ESEA FLEXIBILITY
REQUEST

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U.S. Department of Education
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.

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. <u>Significant obstacles</u>: 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.

<u>Preparing the Request</u>: To prepare a high-quality request, it is extremely important that an SEA refer to <u>all</u> 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. 4-5), and assurances (p. 5-6).
- A description of how the SEA has met the consultation requirements (p. 8).
- An overview of the SEA's request for the ESEA flexibility (p. 8). This overview is a synopsis of the SEA's vision of a comprehensive and coherent system to improve student achievement and the quality of instruction and will orient the peer reviewers to the SEA's request. The overview should be about 500 words.
- Evidence and plans to meet the principles (p. 9-18). 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.

<u>Process for Submitting the Request</u>: 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 will be provided multiple opportunities to submit requests for the flexibility. The submission dates are November 14, 2011, a date to be announced in mid-February 2012, and an additional opportunity following the conclusion of the 2011–2012 school year.

TECHNICAL ASSISTANCE MEETING FOR SEAS

To assist SEAs in preparing a request and to respond to questions, the Department will host a series of Technical Assistance Meetings via webinars in September and October 2011.

FOR FURTHER INFORMATION

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

TABLE OF CONTENTS

Insert page numbers prior to submitting the request, and place the table of contents in front of the SEA's flexibility request.

TABLE OF CONTENTS, CONTINUED

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.

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
Contact's Mailing Address: 800 Governors Drive Pierre, SD 57501
Telephone: 605-773-7228
Fax: 605-773-3782
Email address: mary.stadick smith@state.sd.us

Chief State School Officer (Printed Name): Dr. Melody Schopp	Telephone: 605-773-5669
Signature of the Chief State School Officer: X_____	Date:

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

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, 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.

☒ 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.

☒ 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.

Optional Flexibility:

An SEA should check the box below only if it chooses to request a waiver of the following requirements:

☐ 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.

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. (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, 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 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.

☒ 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.

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

☐ 14. 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)

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, South Dakota began the process of developing a new statewide accountability model. The South Dakota 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 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).

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 and the chair of the state's Committee of Practitioners.

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. Initially the group started addressing accountability issues important to them, followed by discussion of other states' models, as well as focusing on the guidelines in the flexibility package.

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.

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.

Legislation has been introduced during the 2012 session to establish two work groups: one to address teacher evaluation and the other to address principal standards and evaluation.

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, and well as focusing on the guidelines in the flexibility package.

Following the group's December 1,2011, meeting, a summary of South Dakota's proposed model for accountability was made public on the department's website, http://doe.sd.gov/secretary/nexgen_accountability.asp, and a first round of feedback from the field was solicited. Emails were sent out to stakeholders alerting them to the first round of solicitation being open. .

At the same time, the department hosted a series of conference calls regarding the proposed model and for the following 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.

- 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)

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 to the website.

This initial round of feedback spurred the South Dakota Department of Education to review and revise the waiver proposal. The following items summarize some of the most common concerns SD DOE heard from members of the work group and via this first round of solicitation:

-- 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 use a Value-Added Model for growth at the elementary and middle school levels immediately, since appropriate tools are in place, and by 2014-15 for high school, at which time an appropriate tool should be in place.

--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

SD DOE received numerous verbal comments from members of the work group and during the public comment period 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 AYP calculation. 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 an IEP, for example.

Also in the College/Career Readiness Indicator, SD DOE had numerous 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.

The state's full Flexibility Waiver application was put out for official public comment on January 13, 2012, and input was solicited through January ……, 2012. A presentation will be made to the State Board of Education at its January. 27, 2012, meeting.

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's proposed next-generation accountability model takes a thoughtful, balanced approach to defining the indicators of a strong education system. Rather than only focusing on student proficiency using a single assessment, it encompasses multiple indicators which are critical pieces in preparing students for the rigors 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 math and reading. 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 inform school administrators, teachers and the public as to how schools *and* individual students are progressing. 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 the following key indicators:

- Student Achievement
- Academic Growth
- College & Career Readiness (High School) OR Attendance (Elementary and Middle School)
- Effective Teachers and Principals
- School Climate

AMO Targets and Goals
Under the proposed model, each school has its own unique AMO goal, with yearly progress defined as meeting the annual targets toward that goal.

AMO goals and targets are set as follows:

- In the first year of each five-year cycle and for each level (elementary/middle school and high school), an Overall Score on the School Performance Index is calculated for each public school and ranked.

