BOE Minutes
November 29, 2010
Mitchell Technical Institute, South Campus
1800 East Spruce, Mitchell, SD

Meeting was called to order at 10:10 a.m. with the pledge of allegiance.

Board Members Present:
Richard Gowen, Kelly Duncan, Don Kirkegaard, Patricia Simmons, Phyllis Heineman, Glenna Fouberg, Marilyn Hoyt, Terry Sabers, Stacy Phelps

DOE Personnel Present - Tom Oster, Mark Wilson, Wade Pogany, Melody Schopp, Sarah Carter, Becky Nelson, Mary Stadick Smith, Betty Leidholt

1.0 Adoption of November 29, 2010 Agenda

Motion: Motion by Marilyn Hoyt and seconded by Phyllis Heineman to adopt the agenda
Conclusion: The motion carried.

2.0 Approval of September 28, 2010 meeting minutes
Motion: Motion by Terry Sabers and seconded by Patricia Simmons to approve the minutes as printed.
Conclusion: The motion carried.

3.0 SD Technical Institutes Annual Report
Mark Wilson, DOE shared that over the past several years the four state technical institutes continue to work very hard in becoming a "system" and present the benefits the technical institutes provide to the state. The annual report is a valuable piece for decision makers to use in supporting technical education. The report is on the DOE website and there is a hard copy filed in the Secretary's office.

4.0 SD Technical Institutes New Program Requests
Mark Wilson, DOE introduced Deb Shephard, LATI, via phone and Greg Von Wald, MTI to give the board an overview of their new program requests.

Deb Shephard, LATI, requests approval to start an Entrepreneurship Program at LATI. The program will be offered in the following versions: 1) 11 month diploma program 2) An 20 month Associate of Applied Science 3) A 1 year option for current AAS degree holders to earn an additional AAS in Entrepreneurship

A significant catalyst for launching this program is the 2010 I-29 Corridor Study, which clearly states the immediate need for two-year entrepreneurship training in order to improve the region's economic growth and stability. The study calls for "the addition of an effective entrepreneurship program within the technical schools" The study also mentions: (...some of the most entrepreneurial business people come from the ranks of companies built on technical skills", adding "the technical schools should investigate the addition of a full range of entrepreneurship training within their programs.

Greg Von Wald, MTI requests approval to start a Precision Technology Program. The program will be offered as a Two Year AAS Degree. The intent of MTI is to begin the Precision Technology program with a focus on educating a skilled workforce to support the growing industry of precision technologies like GPS, GIS, Geospatial mapping and other skills. The Program will evolve over time to allow its students to specialize in their chosen industry's application and will include options to "specialize" in other industry applications through elective courses. Power Line, Propane, and

Natural Gas, Architectural Design & Building Construction, and Automation Controls/SCADA would be able to utilize the classes on geospatial surveying and mapping. Integrating these classes would offer Mitchell Technical Institute students a broader skill range and would positively update some programs. Targeted Students for the Precision Technology Specialist Program would most likely have an interest in engineering technologies.

MTI has planned for the program to start with a stronger slant towards agriculture as there is currently a higher demand in this industry. Precision Agriculture involves using technology and data to make efficient decisions about raising crops, making of detailed maps of the land and the use of electronic yield monitoring, locations to add fertilizer, herbicides, and water. Together these specialty applications help farmers determine which sites on the farm may need extra nutrients to boost production.

Motion: Motion by Terry Sabers and seconded by Glenna Fouberg to approve the LATI and MTI request for new programs listed above.
Conclusion: The motion carried.

5.0 SD Technical Institutes – Vision "2015"
Mark Wilson, DOE, shared the SD Technical Institutes Vision / Mission. It includes the Strategic Planning Goals and the 4 Pillars. The overall mission is to continue to strengthen as a common state-wide system. The South Dakota Technical Institutes 2015 **Vision** is "Be the leader in Technical Education and training through excellence and innovation which enables our workforce to capitalize on the emerging technologies of the 21st century and assist South Dakota to impact economic development solutions in the global marketplace." The Mission is "To meet South Dakota's evolving skilled workforce demand by providing quality graduates with the general aptitudes, knowledge, technical skills, and people skills necessary for entrance into and advancement in their chosen career field."

6.0 SD Technical Institute Report Handbook
Mark Wilson, DOE, introduced Sarah Carter from his staff and she updated the board about the reporting documents for the SD Technical Institutes and the processes used.

