State to maximize contributions and distribute expertise and responsibilities efficiently and effectively. The Consortium has established the following Work Groups:

- Governance/Finance,
- Assessment Design,
- Research and Evaluation,
- Report,
- Technology Approach,
- Professional Capacity and Outreach, and
- Collaboration with Higher Education.

The Consortium will also support the work of the Work Groups through a Technical Advisory Committee (TAC). The Policy Coordinator in collaboration with the Steering Committee will create various groups as needed to advise the Steering Committee and the Total State Membership. Initial groups will include

- Institutions of Higher Education,
- Technical Advisory Committee,
- Policy Advisory Committee, and
- Service Providers.

An organizational chart showing the groups described above is provided on the next page.

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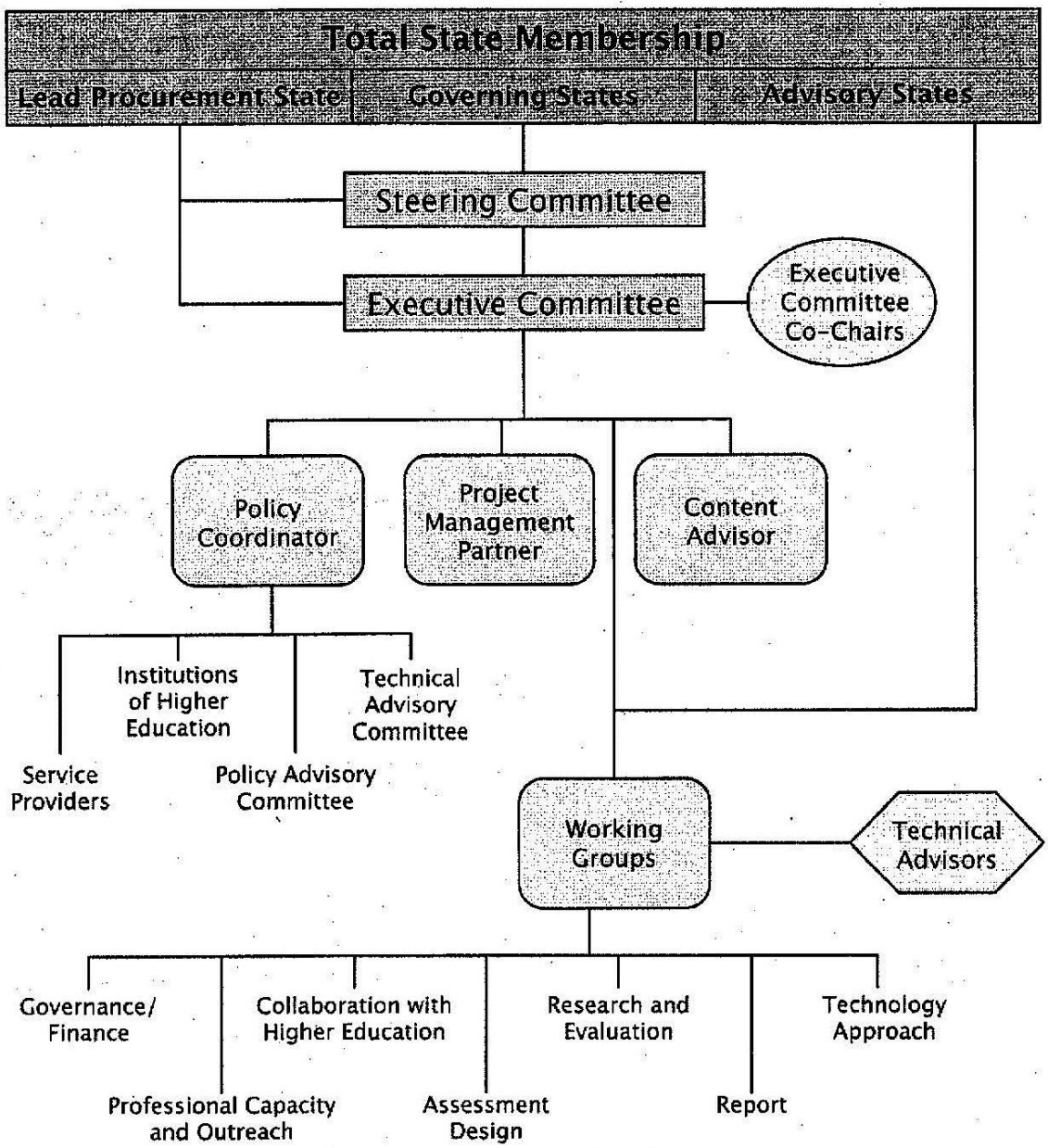
SMARTER Balanced Assessment Consortium Organizational Structure



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(f) State Entrance, Exit, and Status Change

This MOU shall become effective as of the date first written above upon signature by both the Consortium and the Lead Procurement State/Lead State (Washington) and remain in force until the conclusion of the Program, unless terminated earlier in writing by the Consortium as set forth below.

Entrance into Consortium

Entrance into the Smarter Balanced Assessment Consortium is assured when:

- The level of membership is declared and signatures are secured on the MOU from the State's Commissioner, State Superintendent, or Chief; Governor; and President/Chair of the State Board of Education (if the State has one);
- The signed MOU is submitted to the Consortium Grant Project Manager (until June 23) and then the Project Management Partner after August 4, 2010;
- The Advisory and Governing States agree to and adhere to the requirements of the governance;
- The State's Chief Procurement Officer has reviewed its applicable procurement rules and provided assurance that it may participate in and make procurements through the Consortium;
- The State is committed to implement a plan to identify any existing barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system; and
- The State agrees to support all decisions made prior to the State joining the Consortium.

After receipt of the grant award, any request for entrance into the Consortium must be approved by the Executive Committee. Upon approval, the Project Management Partner will then submit a change of membership to the USED for approval. A State may begin participating in the decision-making process after receipt of the MOU.

Exit from Consortium

Any State may leave the Consortium without cause, but must comply with the following exit process:

- A State requesting an exit from the Consortium must submit in writing their request and reasons for the exit request,
- The written explanation must include the statutory or policy reasons for the exit,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU,
- The Executive Committee will act upon the request within a week of the request, and
- Upon approval of the request, the Project Management Partner will then submit a change of membership to the USED for approval.

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Changing Roles in the Consortium

A State desiring to change from an Advisory State to a Governing State or from a Governing State to an Advisory State may do so under the following conditions:

- A State requesting a role change in the Consortium must submit in writing their request and reasons for the request,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU, and
- The Executive Committee will act upon the request within a week of the request and submit to the USED for approval.

(g) Plan for Identifying Existing State Barriers

Each State agrees to identify existing barriers in State laws, statutes, regulations, or policies by noting the barrier and the plan to remove the barrier. Each State agrees to use the table below as a planning tool for identifying existing barriers. States may choose to include any known barriers in the table below at the time of signing this MOU.