- Schools are placed in 5 groups based on the ranking:

  o   Group 1 schools are performing at or above the 90th percentile

- o Group 2 schools are performing at or above the 70th but below the 90th percentile
- o Group 3 schools are performing at or above the 50th but below 70th percentile
- o Group 4 schools are performing at or above the 30th but below 50th percentile
- o Group 5 schools are performing below the 30th percentile

- For Schools in Groups 2 through 5 (schools falling below the 90th percentile) the annual AMO targets are set in equal increments for each year until the end of the five-year cycle – with an ultimate goal of moving to the next highest group.

- Schools in Group 1 (at or above the 90th percentile) are expected to maintain a score above the cut score set in Year 1 for the duration of the five-year cycle.

- Example:

  - o The range of all schools' scores in Year 1 of a five-year cycle ranged between 78.17 points and 12.08 points.
  - o Based on all the schools' scores, the following scores are determined to be the transition points for each Group based on the percentiles.

Group	AMO Goal in 4 years	Year I Percentile
Group 1	**	**
Group 2	72.88	90th
Group 3	68.65	70th
Group 4	64.4	50th
Group 5	58.47	30th
** Group 1 is expected to maintain a score above the 90th percentile score set in Year 1		

  - o Each school's Year 1 base score establishes their Group placement. Based on that placement, the AMO for the five-year period for that school is set. The school's current score is subtracted from the five-year AMO Goal to determine the expected growth over the next four years. This expected growth is then divided by four years to calculate the Expected Annual Growth. The Expected Annual Growth is then added to the Year 1 score to establish the AMO target for Year 2. The Year 3 – 5 AMOs are ascertained by adding the Expected Annual Growth to each year.

	Year 1 Score (Base Year)	Group	Goal in 4 Years	Goal minus Year 1 Score	Expected Annual Growth	Year 2 AMO	Year 3 AMO	Year 4 AMO	Year 5 AMO***
School A	74.94	Group 1	**	**	**	**	**	**	**
School B	71.77	Group 2	72.88	1.11	0.28	72.05	72.33	72.61	72.88
School C	66.78	Group 3	68.65	1.87	0.47	67.25	67.72	68.19	68.65
School D	61.58	Group 4	64.40	2.82	0.71	62.29	63.00	63.71	64.40
School E	53.08	Group 5	58.47	5.39	1.35	54.43	55.78	57.13	58.47

** School A is in Group 1 so is expected to maintain a score above the 90th percentile score set in Year 1
*** Slight difference due to rounding. All numbers are rounded to the nearest hundredth

The proposed Accountability Model is a product assembled by the South Dakota Department of Education. This model is 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.

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

1A   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)	☐ 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 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, we are 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, as noted above.

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 Review
4) Ongoing Professional Development

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 (SD DOE) 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.

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. By using the funds noted above, 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 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 specifically designed for English Language Learners and low achieving students.

The 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.

The third phase will be the full implementation of the 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 million four-pronged training 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 teachers and administrators, as well as training on the state's new teacher standards (Charlotte Danielson Framework for Teaching). As the legislative session plays out, the outcome of this proposal will be determined.

Recognizing the vital role that teacher preparation programs play in developing the next generation of educators, the SD DOE has taken specific measures to bring higher education into the transition process. Representatives from the state's teacher preparation programs are participating in the 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, this comprehensive statewide training effort would add a significant boost to the state's professional development efforts and build district capacity for the new assessment in 2014-15.

More information about the governor's Investing in Teachers proposal can be found at
http://doe.sd.gov/secretary/investinginteachers.asp

> *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 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 million to be used for a comprehensive statewide training effort aimed at South Dakota educators. The effort is a four-pronged 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).

➢ *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 authority/responsibility to determine 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.

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 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.

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.

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

> *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, the department has taken specific steps to bring higher education into the transition process. Representatives from the state's teacher preparation programs are participating in the 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, the 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.

➢ *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 three 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.

Assessment for ELL
South Dakota would also propose that beginning in 2012-13 the state would use the WIDA ACCESS test as the actual instrument for testing Limited English Proficient students in lieu of the Dakota STEP reading, mathematics and science assessment. Currently, the ACCESS is used to determine language proficiency only. South Dakota is proposing to use it for accountability purposes to help level the playing field for English Language Learners. While the ACCESS does not measure content mastery, it would serve as a measure of a student's language proficiency. By first reaching a basic mastery of the

language, ELLs will have a better opportunity to master core content. Once students have demonstrated mastery by showing proficiency using the ACCESS criteria, they would then be required to take the statewide assessment.

K-12 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 K-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, a district approved assessment using objective measures of teacher effectiveness, including student performance on a unit or end-of-year tests, may be used.