7.0 SD Technical Institutes Retention-Report
Sarah Carter, DOE, presented the Technical Institute Retention Report and the action steps. Technical Institutes 2006-2010 retention report by career clusters. Retention rate is figured using the 10 day count from the previous year as the divisor. The dividend is the number of returning and/or graduated students on day 10 of current year. Baseline retention rate programs: 59.90 Responses to programs falling below baseline are addressed by individual technical institute directly proceeding their data.

8.0 SD Technical Institutes Campus Updates
Mark Wilson, DOE, introduced the Technical Institute Presidents and they updated the board on their current construction and future campus plans.

Phase 1 – moving MTI and WDT to one campus and Student Service Centers

Phase II – Technical Labs 1) Mitchell Technical Institute 2) Lake Area Technical Institute

Phase III – Technical Labs 1) Southeast Technical Institute 2) Western Dakota Technical Institute

9.0 SD Technical Institutes – Facility Planning for Phase II
Mark Wilson, DOE, shared that Legislative Session 2011 Department of Education will be bringing a bill forward to increase the Bonding Volume Cap Limit to 100 million (20 million increase)

South Dakota Association for Career and Technical Education passed a Resolution in support of increasing the Bonding Volume Cap Limit. The Phase 1 facility fees were set at $16.00 and M&R fees were set at $2.00

A request for a motion to approve increasing the Facility Fees for Phase II a $1 per credit hour – per fiscal year to $20 for FY2016. ($17.00 – FY2013, $18 – FY2013, $19.00 – FY2015 and $20.00 – FY2016)

A request for a motion to approve increasing the M&R Fees for Phase II a $1.00 per credit hour – every other fiscal year to $4.00 for FY2014. ($3.00 – FY2012 and $4.00 – FY2014)

Motion: Motion by Richard Gowen and seconded by Marilyn Hoyt to approve the proposed tuition and state fee increase as listed above.
Conclusion: The motion carried

Move 15.0 Sam Gingerich item to before lunch.

15.0 Articulation of Courses and Programs with Technical Institutes
Sam Gingerich, BOR, shared some news about Academic and Student affairs with the post secondary institutions. Gingerich also gave a short overview of Articulation of Courses and programs with the Technical Institutes. Gingerich outlined the three separate strategies to transfer academic coursework from South Dakota postsecondary technical institutes and who governs that transfer. A copy of the handout is filed in the Secretary's office.

LUNCH

10.0 Public Hearing – Adoption of Common Core Standards for English language arts, and math 1:03 p.m.

President Duncan asked for any Proponents to the adoption. Written comments that were submitted through e-mail were provided to board members. Becky Nelson from Dept. spoke in favor of adopting the common core and Fred Aderhold from the Sioux Falls school district shared his approval for the adoption on behalf of the Sioux Falls school district. Having no other proponents come forward Duncan asked for opponents. Steve S_____ from Mitchell came forward to express his disapproval of adopting the Common Core Standards and why. No other proponents came forward at this time and President Duncan asked for a motion.

Motion: Motion by Richard Gowen and seconded by Phyllis Heineman to approve the proposed adoption of Common Core Standards.
Conclusion: The motion carried

11.0 Public Hearing – Minimum Standards for Program Approval 24:10:43
Mitchell Technical Institute proposes that the language of SD Administrative Rule 24:10:43 (Section 2) be amended to align with the Higher Learning Commission's Minimum Expectations within the Criteria for Accreditation published by the Commission July 30, 2010. The rule states the curriculum must provide not less than 20 percent of the credit hours (changed to 15 semester credits in general education and not less than 50 percent of the credit hours in technical education;

Motion: Motion by Don Kirkegaard and seconded by Terry Sabers to approve the minimum standards for program approval..
Conclusion: The motion carried

12.0 First Reading – South Dakota Teaching Standards
In response to SB 24, the South Dakota Department of Education has facilitated work with the appointed Teachers Standards and Evaluation workgroup to create teacher standards. Section 1 of the bill reads: The Board of Education shall, no later than July 1, 2011, promulgate rules pursuant to chapter 1-26 to establish minimum professional performance standards for certified teachers in South Dakota public schools, and to establish best practices for the evaluation of the performance of certified teachers in that may be used by individual school districts.

Based on the research of the workgroup following five meetings, the Charlotte Danielson framework is recommended to serve as the basis for the teaching standards. Information was shared regarding the process, background, input and research supporting this recommendation.

Motion: Motion by Patricia Simmons and seconded by Terry Sabers to move Teacher Standards to a public hearing at the March 2011meeting.
Conclusion: The motion carried

13.0 Curriculum Cycle & Timeline
The current timeline that is approved states that the SD math standards should be adopted in Winter of 2011. SD standards revision work was put on hold due to the common core initiative. Over the past year the department has worked through the curriculum directors meetings to gain insight and feedback from districts regarding the proposed timeline. The timeline includes all content areas and is based on adoption of common core standards.