Barrier	Issue/Risk of Issue (if known)	Statute, Regulation, or Policy	Governing Body with Authority to Remove Barrier	Approximate Date to Initiate Action	Target Date for Removal of Barrier	Comments

[remainder of page intentionally left blank]

JUN 7 2010

(g) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks

(h)(i)(A) ADVISORY STATE SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances *(Required from all "Advisory States" in the Consortium.")* As an Advisory State in the SMARTER Balanced Assessment Consortium, I have read and understand the roles and responsibilities of Advisory States, and agree to be bound by the statements and assurances made in the application.	
State Name: South Dakota	
Governor or Authorized Representative of the Governor (Printed Name): Neil Fulton Chief of Staff	Telephone: 605-773 3662
Signature of Governor or Authorized Representative of the Governor: Neil Fulton	Date: 6/9/10
Chief State School Officer (Printed Name): Tom Oster	Telephone: (605) 773-5669
Signature of the Chief State School Officer: Tom Oster	Date: 6-8-10
President of the State Board of Education, if applicable (Printed Name): Kelly Duncan	Telephone: (605) 232-6285
Signature of the President of the State Board of Education, if applicable: Kelly Duncan	Date: 6-4-10

SMARTER Balanced Assessment Consortium MOU

(h)(ii) STATE PROCUREMENT OFFICER SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances. *(Required from all States in the Consortium.)* I certify that I have reviewed the applicable procurement rules for my State and have determined that it may participate in and make procurements through the SMARTER Balanced Assessment Consortium.	
State Name: South Dakota	
State's chief procurement official (or designee), (Printed Name): Jeff T. Holden, Director, SD Office of Procurement Management	Telephone: (605) 773-4280
Signature of State's chief procurement official (or designee),: Jeff T. Holden	Date: 6/10/2010

south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

800 Governors Drive
Pierre, SD 57501-2294

T 605.773.3134
F 605.773.6139
www.doe.sd.gov

To Whom it may concern:

The State of South Dakota would like a role change in the Smarter Balanced Assessment Consortium from an advisory state to a governing state. The SDDOE would like to be more involved in the development of the next generation assessment system that will support ongoing instruction and learning across the nation. At the November State Board Of Education our state has adopted the Common Core State Standards. Our new Governor, Secretary of Education and President of the BOE believe this is the right time for South Dakota to be involved in building a system of formative, interim and summative assessments built around the Common Core State Standards.

Sincerely,

Dennis Daugaard

Governor of South Dakota

President of the Board of Education

Dr. Melody Schopp

Secretary of Education

south dakota
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Sincerely,

Governor of South Dakota

President of the Board of Education

Secretary of Education

SMARTER Balanced Assessment Consortium IHE Letter of Intent

(b) Total Number of Direct Matriculation Students (as defined in the NIA) in the Partner IHE or IHE system in the 2008–2009 School Year

Note: NIA defines direct matriculation student as a student who entered college as a freshman within two years of graduating from high school

State	Name of Participating IHEs	Number of Direct Matriculation Students in IHE in 2008-2009	Total Direct Matriculation Students in State in 2008-2009
South Dakota	SD Regental System	5,125	5,125

May 14, 2010 2

SD-1

SMARTER Balanced Assessment Consortium IHE Letter of Intent

(c) Partner IHE or IHE System Signature Blocks

IHE or IHE system SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application. Each IHE or IHE system commits to the following agreements: (a) Participation with the Consortium in the design and development of the Consortium's final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness; and (b) Implementation of policies, once the final high school summative assessments are implemented, that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NIA) for each assessment and any other placement requirement established by the IHE or IHE system.	
State Name: South Dakota	
State's higher education executive officer, if State has one (Printed Name): Jack R. Warner South Dakota Board of Regents	Telephone: (605) 773-3455
Signature State's higher education executive officer, if State has one:	Date: June 7, 2010
President or head of each participating IHE or IHE system, (Printed Name):	Telephone:
Signature of president or head of each participating IHE or IHE system:	Date:

SMARTER Balanced Assessment Consortium

10.A.

State Involvement in Race to the Top Assessment Consortium

SMARTER Balanced Assessment Consortium

The SMARTER Balanced Assessment Consortium (SBAC) is one of two multistate consortia awarded funding from the U.S. Department of Education to develop an assessment system based on the new Common Core State Standards (CCSS). To achieve the goal that all students leave high school ready for college and career, SBAC is committed to ensuring that assessment and instruction embody the CCSS and that all students, regardless of disability, language, or subgroup status, have the opportunity to learn this valued content and show what they know and can do. The assessment system will be field tested in the 2013-2014 school year and administered live for the first time during the 2014-2015 school year.

With strong support from member states, institutions of higher education, and industry, SBAC will develop a balanced set of measures and tools, each designed to serve specific purposes. Together, these components will provide student data throughout the academic year that will inform instruction, guide interventions, help target professional development, and ensure an accurate measure of each student's progress toward career and college readiness.

The state of _____ is a _____State in the SMARTER Balanced Assessment Consortium. As defined in the Governance Document, each state is required to take an active role in supporting the work of the Consortium, thus _____'s participation includes:

Sample text could include:

- Is a member of the Executive Committee
- Is a co-chair on 2 work groups
- Is a member of 2 additional work groups

A Summary of Core Components

Summative Assessments

- Mandatory comprehensive accountability measures that include computer adaptive assessments and performance tasks, administered in the last 12 weeks of the school year in grades 3–8 and high school for English Language Arts (ELA) and mathematics;
- Designed to provide valid, reliable, and fair measures of students' progress toward and attainment of the knowledge and skills required to be college and career ready;
- Capitalize on the strengths of computer adaptive testing, i.e., efficient and precise measurement across the full range of achievement and quick turnaround of results;
- Produce composite content area scores, based on the computer-adaptive items and performance tasks.

Interim Assessments

- Optional comprehensive and content-cluster measures that include computer adaptive assessments and performance tasks, administered at locally determined intervals;
- Designed as item sets that can provide actionable information about student progress;
- Serve as the source for interpretive guides that use publicly released items and tasks;

SMARTER Balanced Assessment Consortium

State Involvement in Race to the Top Assessment Consortium

- Grounded in cognitive development theory about how learning progresses across grades and how college- and career-readiness emerge over time;
- Involve a large teacher role in developing and scoring constructed response items and performance tasks;
- Afford teachers and administrators the flexibility to:
  - select item sets that provide deep, focused measurement of specific content clusters embedded in the CCSS;
  - administer these assessments at strategic points in the instructional year;
  - use results to better understand students' strengths and limitations in relation to the standards;
  - support state-level accountability systems using end-of-course assessments.

Formative tools and processes:

- Provides resources for teachers on how to collect and use information about student success in acquisition of the CCSS;
- Will be used by teachers and students to diagnose a student's learning needs, check for misconceptions, and/or to provide evidence of progress toward learning goals.

Accountability:

- Fully committed to providing each member state reliable, valid, and comparable achievement and growth information for each student;
- Enables each state to implement its own approved state accountability system.
- Establishes achievement standards in 2014 following the administration of the field test in the 2013-2014 school year;

System Features

- Ensures coverage of the full range of ELA and mathematics standards and breadth of achievement levels by combining a variety of item types (i.e., selected-response, constructed response, and technology-enhanced) and performance tasks, which require application of knowledge and skills;
- Provides comprehensive, research-based support, technical assistance, and professional development so that teachers can use assessment data to improve teaching and learning in line with the standards;
- Provides online, tailored reports that link to instructional and professional development resources.