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 embed into D-STEP	South Dakota D-STEP covers current SD standards Common Core State Standards field test questions embed into D-STEP	South Dakota D-STEP covers current SD standards Common Core State Standards field test questions embed 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
ELL Assessment		ACCESS	ACCESS	ACCESS
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 also issued its ESEA Waiver Flexibility package to the states.

The resulting proposed Accountability Model, summarized here, is a product assembled 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 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 – uses a Value Added Model to measure the difference between actual growth and expected growth in English language arts and mathematics

3) College & Career Readiness (High School) OR Attendance (Elementary and Middle School) – **College & Career Readiness** is based on three components: completer rate; percent of students entering postsecondary education within 16 months of graduation, and ACT scores. **Attendance** is the percent of all students' daily attendance.
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. 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 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	Academic Growth	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

AMO Targets and Goals

Under the proposed model, each school has its own unique AMO goal, with yearly progress defined as meeting the annual targets toward that goal.

AMO goals and targets are set as follows:

- In the first year of each five-year cycle and for each level (elementary/middle school and high school), an Overall Score on the School Performance Index is calculated for each public school and ranked.

- Schools are placed in 5 groups based on the ranking:

  - Group 1 schools are performing at or above the 90th percentile
  - Group 2 schools are performing at or above the 70th but below the 90th percentile
  - Group 3 schools are performing at or above the 50th but below 70th percentile
  - Group 4 schools are performing at or above the 30th but below 50th percentile
  - Group 5 schools are performing below the 30th percentile

- For Schools in Groups 2 through 5 (schools falling below the 90th percentile) the annual AMO targets are set in equal increments for each year until the end of the five-year cycle – with an ultimate goal of moving to the next highest group.

- Schools in Group 1 (at or above the 90th percentile) are expected to maintain a score above the cut score set in Year 1 for the duration of the five-year cycle.

- Example:

    o The range of all schools' scores in Year 1 of a five-year cycle ranged between 78.17 points and 12.08 points.
    o Based on all the schools' scores, the following scores are determined to be the transition points for each Group based on the percentiles.

Group	AMO Goal in 4 years	Year I Percentile
Group 1	**	**
Group 2	72.88	90th
Group 3	68.65	70th
Group 4	64.4	50th
Group 5	58.47	30th
** Group 1 is expected to maintain a score above the 90th percentile score set in Year 1		

    o Each school's Year 1 base score establishes their Group placement. Based on that placement, the AMO for the five year period for that school is set. The school's current score is subtracted from the five-year AMO Goal to determine the expected growth over the next four years. This expected growth is then divided by four years to calculate the Expected Annual Growth. The Expected Annual Growth is then added to the Year 1 score to establish the AMO target for Year 2. The Year 3 – 5 AMOs are ascertained by adding the Expected Annual Growth to each year.

	Year 1 Score (Base Year)	Group	Goal in 4 Years	Goal minus Year 1 Score	Expected Annual Growth	Year 2 AMO	Year 3 AMO	Year 4 AMO	Year 5 AMO***
School A	74.94	Group 1	**	**	**	**	**	**	**
School B	71.77	Group 2	72.88	1.11	0.28	72.05	72.33	72.61	72.88
School C	66.78	Group 3	68.65	1.87	0.47	67.25	67.72	68.19	68.65
School D	61.58	Group 4	64.40	2.82	0.71	62.29	63.00	63.71	64.40
School E	53.08	Group 5	58.47	5.39	1.35	54.43	55.78	57.13	58.47

** School A is in Group 1 so is expected to maintain a score above the 90th percentile score set in Year 1
*** Slight difference due to rounding. All numbers are rounded to the nearest hundredth

The proposed Accountability Model is a product assembled by the South Dakota Department of Education. This model is 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.

Phase-In of School Performance Index

2011-12   Existing accountability model used for final year

2012-13   School Performance Index in place with all indicators <u>except</u> Effective Teachers and Principals at both levels, School Climate at both levels, and Growth at High School level

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

2014-15   **Add** Growth indicator at High School level (assuming valid assessment tool available)

           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

           Reset Groupings

INDEX & INDICATORS: High Schools

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

2012-13 & 2013-14 Points: 50	2012-13 & 2013-14 Points: 0	2012-13 & 2013-14 Points: 50	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 Group score --Non-Gap Group score --Unduplicated count (calculated upon the % of gap and non-gap students in the school population)	Indicator#2: **Academic Growth** --Value added (linear regression) model based on student growth – factoring for certain variables	Indicator #3: **College & Career Ready** -- Completer rate -- Percent of students pursuing postsecondary 16 months after graduation --Percent of ACT student scores whose math subscore is 20 or higher --Percent of ACT student scores whose English subscore 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 2014-15	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: 40	2012-13 & 2013-14 Points: 40	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 Group score --Non-Gap Group score --Unduplicated count (calculated upon the % of gap and non-gap students in the school population)	Indicator#2: **Academic Growth** --Value added (linear regression) model based on student growth – factoring for certain variables	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 2012-13	Implemented in 2012-13	Implemented in 2014-15	Implemented in 2014-15

INDICATOR #1: Student Achievement
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 "Gap Group" and the "Non-Gap Group." Points for the Gap Group and Non-Gap Group 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.** At this time, South Dakota includes the following student groups in its Gap Group: Black, Native American, Hispanic, Economically Disadvantaged, Students with Disabilities, Limited English Proficient, and Migrant.