Motion: Motion by Don Kirkegaard and seconded by Patricia Simmons to adopt the proposed curriculum adoption cycle and timeline.

Conclusion: The motion carried.

14.0 Common Course Numbering
Becky Nelson, DOE, shared that conversation regarding implementation of common course numbering started in 2008 as the first step to implementing a longitudinal data system. By implementing a common identifier, the state, districts and schools can report and exchange data more efficiently.

Secondary School Classification System: School Codes for the Exchange of Data (SCED) are a list of codes and course descriptions for secondary education. Other states that have implemented common course codes have also utilized the codes.

In spring of 2010, a committee of administrators and teachers representing a variety of schools were brought together to review and determine which codes to use. The high school codes and descriptions were sent out to all districts to review and start alignment of their courses and give the state feedback. Feedback was taken and codes were finalized in summer of 2010.

In September of 2010, all districts were informed of the finalized codes and implementation timeline for student transcripts starting in May of 2011 for courses taken in 2010-11.

The codes were also implemented into the Personnel Record Form System in fall of 2010. This

system ties certification of a teacher to the courses they are teaching.

15. 0 NAEP Grade 12 State Pilot Results
This item will be shared at the next scheduled board meeting as the NAEP coordinator was not able to attend.

Discussion about a January meeting. Board agreed that if there is no pressing agenda items they would prefer not to travel to Pierre.

Next meeting date is March 21st and 22nd in Pierre. There will be a new appointment to fill Phyllis Heineman's position on the board by that time. At that meeting there will be election of officers for the year.

Meeting was adjourned at 2:25 p.m.

south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

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To Whom it may concern:

The State of South Dakota would like a role change in the Smarter Balanced Assessment Consortium from an advisory state to a governing state. The SDDOE would like to be more involved in the development of the next generation assessment system that will support ongoing instruction and learning across the nation. At the November State Board Of Education our state has adopted the Common Core State Standards. Our new Governor, Secretary of Education and President of the BOE believe this is the right time for South Dakota to be involved in building a system of formative, interim and summative assessments built around the Common Core State Standards.

Sincerely,

Dennis Daugaard

Governor of South Dakota

President of the Board of Education

Dr. Melody Schopp

Secretary of Education

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Sincerely,

Governor of South Dakota

President of the Board of Education

Secretary of Education

SMARTER Balanced Assessment Consortium IHE Letter of Intent

(b) Total Number of Direct Matriculation Students (as defined in the NIA) in the Partner IHE or IHE system in the 2008–2009 School Year

Note: NIA defines direct matriculation student as a student who entered college as a freshman within two years of graduating from high school

State	Name of Participating IHEs	Number of Direct Matriculation Students in IHE in 2008-2009	Total Direct Matriculation Students in State in 2008-2009
South Dakota	SD Regental System	5,125	5,125

SMARTER Balanced Assessment Consortium IHE Letter of Intent

(c) Partner IHE or IHE System Signature Blocks

IHE or IHE system SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application. Each IHE or IHE system commits to the following agreements: (a) Participation with the Consortium in the design and development of the Consortium's final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness; and (b) Implementation of policies, once the final high school summative assessments are implemented, that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NIA) for each assessment and any other placement requirement established by the IHE or IHE system.	
State Name: South Dakota	
State's higher education executive officer, if State has one (Printed Name): Jack R. Warner South Dakota Board of Regents	Telephone: (605) 773-3455
Signature State's higher education executive officer, if State has one:	Date: June 7, 2010
President or head of each participating IHE or IHE system, (Printed Name):	Telephone:
Signature of president or head of each participating IHE or IHE system:	Date:

Statewide Achievement Gaps in Reading/Language Arts, Mathematics, and Graduation Rates by Subgroup