Attachment 7

Not Needed

Attachment 8

Link to the SD Department of Education Report Card

http://doe.sd.gov/reportcard/index.aspx

Attachment 9

Table 2 – Page 168

Attachment 10

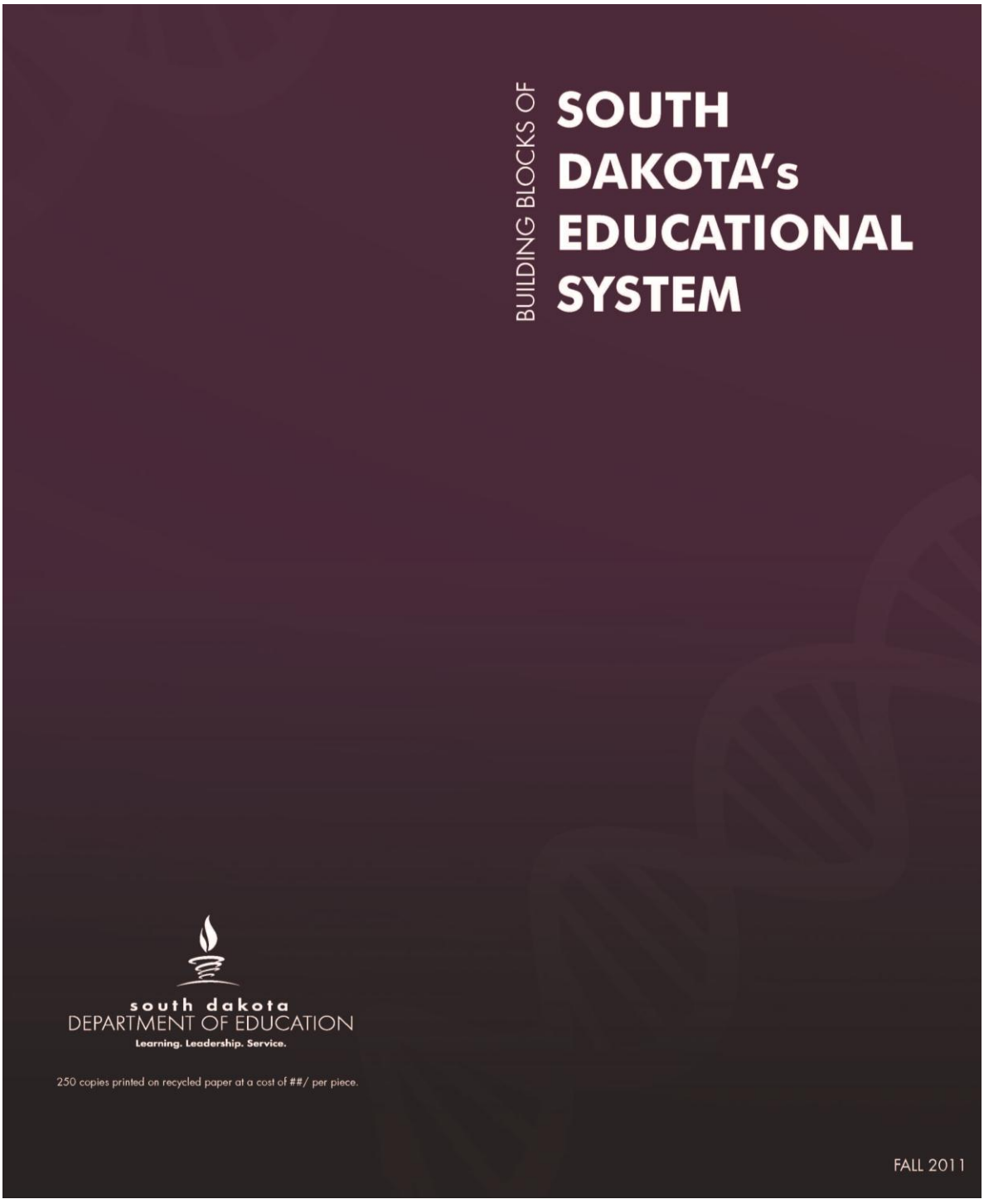
Not Needed

Attachment 11

Not Needed

Attachment A

This is the brochure/poster highlighting South Dakota's effective educational indicators for college and career readiness.


BUILDING BLOCKS OF
SOUTH DAKOTA's EDUCATIONAL SYSTEM
south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.
250 copies printed on recycled paper at a cost of ##/ per piece.
FALL 2011

College, Career and Life Readiness

As the Department of Education moves forward in the next four years, our efforts will be thoughtful, targeted and clear, with one overarching outcome: Students who are college, career and life ready. To achieve that end, we will focus on the building blocks of the education system: Healthy Students, Quality Standards and Resources, Effective Teachers and Leaders, Career Development.

Infused throughout the model are critical items such as sound data, technology, strong libraries, financial support and accountability, which serve to support and enhance the entire system.

Four Focus Areas

Healthy Students
Students need to be healthy – both physically and mentally – in order to learn. This building block forms the very foundation of life. Without good health, all other areas become more challenging. Activities in this area will focus on developing healthy students and healthy school environments.

Quality Standards and Resources
Standards are the foundation upon which curriculum and instruction are based. High quality standards and assessments, combined with effective resources, challenge and prepare students through individualized learning. Efforts will focus on implementing, maintaining and providing technical support.

Effective Teachers and Leaders
This building block is absolutely critical to the educational process. There is no greater impact on a child's learning than a great teacher. And, at the school or district level, a strong leader is irreplaceable. Activities will focus on building the capacity of the state's teachers and school leaders.

Career Development
Students engage in a meaningful process of exploring, planning and experiencing career options. Efforts will be focused on building personal learning plans and assisting students through critical transitions from middle school to high school and high school to postsecondary education and careers.

Attachment B

Information and link re: Academy of Pacesetting Districts®

The Academy of Pacesetting Districts® is a year-long opportunity for high level leaders in an LEA to explore their current district operations with a particular focus on district support for school improvement. The goal is to achieve efficient and effective district policies, programs, and practices to enhance growth in student learning through differentiated supports to schools.

SEAs indicate that their efforts to support change at the individual school level will never be able to reach all of the schools identified as needing improvement, and LEAs are in the best position to provide such support and are ultimately accountable for student learning results. The Academy's focus is on the development of LEA capacity to affect school improvement and student learning outcomes.

By the end of the Academy, District Pacesetter Teams will formalize a system of support reflecting district-level practices proven successful at promoting and supporting positive change at the school and classroom level. The major work product of the Academy experience is an Operations Manual for a District System of Support.

The Academy will focus on Indicators of Successful Practice at both the District and School level.

For more information on the Academy go to http://centerii.org/districts/

Attachment C

Information and link on the Indistar tool and the Indicators of Effective Practice within Indistar. The indicators are located at the bottom right hand side of the webpage. http://www.indistar.org/

Indistar® is a web-based system implemented by a state education agency, or district for use with district and/or school improvement teams to inform, coach, sustain, track, and report improvement activities.

Indistar® guides improvement teams — whether district, school, or both — through a continuous cycle of assessment, planning, implementation, and progress tracking. Focus will be clear, responsibilities assigned, efforts synchronized.