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 gap number** of proficient or higher students in the "Gap Group."
- No student counting 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, this 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 and Non-Gap groups 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 Category

	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		**9.56**	**Step 7**
							TOTAL POINTS for Student Achievement Category	

INDICATOR #2: Academic Growth

At the High School level, a growth calculation will not be used for accountability purposes until 2014-15, when a tool to measure student growth accurately is expected to be in place.

At the Elementary and Middle School levels, a growth calculation will be used for accountability purposes beginning in 2012-2013.

South Dakota is proposing a Value Added Model (VAM) for Growth that employs linear regression statistical tools. Value Added Models rely on student demographic characteristics and prior achievement as statistical controls in order to isolate the specific effects of a particular school, program or teacher on student academic progress. South Dakota utilizes its own variation of VAM in the state's Teacher Incentive Fund grant, which affords us some data and experience for the Next Generation Accountability Model.

Example: Academic Growth Calculation

% Students exceeded projected growth	80%
X Possible Index points	25
Score	20
	TOTAL points for Academic Growth Indicator

INDICATOR #3: College & Career Readiness OR Attendance

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.

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) Completer rate – For accountability purposes, 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, c) fulfilled the requirements of an Individual Education Plan (IEP), d) fulfilled the requirements of a Language Acquisition Plan (LAP)
2) Percent of students pursuing postsecondary 16 months after graduation – This calculation includes data from any postsecondary facility that reports to the National Student Clearinghouse
3) Percent of students whose ACT math sub-score is 20 or above and English sub-score is 18 or above

Example: Calculating College & Career Readiness Calculation

Overall possible points: 20

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	
Completer Rate		50.0%	10.00	98%	9.80	
% ACT Score 20 or Greater for Math		12.5%	2.50	67%	1.68	
% ACT Score 18 or Greater for English		12.5%	2.50	69%	1.73	
% students pursuing postsecondary in 16 months		25.0%	5.00	72%	3.60	
Total possible points		100.0%	20.00		16.81	**Step 6**
					TOTAL POINTS for College & Career Readiness	

INDICATOR #4: Effective Teachers & Principals

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. For those teachers in grades and subjects for which there is no state-validated testing measure for the quantitative portion of the evaluation, a district

approved assessment using objective measures of teacher effectiveness including student performance on unit or end-of-year tests will be used.

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

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 School Performance Index until 2014-2015.

CLASSIFICATION OF SCHOOLS

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

- **Exemplary Schools** include both 1) high-performing schools whose Overall Score on the School Performance Index is at the 95th percentile or higher and 2) high-progress schools that rank in the 95th percentile for improvement of Indicator 2 over a period of two years. **All public schools are eligible** for this classification**.**

- **Focus Schools** are schools whose Overall Score on the School Performance Index is at/or below the 15th percentile but above the 5th percentile. The total number of Focus Schools must be at least 10 percent of the Title I and Title I eligible schools in the state. Each district with one or more of these schools must implement, for two years, meaningful interventions aligned with the turnaround principles. This classification applies to **Title I and Title I eligible schools**.

- **Priority Schools** are schools whose Overall Score on the School Performance Index is at/or below the 5th percentile. The total number of Priority Schools must be at least five percent of the

Title I and Title I eligible 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 and Title I eligible schools**.

Recognition and Support

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 the SD DOE's website and in its monthly newsletter to school administrators. The 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, the 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 only includes student achievement 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 and 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.	

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.	☐ 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.	☒ 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.	i. Provide the new AMOs and an explanation of the method used to set these AMOs.	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)

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 five key indicators:

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

AMO Targets and Goals
Under the proposed model, each school has its own unique AMO goal, with yearly progress defined as meeting the annual targets toward that goal.

AMO goals and targets are set as follows:

- In the first year of each five-year cycle and for each level (elementary/middle school and high school), an Overall Score on the School Performance Index is calculated for each public school and ranked.