		All Students	Economically Disadvantaged		Students with Disabilities		English Learners		White		African American		Hispanic		Asian/ Pacific Islander		Native American	
		% Proficient	% Proficient	Gap	% Proficient	Gap	% Proficient	Gap	% Proficient	Gap	% Proficient	Gap	% Proficient	Gap	% Proficient	Gap	% Proficient	Gap
READING/ LANGUAGE ARTS	08-09	75	63	-12	42	-33	21	-54	80	+5	61	-14	63	-12	75	0	50	-25
	09-10	76	63	-13	42	-34	26	-50	80	+4	61	-15	62	-14	73	-3	50	-26
	10-11	75	62	-13	43	-32	30	-45	80	+5	56	-19	64	-11	64	-11	48	-27
MATHEMATICS	08-09	75	62	-13	42	-33	22	-53	80	+5	57	-18	59	-16	76	+1	44	-31
	09-10	76	65	-11	43	-33	29	-47	82	+6	59	-17	63	-13	77	+1	48	-28
	10-11	77	63	-14	44	-33	30	-47	81	+4	56	-21	63	-14	70	-7	47	-30
GRADUATION RATE*		% Graduating	% Graduating	Gap	% Graduating	Gap	% Graduating	Gap	% Graduating	Gap	% Graduating	Gap	% Graduating	Gap	% Graduating	Gap	% Graduating	Gap
	08-09	89.21	80.67	-8.54	82.14	-7.07	60	-29.21	91.98	+2.77	85.71	-3.5	75	-14.21	90.74	+1.53	66.25	-22.96
	09-10	89.23	81.39	-7.84	85.52	-3.71	61.11	-28.12	92.16	+2.93	83.62	-5.61	78.72	-10.51	92.22	+2.99	64.68	-24.55
	10-11	83.39	86.14	+2.75	83.77	+.38	81.82	-1.57	87.90	+4.51	72.91	-10.48	72.51	-10.88	83.87	+.48	49.36	-34.03

* Graduation rate data for school year 2010-2011 is based on the four-year adjusted cohort graduation rate calculations.

Note: A gap for a particular year is the difference between the percentage of students proficient in the particular subject or graduating in the "all students" group and the percentage of students proficient in the subject or graduating in the indicated subgroup. A negative gap indicates that the subgroup is performing below the "all students" group; a positive gap indicates that the subgroup is performing above the all students group.

Stadick Smith, Mary

From: Stadick Smith, Mary
Sent: Monday, April 09, 2012 8:17 AM
To: 'SDSchoolAdministrators@listserv.state.sd.us'
Subject: Weekly update from the Secretary

This message was sent to all school administrators in South Dakota.

Good morning colleagues, I assume that many of you had a long weekend. I hope you were able to take advantage of the extra day or two to relax and spend time with family. FYI: I am expanding the reach of this week's message to superintendents to include all school administrators, as I believe the topic will be of interest to principals and other administrators as well. Have a great week!

AYP, AMOs and ESEA flexibility

As you know, the state has applied for the ESEA Flexibility Waiver so that we can move forward with creating a new, more meaningful accountability model for South Dakota. We have had several phone conversations with federal officials regarding our proposal but no approval or disapproval at this point, and no indication of when that may come.

- If the waiver **is approved**, South Dakota will **not** be required to run Adequate Yearly Progress, or AYP, determinations effective immediately. However, we will still be required to report progress toward AMOs (Annual Measurable Objectives), but no AYP determinations. The proposed new accountability model would then be in effect for the 2012-13 school year.