Attachment D

Board of Education Agenda and Minutes re: adoption of Charlotte Danielson's Framework for Teaching as the state standards for teaching

SOUTH DAKOTA BOARD OF EDUCATION MEETING

MacKay Building
800 Governors Drive
July 25, 2011

Time	Item	Description
		July 25, 2011
9:00 a.m.		Call to Order, Pledge of Allegiance
9:05 a.m.	1.0	Adoption of July 25, 2011 Agenda
9:10 a.m.	2.0	Approval of May 21, Meeting Minutes
9:15 a.m.	3.0	SD MyLife – Tiffany Sanderson, DOE
9:35 a.m.	4.0	Technical Institute's State-wide Facility Updates – Mark Wilson DOE
9:45 a.m.	5.0	New, Expanded Programs and Updates – Mark Wilson, DOE
9:55 a.m.	6.0	Personal Finance Standards – Becky Nelson, DOE
10:05 a.m.	7.0	Library Standards – Daria Bossman, DOE
10:20 a.m.	8.0	World Language Standards – Becky Nelson, DOE
10:35 a.m.	9.0	Common Core Update – Becky Nelson, DOE
10:45 a.m.	10.0	Board of Regents Update, Sam Gingerich, BOR
11:00 a.m.	11.0	Oceti Sakowin Essential Understandings and Standards Project – Roger Campbell, DOE
12:00 p.m.		**LUNCH**
1.00 p.m.	12.0	Public Hearing Teacher Standards, Melody Schopp, DOE
1:15 p.m.	13.0	Public Hearing Bus Rules, Melody Schopp, DOE
1:25 p.m.	14.0	Praxis Score Approval – Deb Barnett, DOE
1:35 p.m.	15.0	Graduation Requirement & Economics – Becky Nelson, DOE
2:15 p.m.	16.0	Secretary of Education Update – Melody Schopp, DOE
3:00 p.m.		**ADJOURN**

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South Dakota Board of Education Minutes
July 25, 2011
MacKay Building, 800 Governors Drive
Pierre, SD

Meeting was called to order at 9:08 a.m. with the Pledge of Allegiance.

Board Members Present:
Richard Gowen, Don Kirkegaard, Patricia Simmons, Glenna Fouberg, Terry Sabers, Stacy Phelps, Julie Mathiesen, Kelly Duncan, Marilyn Hoyt

1.0 Adoption of July 25, 2011 Agenda
Motion: Motion by Glenna Fouberg and seconded by Terry Sabers to approve the agenda.
Conclusion: The motion carried

2.0 Approval of May 16, 2011 Minutes
Board member Duncan asked that the minutes of the May 16, 2011 reflect that she and Marilyn Hoyt were in attendance.
Motion: Motion by Kelly Duncan and seconded by Glenna Fouberg to approve the minutes with requested change.
Conclusion: The motion carried

3.0 SD MyLife Network
Tiffany Sanderson, DOE, stated that SDMyLife offers resources for career and academic planning within the Department's Career Development programming. The information provided outlined the major activities and results from school year 2010-11 and detailed the goals and new features for school year 2011-12. (A hard copy of this information is filed in the Secretary of Education office and a copy on the website.)

4.0 Technical Institute's State-wide Facility Updates
Mark Wilson, DOE, shared the bonding timeline for Mitchell Technical Institute's progress on Phase 1 and Phase 2. (A hard copy of this information is filed in the Secretary of Education office and there is a copy on the website.)

5.0 New Program – Southeast Technical Institute
Jeff Holcomb, SETI president, shared information with the board about the proposed new nursing program. The new program offers an opportunity to obtain an associate in applied science degree in Registered Nursing. Currently, SETI offers a diploma program in Licensed Practical Nursing, and many of the graduates of that program go on to obtain their RN certification elsewhere. The cost to add the RN option at the technical institute will be minimal due to the already robust LPN program. Should the board approve the new program today the new RN program will begin in spring 2012.
Motion: Motion by Kelly Duncan and seconded by Richard Gowen to approve the new RN program at SETI.
Conclusion: The motion carried

6.0 Personal Finance Standards
Becky Nelson, DOE, stated that the South Dakota Board of Education adopted Personal Finance standards in 2005 and in November 2010 adopted the standards revision timeline that indicate Personal Finance standards will be reviewed in Summer of 2011.

Students graduating in spring of 2010 were the first students required to take Personal Finance or economics. After implementing Personal Finance standards for several years, during the 2010-11 school year the state brought together a committee of teachers to review and revise the current Personal Finance standards. Revisions were made and sent out to teachers of Personal Finance to review and validate. The committee also disaggregated the standards which will provide teachers of Personal Finance a deeper understanding and guide for implementation.

Motion: Motion by Richard Gowen and seconded by Terry Sabers to approve the Personal Finance Standards.
Conclusion: The motion carried

7.0 Library Standards
Daria Bossman and Joan Upell, DOE, presented the Revised School Library Standards and Guidelines. A state-wide task force revised in 2010, adopted by the SD State Library Board in January 2011, endorsed by the SD Library Association in January 2011. (A hard copy is filed in the Secretary of Education office and is available on the DOE website.)

Motion: Motion by Glenna Fouberg and seconded by Kelly Duncan to adopt the Revised School Library Standards and Guidelines.
Conclusion: The motion carried

8.0 World Language Standards
Becky Nelson, DOE, stated that the State Department of Education partnered with SD World Language Association to review the current SD World Language standards in 2008-2009 school year. After review of the new national standards the committee recommended that the state adopt the national standards developed by a coalition of national language organizations.

The World Language standards were brought before the Board of Education during May of 2011 to be adopted. The State Board of Education requested the State partner with teachers of Lakota Language to gain feedback.

The state utilized the personnel record form system to gather names of teachers of Lakota Language, e-mail addresses and home addresses. A letter and the standards were mailed to the 17 teachers that were reported as teaching Lakota Language in 2010-2011 school year. Two teachers of Lakota Language responded to the e-mail and supported the standards.

Motion: Motion by Marilyn Hoyt and seconded by Julie Mathiesen to adopt the World Language Standards.
Conclusion: The motion carried

9.0 Common Core Update
Becky Nelson, DOE, shared with the board an update on the progress of the Common Core progress. Common Core State Standards were adopted in Nov. 2010. The state brought together a committee of curriculum directors, administrators, and ESA staff to put together a professional development plan. The state has contracted with 17 trainers/online facilitators to plan and carry out the professional development workshop series. The state is hosting a pilot group this summer to gain feedback from participants before rolling out the fall/winter workshops starting in October of 2011.

10.0 Board of Regents Update
Sam Gingerich, System Vice President for Academic Affairs for the Board of Regents, provided an update on a set of university initiatives. These included the follow:

1) Common Core Standards, an area where the universities have two initiatives. First, reps from the campuses have been invited to participate in the training delivered by the department to insure that the teacher prep programs are preparing sutdents to teach within a common core framework. Second, the universities are interested in the assessments being developed since these will tie to college readiness.
2) The regents' office was just notified that the application submitted to the College Completion Innovation Fund was not selected as one to be awarded. Regardless, the system is committed to working with department staff and with reps from the Technical Institutes to implement programs that will insure students graduating from high school are prepared for postsecondary options and that they can earn a certificate/degree. A question was asked about steps that could be taken to allow high school students to pay a reduced tuition if they enroll in college courses. Sam mentioned the options with dual credit, AP and CLEP, all of which lead to the award of credit at significantly reduced rates. He stressed that if discussions could focus on awarding credit based on competency rather than on seat time, more low cost options exist.