- Schools are placed in 5 groups based on the ranking:

  o Group 1 schools are performing at or above the 90th percentile
  o Group 2 schools are performing at or above the 70th but below the 90th percentile
  o Group 3 schools are performing at or above the 50th but below 70th percentile

- o Group 4 schools are performing at or above the 30th but below 50th percentile
- o Group 5 schools are performing below the 30th percentile

- For Schools in Groups 2 through 5 (schools falling below the 90th percentile) the annual AMO targets are set in equal increments for each year until the end of the five-year cycle – with an ultimate goal of moving to the next highest group.

- Schools in Group 1 (at or above the 90th percentile) are expected to maintain a score above the cut score set in Year 1 for the duration of the five-year cycle.

- Example:

  - o The range of all schools' scores in Year 1 of a five-year cycle ranged between 78.17 points and 12.08 points.
  - o Based on all the schools' scores, the following scores are determined to be the transition points for each Group based on the percentiles

Group	AMO Goal in 4 years	Year I Percentile
Group 1	**	**
Group 2	72.88	90th
Group 3	68.65	70th
Group 4	64.4	50th
Group 5	58.47	30th
** Group 1 is expected to maintain a score above the 90th percentile score set in Year 1		

  - o Each school's Year 1 base score establishes their Group placement. Based on that placement, the AMO for the five year period for that school is set. The school's current score is subtracted from the five-year AMO Goal to determine the expected growth over the next four years. This expected growth is then divided by four years to calculate the Expected Annual Growth. The Expected Annual Growth is then added to the Year 1 score to establish the AMO target for Year 2. The Year 3 – 5 AMOs are ascertained by adding the Expected Annual Growth to each year.

	Year 1 Score (Base Year)	Group	Goal in 4 Years	Goal minus Year 1 Score	Expected Annual Growth	Year 2 AMO	Year 3 AMO	Year 4 AMO	Year 5 AMO***
School A	74.94	Group 1	**	**	**	**	**	**	**
School B	71.77	Group 2	72.88	1.11	0.28	72.05	72.33	72.61	72.88
School C	66.78	Group 3	68.65	1.87	0.47	67.25	67.72	68.19	68.65
School D	61.58	Group 4	64.40	2.82	0.71	62.29	63.00	63.71	64.40
School E	53.08	Group 5	58.47	5.39	1.35	54.43	55.78	57.13	58.47

** School A is in Group 1 so is expected to maintain a score above the 90th percentile score set in Year 1
*** Slight difference due to rounding. All numbers are rounded to the nearest hundredth

The proposed Accountability Model is a product assembled by the South Dakota Department of Education. This model is 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.

2.C   REWARD SCHOOLS

2.C.i   Describe the SEA's methodology for identifying highest-performing and high-progress schools as reward schools.

All public schools will be eligible.

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.

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

Exemplary High Performing Schools: Schools that score at or above the 95th percentile are rank ordered among the state's top 5% performing schools as measured in the School's Performance Index (SPI)

Exemplary High Progress Schools: The Academic Growth Indicator of the School Performance Index will be used to measure progress over a two- year period. The difference between the scores for each year will be rank ordered from highest to lowest with the top 5% designated as the high progress schools. This model will be applied to elementary and middle schools in 2014-15 and for the high schools in 2015-16.

These categories rely on the School Performance Index, a 100-point index designed to measure a school's overall performance. 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 encompasses the following key indicators:

2012-13 & 2013-14 Points: 50	2012-13 & 2013-14 Points: 0	2012-13 & 2013-14 Points: 50	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**	Indicator#2: **Academic**	Indicator #3: **College & Career**	Indicator #4: **Effective**	Indicator #5: **School Climate**

Achievement	-Value added (linear regression) model based on student growth – factoring for certain variables	Ready	Teachers & Principals	--measurement tool needs to be determined
--Percent proficient or higher in English language arts and mathematics in grade 11 on state assessment Calculation includes: --Gap Group score --Non-Gap Group score --Unduplicated count (calculated upon the % of gap and non-gap students in the school population)		-- Completer rate -- Percent of students pursuing postsecondary 16 months after graduation --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	--Aggregate number of teachers in each of four categories: Unsatisfactory, Basic, Proficient, Distinguished	
Implemented in 2012-13	Implemented in 2014-15	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: 40	2012-13 & 2013-14 Points: 40	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 Group score --Non-Gap Group score --Unduplicated count (calculated upon the % of gap and non-gap students in the school population)	Indicator#2: **Academic Growth** --Value added (linear regression) model based on student growth – factoring for certain variables	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 2012-13	Implemented in 2012-13	Implemented in 2014-15	Implemented in 2014-15

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.

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 the SD DOE's website and in its monthly newsletter to school administrators. The 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, the 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.