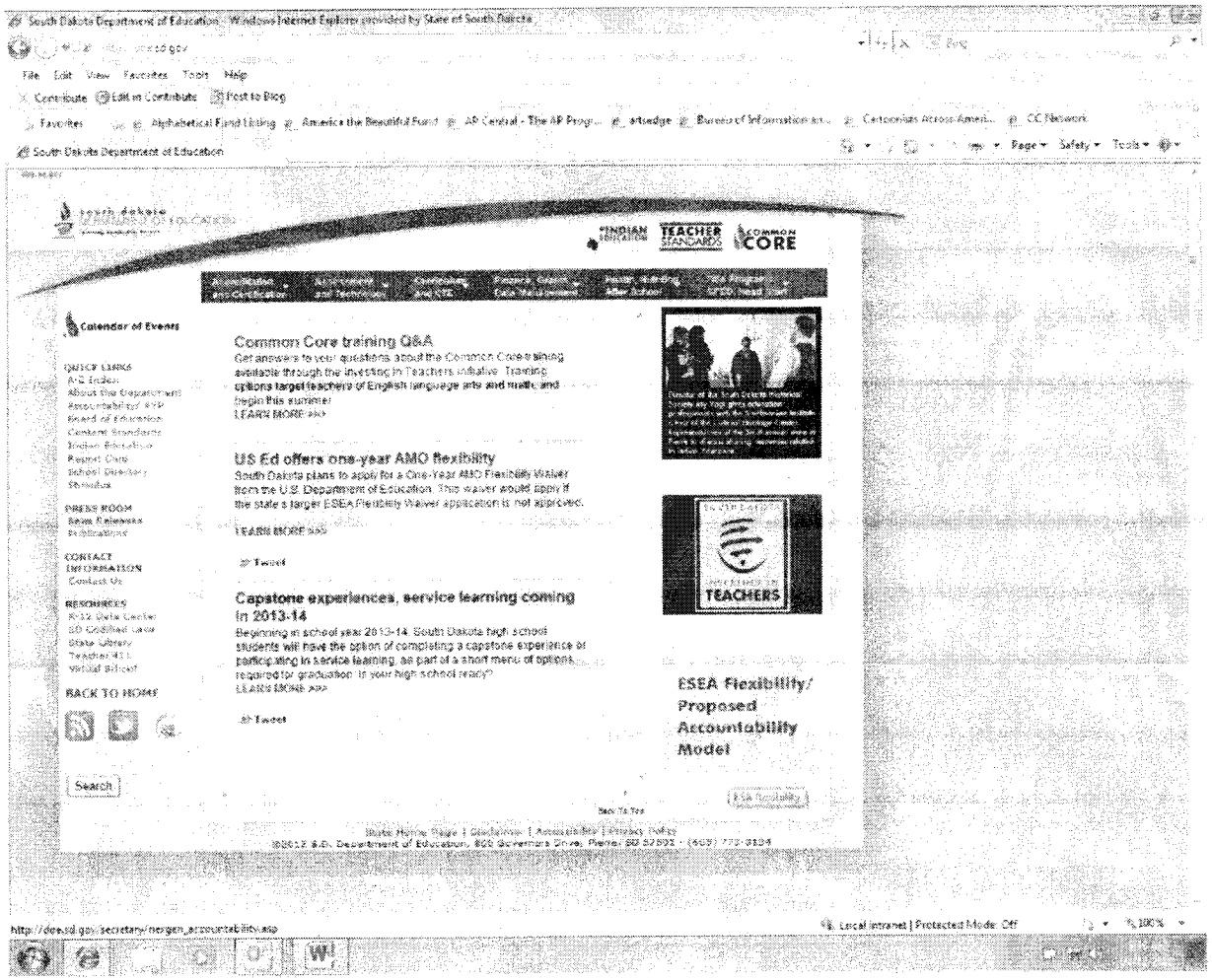
- If the waiver **is not approved**, South Dakota will be held to the current rules of No Child Left Behind.
    - U.S. Ed recently announced that it is allowing states to apply for a One-Year AMO Flexibility Waiver, which would enable them to hold Annual Measurable Objectives, or AMOs, steady at 2010-11 levels when determining AYP for the 2011-12 school year.

    - South Dakota plans to apply for this One-Year AMO Flexibility Waiver, in case the state's larger ESEA Flexibility Waiver is not approved. The state Department of Education is seeking public input on that decision. to offer comment.

We will keep you posted as we continue to work our way through the waiver process. We fully anticipate that our proposal will change somewhat between now and final approval. Thanks to all of you who served on the Accountability Work Group, and to those who provided feedback on the proposal along the way. Our proposal reflects many of your suggestions. To view the application in its entirety, .

Dr. Melody Schopp
South Dakota Department of Education
(605) 773-5669

Posted
April 12, 2012



Public comment period closed April 27, 2012

Timest	FIRST NAME	LAST NAME	SCHOOL DISTRICT/ORGANI (If applicable)	POSITION/TITLE (If applicable)	CITY	STAT	ZIP	Comment:
4/10/20 15:46:	[redacted]		[redacted]	[redacted]	[redacted]		[redacted]	I agree with trying to waive the AYP requirement and AMO if necessary. I have participated in several workshops for the Common Core Standards. They are rigorous and will require a lot of time and effort to implement them in the classroom, not to mention implementing standards-based report cards to go along with them. Having the classroom time to start using the common core standards and not worrying about covering the content standards that aren't covered in CCS but are in the D-step test just makes good sense. Let us have a break in the classrooms to fully implement these new standards - we have a HEAVY work load ahead of us. Thank you.
4/16/20 12:35:	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]		[redacted]	The 1 year moritorium on the AYP is a band-aid solution to a broken leg problem. The system is broken. NCLB was a politically expedient solution to a Congress and President who, at the time of its inception, were seeking a means to artifically place education on the front burner of public debate. Now that we've basically gone through 10+ years of mandatory testing, standards-based teaching, and accountability rulings thick enough to choke a horse what do we have? What we have is a system teetering on the brink of a catastrophic failure due to the primary statistical impossibility of ever trying to slam a cohort of tens of thousands of SD students into an impossibly skewed bell shape curve. Once again education dances to the politicians tune and another generation of school children is sold down the road of political expediency. The state has spent tens of millions of dollars and local districts have spent tens of thousands of dollars on testing, training and accountability work. I wonder what the difference would have been had the politicians kept their eyes on another prize and allowed public educators to work together to solve the intractible problems of student achievement.