11.0 Oceti Sakowin Essential Understandings and Standards Project
Governor Daugaard addressed the group and asked that the board look upon the project of the Oceti Sakowin Essential Understandings and Standards project favorably. Roger Campbell, DOE, shared that the 2007 Indian Education Act mandated the development of course content for curriculum and coursework in South Dakota American Indian history and culture.

Motion: Motion by Kelly Duncan and seconded by Glenna Fouberg to adopt the Oceti Sakowin Essential Understandings and Standards Project as presented
Conclusion: The motion carried

12.0 Public Hearing to approve Teacher Standards: 24:08:06
Melody Schopp, DOE, shared that as per 13-42-33 the Board of Education is required to promulgate rules specific to the adoption of performance standards. The Teacher Standards and Evaluation Committee has recommended the Charlotte Danielson Framework for teaching.

Motion: Motion by Julie Mathiesen and seconded by Kelly Duncan to adopt the Charlotte Danielson Framework for teaching.
Conclusion: The motion carried

Attachment E (Assurance 10)

Please find below the Committee of Practitioner meeting minutes.

Minutes of the
Committee of Practitioners Conference Call Meeting
January 11, 2012

Call to Order
The conference call meeting was called to order at 10:00 a.m. by Chairperson Becky Guffin.

Attendance
Members present were: Becky Guffin and Lori Bouza.

Staff members present were: Dr. Kris Harms, Betsy Chapman, Christine Christopherson, Beth Schiltz, and Laura Johnson Frame.

ESEA Flexibility Waivers Request
Each committee member received an email copy of the latest draft of the ESEA Flexibility Request that will be submitted to US Education by the end of February.

Excerpt below is from the U.S. Department of Education instructions.

> "The U.S. Department of Education (Department) is offering each State educational agency (SEA) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of No Child Left Behind Act of 2011 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college-and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.
>
> The Department invites interested SEAs to request this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the Secretary to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an SEA that receives funds under a program authorized by the ESEA and requests a waiver. Under this flexibility, the Department

would grant waivers through the 2013-2014 school year, after which time an SEA may request an extension of this flexibility."

South Dakota is requesting waivers pertaining to the following:

- ESEA section 1111(b)(2)(E)-(H) – Waive the annual measurable objectives (AMO) and adequate yearly progress pertaining to reading/language arts and mathematics so that SD DOE may develop new AMOs.

- ESEA section 1116(b) – Waive identifying Title I schools for improvement, corrective action, or restructuring so that LEAs and Title I school need not comply with the requirements.

- ESEA section 1116(c) – Waive the identification of LEAs for improvement or corrective action.

- ESEA section 6213(b) and 6224(e) - Waive limitation on the use of funds under the Small, Rural School Achievement and Rural and Low-Income School programs when an LEA does not make AYP.

- ESEA section 1114(a)(1) - Waive the requirement that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program.

- ESEA section 1003(a) - Waive the requirement that the SEA distribute funds reserved only to LEAs with schools identified for improvement, corrective action, or restructuring.

- ESEA section 1117(c)(2)(A) - Waive the requirement of the SEA to reserve Title I Part A funds to reward Title I school making AYP and to reward the funds to any of the State's reward schools.

- ESEA section 2131(a),(b), and (c) - Waive the requirement for an LEA and SEA to comply with improvement plans regarding highly qualified teachers so that the LEA and SEA may focus on developing and implementing more meaningful evaluation and support systems.

- ESEA section 6123 - Waive the limits on the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The waiver would allow transfer of up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I Part A.

- ESEA section 1003(g)(4) - Waiver would allow the SEA to award School Improvement Grant funds to an LEA to implement one of the four SIG models in any of the State's priority schools.

- One other optional request that would waive the restrictions on the activities of community learning centers under the Twenty-First Century Community Learning Centers

(21st CCLC) program under ESEA section 4201(b)(1)(A) and 4204(b)(2)(A) will not be requested by SD DOE.

SD DOE Title I Director Dr. Harms reviewed the document with the members. The committee members asked questions and clarification of the narrative pertaining to the various waivers.

Committee comments will be taken under advisement as the Department continues to develop the application.

Adjournment
The meeting was adjourned at 11:10 a.m.

Attachment F

Turnaround Planning Document

SD DOE has specifically designed the Turnaround interventions to improve the capacity at the district level and in turn, the priority schools by allowing the **districts and schools** to develop their own intensive **interventions** aligned with the turnaround principles. ***The District/Priority School Turnaround Procedures*** will be an integral part of the District/Priority School Audit follow-up and are intended not only to maintain the rigor of the Turnaround Principles but just as importantly, allow the districts and school(s) to assume ownership of the necessary interventions. Led by the assigned *School Support Team Member the school's leadership team including the *District Superintendent, *Priority School Building Principal, *at least one school board member and others selected by the administration will analyze each Turnaround Principle section and develop intervention strategies for that specific school, which will then be incorporated into their *Academy of Pace Setting District's Operational Manual.*

*required members

Example:
Turnaround Principle a.(i) providing strong leadership

1. *Reviewing the performance of the current principle:*

What instrument is used for the review?

_____
_____
_____
_____

How often is the review conducted?

_____
_____
_____
_____

2. *Either replacing the principle or demonstrating to the SD DOE that the current principal has a track record in improving achievement.*

What were the outcomes of the reviews?

_____
_____
_____
_____

3. *Providing the principle with operational flexibility in the areas of scheduling, staff, curriculum and budget.*

How have you as a district provided for operational flexibility to this priority school in the areas of:

Scheduling:

Staffing:

Curriculum:

Budgeting:

- The same format is constructed for each turnaround principle.

Attachment G

Focus School Safeguard Calculation

In doing an analysis of whether any ESEA subgroup in any Title I school had a combined reading and math proficiency rate that was 75% lower than the GAP group combined reading and math proficiency rate at that school, it was discovered that seven schools met this criteria. While the calculation was run on every ESEA subgroup in every school, the ESEA subgroup that triggered this safeguard was the same in all of the seven schools: Students with disabilities. Of the seven schools, all but two are already identified as Priority or Focus schools. Therefore, two additional schools would fall into the Focus classification.

The chart below shows the seven schools and the ESEA subgroup that did not meet the safeguard. NOTE: The calculation was run on every ESEA subgroup in every Title I school. A complete spreadsheet is available.