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 or Title I eligible schools in the state.

- A Priority School is a school whose Overall Score on the School Performance Index is at/or below the 5th percentile. The total number of Priority Schools must be at least five percent of the Title I and Title I eligible 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 and Title I eligible 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.

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: 0	2012-13 & 2013-14 Points: 50	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 Group score --Non-Gap Group score --Unduplicated count (calculated upon the % of gap and non-gap students in the school population)	Indicator#2: **Academic Growth** -Value added (linear regression) model based on student growth – factoring for certain variables	Indicator #3: **College & Career Ready** -- Completer rate -- Percent of students pursuing postsecondary 16 months after graduation --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 2014-15	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 the following key indicators:

2012-13 & 2013-14 Points: 40	2012-13 & 2013-14 Points: 40	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 Group score --Non-Gap Group score --Unduplicated count (calculated upon the % of gap and non-gap students in the school population)	Indicator#2: **Academic Growth** --Value added (linear regression) model based on student growth – factoring for certain variables	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 2012-13	Implemented in 2012-13	Implemented in 2014-15	Implemented in 2014-15

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, for three years, meaningful interventions aligned with the turnaround principles in each of these schools.

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 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.**
- Support 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. (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 evaluate 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 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
- 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
- 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 evaluate 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
- Ensure that the instructional program is research-based, rigorous, and aligned with the Common Core state standards
- Redesign the school day, week or year to include additional time for student learning and teacher collaboration.
  Priority schools will need to significantly increase the learning time for their students (minimum of 300 hours) 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

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- 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 evaluate 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.

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.

2012-2013	2013-2014	2014-2015
• 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 • Implementation of South Dakota Multi-Tiered Systems 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	• 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 Multi-Tiered Systems of Support • Continue t0 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	• 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 Multi-Tiered System of Support • Continue to use **Indistar®** • Conduct an annual data analysis • Assess the professional development plan • Evaluate the new extended school day/school week/school year schedule and revise if necessary

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 • Redesign the school day, week or year to include additional time for student learning and teacher collaboration • Ensure that differentiated instructional programs are research-based, rigorous, and aligned with State academic content standards. • Conduct an annual teacher evaluation	• Implement the new extended school day/school year schedule • Perform annual principal evaluation and replace principal if necessary • Train staff on the new teacher evaluation program • Conduct an annual teacher evaluation	• Conduct an annual principal and teacher evaluation with replacement as necessary

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 exit this designation after three years if the school's School Performance Index score does not fall into the bottom five percent of rank ordered schools, and the follow-up district and school audits show significant progress. The school may apply to the SD DOE to be removed from the Priority designation. South Dakota will continue to monitor all of the Title I schools and Title I eligible schools, and rank order them on a yearly basis to ensure a close scrutiny of schools and early interventions if necessary.

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."

South Dakota developed its list of **Focus Schools** using the following procedure: For definition, a Focus School is a school that, based on the most recent data available, has been identified as among the lowest-performing schools in the State. The total number of Focus Schools in South Dakota must be as least 10% percent of the Title I or Title I eligible schools in the state who score at or below the 15th percentile but above the 5th percentile and rank ordered on the South Dakota School Performance Index.

The proposed accountability model uses a 100-point index, called the School Performance Index. A numeric value is assigned to each of the five indicators on the Index. These values are added to create a final overall score. Schools are rank ordered and those falling in the bottom 5% receive the distinction of a priority schools with the next 10% as Focus Schools.

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: 0	2012-13 & 2013-14 Points: 50	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 Group score --Non-Gap Group score --Unduplicated count

(calculated upon the % of gap and non-gap students in the school population) | Indicator#2: **Academic Growth**

-Value added (linear regression) model based on student growth – factoring for certain variables | Indicator #3: **College & Career Ready** -- Completer rate -- Percent of students pursuing postsecondary 16 months after graduation --Percent of ACT student scores whose math subscore is 20 or higher --Percent of ACT student scores whose English 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 2014-15 | 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 the following key indicators:

2012-13 & 2013-14 Points: 40	2012-13 & 2013-14 Points: 40	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 Group score --Non-Gap Group score --Unduplicated count (calculated upon the % of gap and non-gap students in the school population)	Indicator#2: **Academic Growth** --Value added (linear regression) model based on student growth – factoring for certain variables	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 2012-13	Implemented in 2012-13	Implemented in 2014-15	Implemented in 2014-15

AMO Targets and Goals
Under the proposed model, each school has its own unique AMO goal, with yearly progress defined as meeting the annual targets toward that goal.

AMO goals and targets are set as follows:

- In the first year of each five-year cycle and for each level (elementary/middle school and high school), an Overall Score on the School Performance Index is calculated for each public school and ranked.

- Schools are placed in 5 groups based on the ranking:

    o   Group 1 schools are performing at or above the 90th percentile

- o Group 2 schools are performing at or above the 70th but below the 90th percentile
- o Group 3 schools are performing at or above the 50th but below 70th percentile
- o Group 4 schools are performing at or above the 30th but below 50th percentile
- o Group 5 schools are performing below the 30th percentile

- For Schools in Groups 2 through 5 (schools falling below the 90th percentile) the annual AMO targets are set in equal increments for each year until the end of the five-year cycle – with an ultimate goal of moving to the next highest group.

- Schools in Group 1 (at or above the 90th percentile) are expected to maintain a score above the cut score set in Year 1 for the duration of the five-year cycle.

- Example:

  - o The range of all schools' scores in Year 1 of a five-year cycle ranged between 78.17 points and 12.08 points.
  - o Based on all the schools' scores, the following scores are determined to be the transition points for each Group based on the percentiles

Group	AMO Goal in 4 years	Year I Percentile
Group 1	**	**
Group 2	72.88	90th
Group 3	68.65	70th
Group 4	64.4	50th
Group 5	58.47	30th
** Group 1 is expected to maintain a score above the 90th percentile score set in Year 1		

  - o Each school's Year 1 base score establishes their Group placement. Based on that placement, the AMO for the five year period for that school is set. The school's current score is subtracted from the five-year AMO Goal to determine the expected growth over the next four years. This expected growth is then divided by four years to calculate the Expected Annual Growth. The Expected Annual Growth is then added to the Year 1 score to establish the AMO target for Year 2. The Year 3 – 5 AMOs are ascertained by adding the Expected Annual Growth to each year.

	Year 1 Score (Base Year)	Group	Goal in 4 Years	Goal minus Year 1 Score	Expected Annual Growth	Year 2 AMO	Year 3 AMO	Year 4 AMO	Year 5 AMO***
School A	74.94	Group 1	**	**	**	**	**	**	**
School B	71.77	Group 2	72.88	1.11	0.28	72.05	72.33	72.61	72.88
School C	66.78	Group 3	68.65	1.87	0.47	67.25	67.72	68.19	68.65
School D	61.58	Group 4	64.40	2.82	0.71	62.29	63.00	63.71	64.40
School E	53.08	Group 5	58.47	5.39	1.35	54.43	55.78	57.13	58.47

** School A is in Group 1 so is expected to maintain a score above the 90th percentile score set in Year 1
*** Slight difference due to rounding. All numbers are rounded to the nearest hundredth

The proposed Accountability Model is a product assembled by the South Dakota Department of Education. This model is 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.

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, which may include tutoring and public school choice 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 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

- 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 exit this designation after two consecutive years of scoring above the bottom 15% of schools on the School Performance Index. South Dakota will continue to monitor all of the Title I schools and Title I eligible schools and rank order them on a yearly basis to ensure a close scrutiny of schools and early interventions if necessary.

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
Ex. Washington	*Oak HS*	*111111100001*		*C*	
	Maple ES	*111111100002*			*H*
Adams	*Willow MS*	*222222200001*	*A*		
	Cedar HS	*222222200002*			*F*
	Elm HS	*222222200003*			*G*

Total # of Reward Schools: _____
Total # of Priority Schools: _____
Total # of Title I schools in the State: _____
Total # of Title I-participating high schools in the State with graduation rates less than 60%: _____

Key

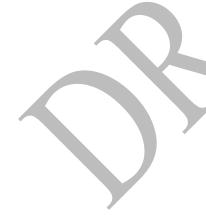| **Reward School Criteria:**	**Focus School Criteria:**
A. Highest-performing school **B.** High-progress school **Priority School Criteria:** **C.** Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the "all students" group **D.** Title I-participating 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

2.F   PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE 1 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 indicates 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.

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.   holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools; and
    iii. 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).
    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 from 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 list serv 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))

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.

The third area places focus on all public school students who may participate in AP 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, 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.

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.

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.

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

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 or Title I eligible schools in the state.

- A Priority School is a school whose Overall Score on the School Performance Index is at/or below the 5th percentile. The total number of Priority Schools must be at least five percent of the Title I and Title I eligible 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 and Title I eligible 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.