School Mask Name	Combined SpEd % PA	75% Below GAP Combined % PA	SpEd Combined % PA Below 75% of GAP Combined PA?	Safeguard Met?	Focus or Priority School?
EMS0048	36	37	Yes	No	
EMS0232	33	37	Yes	No	
EMS0356	18	24	Yes	No	Focus
EMS0483	16	18	Yes	No	Priority
EMS0487	15	21	Yes	No	Priority
EMS0564	12	14	Yes	No	Priority
EMS0627	8	19	Yes	No	Focus

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA's list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
					F
					F
			A		
					F
			A		
			A		
			A		
			A		
			A		
					F
			A		
			A		
			A		
					F
					F
			A		
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			A		
			A		
					F
					F
					F
				E	
					F
					F
			A		
			A		
					F
			A		
					F
					F
					F
					F
			A		
					F
			A		
				C	
				C	
				C, E	
				C	

					F
					F
					F
				C	
				D	
				C,E	
			A		
			A		
			A		
			A		
			A		
			A		
					F
					F
					F
				E	
					F
				C	
				C	
				C	
				C	
				C	
				C	
				C	
				C	
				C	
					F
					F
			A		

			A		
			A		
				C	
					F
					F
					F
				C	
			A		
					F
					F
TOTAL # of Schools:					

Total # of Reward Schools: 34
Total # of Priority Schools: 20
Total # of Title I schools in the State: 337 (2010-11)
Total # of Title I-participating and Title I eligible high schools in the State with graduation rates less than 60%: 1

Key

Award School Criteria:	**Focus School Criteria:**
A. Highest-performing school **B.** High-progress school **Priority School Criteria:** **C.** Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the "all students" group **D.** Title I-participating or Title I-eligible high school with graduation rate less than 60% over a number of years **E.** Tier I or Tier II SIG school implementing a school intervention model	**F.** Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate **G.** Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate **H.** A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

TABLE 2 ADDENDUM:

Title I Elementary and Middle School School List
SPI Rank Versus Achievement Rank

Number of Schools*	314
5% of # of Schools	16
5th Percentile Score (SPI)	48.07

**Note that there are actually 321 EMS Title I schools some K-2 and do not have tested grades)*

Bottom 5% School Based on both SPI and Achievement Ranking
Bottom 5% School Based on Achievement Ranking Not in SPI Bottom 5%
Bottom 5% School Based on SPI Ranking Not in Achievement Bottom 5%
Bottom 5% that are less than minimum n size of 10 students

District Masked Name	Achievement Points Earned	EMS Attendance Points Earned	Total SPI Points	SPI Rank	Achievement Only Rank
EMS0116	80	19.43	99.43	1	1
EMS0244	80	19.36	99.36	2	2
EMS0254	78.59	19.44	98.03	3	3
EMS0417	77.36	19.23	96.59	4	4
EMS0593	76.08	19.22	95.3	5	5
EMS0243	75.6	19.51	95.11	6	8
EMS0045	75.9	19.1	95	7	6
EMS0144	75.38	19.56	94.94	8	10
EMS0224	75.65	19.27	94.92	9	7
EMS0078	75.38	19.33	94.71	10	9
EMS0333	75.32	19.39	94.71	11	11
EMS0434	74.48	19.34	93.82	12	12
EMS0471	74.46	19.2	93.66	13	13
EMS0329	74	19.49	93.49	14	14
EMS0064	73.91	19.32	93.23	15	15
EMS0251	73.52	19.59	93.11	16	17
EMS0010	73.79	19.22	93.01	17	16
EMS0189	73.33	19.65	92.98	18	20
EMS0315	73.46	19.23	92.69	19	18
EMS0339	73.34	19.25	92.59	20	19
EMS0136	73.23	19.29	92.52	21	21
EMS0027	73.15	19.34	92.49	22	22
EMS0145	72.72	19.72	92.44	23	26
EMS0266	72.86	19.48	92.34	24	23
EMS0024	72.73	19.54	92.27	25	25
EMS0097	72.79	19.46	92.25	26	24
EMS0553	72.64	19.44	92.08	27	27
EMS0081	72.51	19.45	91.96	28	29
EMS0384	72.62	19.2	91.82	29	28
EMS0615	72.4	19.39	91.79	30	30
EMS0597	72.05	19.53	91.58	31	35
EMS0059	72.11	19.43	91.54	32	33
EMS0021	72.08	19.33	91.41	33	34

District Masked Name	Achievement Points Earned	EMS Attendance Points Earned	Total SPI Points	SPI Rank	Achievement Only Rank
EMS0624	72.03	19.37	91.4	34	36
EMS0177	71.9	19.5	91.4	35	41
EMS0278	72.22	19.14	91.36	36	31
EMS0233	72.19	19.16	91.35	37	32
EMS0111	71.98	19.35	91.33	38	38
EMS0060	71.93	19.37	91.3	39	40
EMS0228	72	19.16	91.16	40	37
EMS0292	71.58	19.57	91.15	41	45
EMS0291	71.97	19.17	91.14	42	39
EMS0050	71.48	19.42	90.9	43	46
EMS0474	71.77	19.1	90.87	44	42
EMS0274	71.65	19.2	90.85	45	43
EMS0040	71.4	19.32	90.72	46	48
EMS0215	71.48	19.18	90.66	47	47
EMS0049	71.31	19.18	90.49	48	49
EMS0204	71.14	19.22	90.36	49	50
EMS0068	71.13	19.19	90.32	50	51
EMS0370	70.84	19.48	90.32	51	54
EMS0103	70.92	19.38	90.3	52	52
EMS0340	71.63	18.63	90.26	53	44
EMS0308	70.77	19.36	90.13	54	55
EMS0075	70.9	19.14	90.04	55	53
EMS0062	70.67	19.34	90.01	56	56
EMS0166	70.33	19.39	89.72	57	58
EMS0450	70.65	19	89.65	58	57
EMS0376	70.33	19.3	89.63	59	59
EMS0125	70.23	19.34	89.57	60	60
EMS0187	69.83	19.47	89.3	61	62
EMS0011	69.91	19.1	89.01	62	61
EMS0310	69.67	19.32	88.99	63	63
EMS0420	69.58	19.38	88.96	64	65
EMS0378	69.66	19.26	88.92	65	64
EMS0201	69.38	19.42	88.8	66	68
EMS0074	69.54	19.24	88.78	67	67
EMS0383	69.58	19.17	88.75	68	66
EMS0289	69.34	19.27	88.61	69	69
EMS0332	69.2	19.32	88.52	70	70
EMS0132	68.96	19.48	88.44	71	73
EMS0481	69	19.38	88.38	72	71
EMS0087	68.88	19.33	88.21	73	74
EMS0290	68.57	19.46	88.03	74	76
EMS0114	68.97	19.04	88.01	75	72

District Masked Name	Achievement Points Earned	EMS Attendance Points Earned	Total SPI Points	SPI Rank	Achievement Only Rank
EMS0019	68.58	19.32	87.9	76	75
EMS0373	68.39	19.34	87.73	77	77
EMS0393	68.24	19.48	87.72	78	78
EMS0653	68.07	19.42	87.49	79	80
EMS0025	68	19.44	87.44	80	81
EMS0140	68.08	19.26	87.34	81	79
EMS0652	67.71	19.46	87.17	82	82
EMS0645	67.63	19.46	87.09	83	84
EMS0091	67.59	19.33	86.92	84	86
EMS0464	67.69	19.2	86.89	85	83
EMS0198	67.37	19.41	86.78	86	88
EMS0227	67.47	19.28	86.75	87	87
EMS0311	67.34	19.38	86.72	88	89
EMS0604	67.27	19.36	86.63	89	91
EMS0362	67.33	19.26	86.59	90	90
EMS0030	67.16	19.42	86.58	91	92
EMS0321	67.62	18.74	86.36	92	85
EMS0015	67.14	19.17	86.31	93	93
EMS0533	66.84	19.37	86.21	94	96
EMS0005	66.89	19.31	86.2	95	95
EMS0476	67.03	19.15	86.18	96	94
EMS0602	66.78	19.26	86.04	97	97
EMS0084	66.58	19.44	86.02	98	100
EMS0282	66.67	19.17	85.84	99	98
EMS0386	66	19.75	85.75	100	111
EMS0221	66.59	19.13	85.72	101	99
EMS0209	66.32	19.32	85.64	102	105
EMS0007	66.33	19.31	85.64	103	104
EMS0600	66.43	19.18	85.61	104	101
EMS0344	66.25	19.36	85.61	105	106
EMS0349	66.37	19.22	85.59	106	102
EMS0222	66.37	19.2	85.57	107	103
EMS0651	66.12	19.39	85.51	108	109
EMS0232	66.15	19.27	85.42	109	108
EMS0303	66.16	19.21	85.37	110	107
EMS0324	66.05	19.08	85.13	111	110
EMS0610	65.52	19.56	85.08	112	115
EMS0580	65.6	19.39	84.99	113	113
EMS0283	65.78	19.09	84.87	114	112
EMS0350	65.58	19.28	84.86	115	114
EMS0400	65.38	19.42	84.8	116	116
EMS0431	65.38	19.39	84.77	117	117

District Masked Name	Achievement Points Earned	EMS Attendance Points Earned	Total SPI Points	SPI Rank	Achievement Only Rank
EMS0437	65	19.67	84.67	118	122
EMS0422	65.32	19.33	84.65	119	118
EMS0293	65.26	19.32	84.58	120	120
EMS0242	65.28	19.14	84.42	121	119
EMS0408	64.53	19.74	84.27	122	125
EMS0360	65.08	19.12	84.2	123	121
EMS0205	65	19.09	84.09	124	123
EMS0557	64.37	19.37	83.74	125	126
EMS0413	64.29	19.43	83.72	126	129
EMS0621	64.3	19.35	83.65	127	128
EMS0468	64.61	18.93	83.54	128	124
EMS0139	64.06	19.31	83.37	129	130
EMS0353	64.31	18.97	83.28	130	127
EMS0327	63.88	19.35	83.23	131	133
EMS0545	64.03	19.09	83.12	132	132
EMS0268	64.04	19.08	83.12	133	131
EMS0654	63.87	19.2	83.07	134	134
EMS0387	63.3	19.77	83.07	135	145
EMS0008	63.77	19.21	82.98	136	135
EMS0180	63.6	19.28	82.88	137	137
EMS0006	63.52	19.31	82.83	138	139
EMS0295	63.41	19.41	82.82	139	140
EMS0346	63.57	19.21	82.78	140	138
EMS0109	63.4	19.35	82.75	141	141
EMS0448	63.67	18.98	82.65	142	136
EMS0218	63.33	19.29	82.62	143	144
EMS0467	63.4	19.18	82.58	144	142
EMS0312	63.15	19.38	82.53	145	148
EMS0183	63.16	19.31	82.47	146	147
EMS0648	63	19.3	82.3	147	151
EMS0048	63.03	19.22	82.25	148	149
EMS0361	63.18	19.05	82.23	149	146
EMS0095	63.37	18.83	82.2	150	143
EMS0150	62.99	19.19	82.18	151	152
EMS0404	62.95	19.19	82.14	152	153
EMS0594	63.03	19.04	82.07	153	150
EMS0148	62.62	19.23	81.85	154	154
EMS0034	62.6	19.02	81.62	155	155
EMS0238	61.94	19.36	81.3	156	159
EMS0129	61.97	19.31	81.28	157	157
EMS0603	61.86	19.41	81.27	158	163
EMS0439	61.97	19.24	81.21	159	158

District Masked Name	Achievement Points Earned	EMS Attendance Points Earned	Total SPI Points	SPI Rank	Achievement Only Rank
EMS0407	61.87	19.3	81.17	160	162
EMS0120	61.9	19.24	81.14	161	161
EMS0195	62.02	19.08	81.1	162	156
EMS0065	61.57	19.52	81.09	163	168
EMS0614	61.91	19.16	81.07	164	160
EMS0271	61.72	19.29	81.01	165	165
EMS0584	61.74	19.25	80.99	166	164
EMS0478	61.65	19.32	80.97	167	166
EMS0191	61.31	19.62	80.93	168	170
EMS0638	61.57	19.3	80.87	169	169
EMS0561	61.63	18.83	80.46	170	167
EMS0043	61.25	19.1	80.35	171	171
EMS0397	60.88	19.34	80.22	172	173
EMS0509	60.85	19.22	80.07	173	174
EMS0152	61.15	18.91	80.06	174	172
EMS0052	60	19.84	79.84	175	180
EMS0385	60.7	19.1	79.8	176	176
EMS0436	60	19.77	79.77	177	181
EMS0269	60.82	18.83	79.65	178	175
EMS0119	60.41	19.08	79.49	179	177
EMS0241	59.98	19.45	79.43	180	183
EMS0617	60.25	19.08	79.33	181	179
EMS0260	60.31	18.95	79.26	182	178
EMS0508	59.97	19.26	79.23	183	184
EMS0237	59.95	19.25	79.2	184	185
EMS0286	60	19.1	79.1	185	182
EMS0163	59.46	19.45	78.91	186	188
EMS0440	59.64	19.13	78.77	187	186
EMS0051	59.21	19.47	78.68	188	192
EMS0586	59.29	19.3	78.59	189	189
EMS0055	59.24	19.21	78.45	190	191
EMS0538	59.63	18.66	78.29	191	187
EMS0338	59.26	19.01	78.27	192	190
EMS0169	59	19.19	78.19	193	194
EMS0302	59.12	19.02	78.14	194	193
EMS0164	58.88	19.15	78.03	195	195
EMS0281	58.85	19.18	78.03	196	196
EMS0578	58.45	19.35	77.8	197	199
EMS0395	58.67	19.09	77.76	198	197
EMS0607	58.46	19.03	77.49	199	198
EMS0174	58.16	19.29	77.45	200	201
EMS0258	58.33	19.09	77.42	201	200