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 2014-15 Points: 25	2012-13 & 2013-14 Points: 0 2014-15 Points: 25	2012-13 & 2013-14 Points: 50 2014-15 Points: 20	2012-13 & 2013-14 Points: 0 2014-15 Points: 20	2012-13 & 2013-14 Points: 0 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 Group score --Non-Gap Group score --Unduplicated count (calculated upon the % of gap and non-gap students in the school population)	Indicator#2: **Academic Growth** -Value added (linear regression) model based on student growth – factoring for certain variables	Indicator #3: **College & Career Ready** -- Completer rate -- Percent of students pursuing postsecondary 16 months after graduation --Percent of ACT student scores whose math subscore is 20 or higher --Percent of ACT student scores whose English 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** -Monitoring 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

INDEX & INDICATORS: Elementary & Middle Schools

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

2012-13 & 2013-14 Points: 40 2014-15 Points: 25	2012-13 & 2013-14 Points: 40 2014-15 Points: 25	2012-13 & 2013-14 Points: 20 2014-15 Points: 20	2012-13 & 2013-14 Points: 0 2014-15 Points: 20	2012-13 & 2013-14 Points: 0 2014-15 Points: 10
Indicator #1: **Student Achievement**	Indicator#2: **Academic Growth**	Indicator #3: **Attendance**	Indicator #4: **Effective Teachers &**	Indicator #5: **School Climate**

			Principals	--monitoring tool needs to be determined
--Percent proficient or higher in English language arts and mathematics in grades 3-8 on state assessment Calculation includes: --Gap Group score --Non-Gap Group score --Unduplicated count (calculated upon the % of gap and non-gap students in the school population)	--Value added (linear regression) model based on student growth – factoring for certain variables		--Aggregate number of teachers in each of four categories: Unsatisfactory, Basic, Proficient, Distinguished	
Implemented in 2012-13	Implemented in 2012-13	Implemented in 2012-13	Implemented in 2014-15	Implemented in 2014-15

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, for three years, meaningful interventions aligned with the turnaround principles in each of these schools.

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 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.**
- Support 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, 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)

- 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 Systems of Support
- Redesign the school day week or year to include additional time for student learning and teacher collaboration
  Priority schools will need to significantly increase the learning time for their students (minimum of 300 hours) 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, which may include tutoring and public school choice 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

- 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

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	Option C
☐ If the SEA has not already developed any 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 already developed and adopted one or more, but not all, guidelines consistent with Principle 3, provide: i. a copy of any 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); iii. the SEA's plan to develop and adopt the remaining guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; iv. a description of 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; and v. an assurance that the SEA will submit to the Department a copy of the	☐ 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.

	remaining guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).	

Principle 3: Supporting Effective Instruction and Leadership

The creation of standards for teachers and principals is a development of a movement towards a world-class, standards-based educational system for South Dakota. The standards movement 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. 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.

A bill being 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.

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.

Evidence of the adoption of the guidelines

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.

A bill 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.

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.

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.

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/principal 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 1, 2013.

Under the proposed bill, the South Dakota Board of Education also will promulgate rules to establish minimum professional performance standards for principals and establish best practices for evaluation that must be used by school districts. (Expected timeline is July 1, 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.

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 1, 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.

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 pilot sites will be selected and the implementation process will begin during the 2013-2014 school year. 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.

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 14.

The Department of Education currently provides student performance data to teachers of English language arts and mathematics through the E-metric system.

 The Dakota STEP Data Interaction system is designed to provide quick, easy and secure access to student performance results on the South Dakota State Test of Educational Progress (Dakota STEP). This system provides a wealth of information in a highly interactive and flexible format.

Users can elect to display the data in tables, graphs or charts as they create custom summary reports and individualized student rosters. Users can completely customize their reports by selecting the specific content, statistics, aggregation levels, disaggregated groups or subgroups, and/or score variables to display on each report. Once created, each report can be conveniently saved or exported for later use and further analysis.

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.

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.

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.

"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.

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.

KEY MILESTONES OR ACTIVITIES

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

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; 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 June through August, 2012, at various locations.	Department of Education in partnership with Educational Service Agencies.	Agendas, attendance rosters, summary reports.	Staff time and funding.	None

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (*e.g.,* staff time, additional funding)	Significant Obstacles
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 workgroup 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 workgroup 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

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles
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	The first reading of the rules will occur at the May 2013, board meeting.	Department of Education	State board agenda and meeting minutes.	Staff time	None

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles
systems and principal standards and evaluation.					
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 the South Dakota Education Association and School Administrators of	Department of Education	Training curriculum, listing of statewide workshops.	staff time, funding	None.

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles
	South Dakota, will develop the curriculum and protocols for evaluator training. The training will be available to school district personnel by October, 2013.				
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.	By July 1, 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 in September/ October 2013.	Department of Education and other partners.	workshop attendance rosters	Staff time and funding	None.

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (*e.g.*, staff time, additional funding)	Significant Obstacles
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.				