District Masked Name	Achievement Points Earned	EMS Attendance Points Earned	Total SPI Points	SPI Rank	Achievement Only Rank
EMS0307	58	19.38	77.38	202	202
EMS0287	57.34	19.61	76.95	203	208
EMS0507	57.85	19.09	76.94	204	203
EMS0285	57.69	19.17	76.86	205	204
EMS0160	57.31	19.38	76.69	206	209
EMS0284	57.47	19.17	76.64	207	205
EMS0447	57.45	18.96	76.41	208	206
EMS0033	57.35	19.04	76.39	209	207
EMS0446	57.12	19.13	76.25	210	210
EMS0576	56.96	19.14	76.1	211	212
EMS0608	57.02	18.84	75.86	212	211
EMS0567	56.67	19.15	75.82	213	213
EMS0389	56.65	18.93	75.58	214	214
EMS0306	56.64	18.86	75.5	215	215
EMS0143	56	19.49	75.49	216	217
EMS0642	56.17	19.11	75.28	217	216
EMS0336	55.76	19.46	75.22	218	219
EMS0056	55.6	19.56	75.16	219	221
EMS0390	55.83	19.09	74.92	220	218
EMS0551	55.66	19.19	74.85	221	220
EMS0194	55.51	18.91	74.42	222	223
EMS0018	55.52	18.8	74.32	223	222
EMS0518	55.14	19.16	74.3	224	225
EMS0106	54.45	19.84	74.29	225	231
EMS0112	54.85	19.29	74.14	226	227
EMS0415	54.55	19.58	74.13	227	230
EMS0257	55.29	18.81	74.1	228	224
EMS0094	54.86	19	73.86	229	226
EMS0305	54.8	18.88	73.68	230	228
EMS0442	54.18	19.15	73.33	231	233
EMS0038	54.66	18.65	73.31	232	229
EMS0529	54.09	19.15	73.24	233	235
EMS0499	54.05	19.19	73.24	234	236
EMS0543	54.2	19.01	73.21	235	232
EMS0641	54.18	18.84	73.02	236	234
EMS0556	53.56	19.35	72.91	237	238
EMS0646	53.75	18.76	72.51	238	237
EMS0515	53.33	19.04	72.37	239	239
EMS0590	53.12	19.02	72.14	240	240
EMS0343	52.17	19.55	71.72	241	241
EMS0372	51.62	19.72	71.34	242	245
EMS0502	51.96	19.36	71.32	243	244

District Masked Name	Achievement Points Earned	EMS Attendance Points Earned	Total SPI Points	SPI Rank	Achievement Only Rank
EMS0429	51.98	19	70.98	244	243
EMS0575	51.6	19.34	70.94	245	246
EMS0562	52	18.93	70.93	246	242
EMS0188	50.91	19.62	70.53	247	248
EMS0037	51.18	18.92	70.1	248	247
EMS0213	50.49	19.3	69.79	249	250
EMS0536	50.86	18.79	69.65	250	249
EMS0354	50.37	19.13	69.5	251	251
EMS0042	49.6	19.33	68.93	252	252
EMS0500	49.51	19.08	68.59	253	253
EMS0335	48.89	19.6	68.49	254	255
EMS0153	48.89	18.64	67.53	255	256
EMS0537	49.19	18.27	67.46	256	254
EMS0568	48.42	19.03	67.45	257	257
EMS0017	48.26	18.84	67.1	258	258
EMS0443	48.23	18.82	67.05	259	259
EMS0591	47.86	18.9	66.76	260	260
EMS0403	47.22	19.06	66.28	261	261
EMS0334	46.15	19.63	65.78	262	263
EMS0385	46.05	19.16	65.21	263	264
EMS0212	45.75	19.44	65.19	264	266
EMS0264	45.71	19.36	65.07	265	267
EMS0628	46.24	18.55	64.79	266	262
EMS0475	45.52	19.27	64.79	267	268
EMS0632	45.35	19.41	64.76	268	269
EMS0298	45.8	18.9	64.7	269	265
EMS0282	44.57	18.88	63.45	270	271
EMS0236	44	19.36	63.36	271	272
EMS0472	44.7	18.61	63.31	272	270
EMS0192	43.08	19.51	62.59	273	274
EMS0299	42.67	19.03	61.7	274	275
EMS0357	43.12	18.38	61.5	275	273
EMS0438	42.38	18.53	60.91	276	276
EMS0619	40	19.42	59.42	277	278
EMS0635	40	19.25	59.25	278	279
EMS0454	40.56	18.55	59.11	279	277
EMS0411	40	18.72	58.72	280	280
EMS0356	39.05	18.31	57.36	281	281
EMS0283	37.72	19.15	56.87	282	284
EMS0485	38.13	18.33	56.46	283	282
EMS0158	37.38	18.9	56.28	284	285
EMS0570	38	17.99	55.99	285	283

District Masked Name	Achievement Points Earned	EMS Attendance Points Earned	Total SPI Points	SPI Rank	Achievement Only Rank
EMS0577	36.36	19.46	55.82	286	286
EMS0540	35.82	18.97	54.79	287	288
EMS0486	35.89	18.69	54.58	288	287
EMS0206	34.32	19.58	53.9	289	290
EMS0410	34.78	18.6	53.38	290	289
EMS0487	33.29	18.82	52.11	291	291
EMS0155	32.09	18.78	50.87	292	292
EMS0380	31.11	19.45	50.56	293	293
EMS0300	30.05	19.46	49.51	294	294
EMS0627	30	18.94	48.94	295	295
EMS0265	29.08	19.19	48.27	296	298
EMS0573	30	18.24	48.24	297	296
EMS0572	28.89	18.92	47.81	298	299
EMS0483	29.13	18.64	47.77	299	297
EMS0484	28.39	18.74	47.13	300	300
EMS0113	26.66	19.34	46	301	301
EMS0488	26.13	18.3	44.43	302	302
EMS0564	23.03	18.18	41.21	303	303
EMS0634	20	19.31	39.31	304	304
EMS0542	20	18.82	38.82	305	305
EMS0571	17.28	18.21	35.49	306	306
EMS0569	16.28	17.57	33.85	307	307
EMS0490	14.74	18.34	33.08	308	308
EMS0565	13	17.82	30.82	309	309
EMS0630	11.76	18.5	30.26	310	310
EMS0566	8.53	17.7	26.23	311	311
EMS0526	0.83	19.47	20.3	312	312
EMS0317	0	19.23	19.23	313	313
EMS0654	0	19.34	19.34	314	314

Title I High School School List
SPI Rank Versus Achievement Rank

Number of Schools	20
5% of # of Schools	1
5th Percentile Score (SPI)	41.30

Bottom 5% School Based on SPI Ranking
Bottom 5% School Based on Achievement Ranking

District Masked Name	Achievement Points Earned	HS Grad Points Earned	CCR Points Earned	Total SPI Points	SPI Rank	Achievement Only Rank
HS0419	40.69	23.17	20.28	84.14	1	1
HS0599	37.7	22.35	18.35	78.4	2	3
HS0240	35	22.5	19.45	76.95	3	4
HS0589	34.75	20.31	20.6	75.66	4	5
HS0093	34.33	22.27	16.09	72.69	5	6
HS0352	31.25	16.67	24.14	72.06	6	8
HS0388	31.91	22.06	17.9	71.87	7	7
HS0067	30.82	23.41	17.5	71.73	8	9
HS0560	29.36	23.81	17.48	70.65	9	10
HS0016	29.02	21.88	14.11	65.01	10	11
HS0541	38.84	25	0	63.84	11	2
HS0036	27.94	17.39	14.25	59.58	12	12
HS0644	19.13	22.5	16.35	57.98	13	15
HS0151	13.34	25	18.4	56.74	14	18
HS0304	23.75	18.33	14.48	56.56	15	13
HS0409	13.89	20	11.46	45.35	16	17
HS0539	12.5	17.31	14.89	44.7	17	20
HS0626	20	15.22	8.52	43.74	18	14
HS0355	13.33	12.82	15.72	41.87	19	19
HS0563	15.78	12.64	2.02	30.44	20	16