

**College,  
Career  
& Life READY**



**South Dakota Department of Education**

**January 13, 2015**

# What to expect today

- Update with progress on DOE's goals
  - Why it matters?
  - What does our data show?
  - What are we doing about it?
  - How do we know it is working?
- Input from educators and a student

*“Goals Hold Us Accountable For Failure”*

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Aspiration for ALL students

## College, career and life ready upon leaving K12

- Goals target four critical points in a student's career



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# #1 - Students Enter 4<sup>th</sup> Grade Proficient in Reading

Reading is foundational to later success in school

- K-3 students learn to read
- 4<sup>th</sup> grade and beyond, students read to learn



## 2014 graduating class

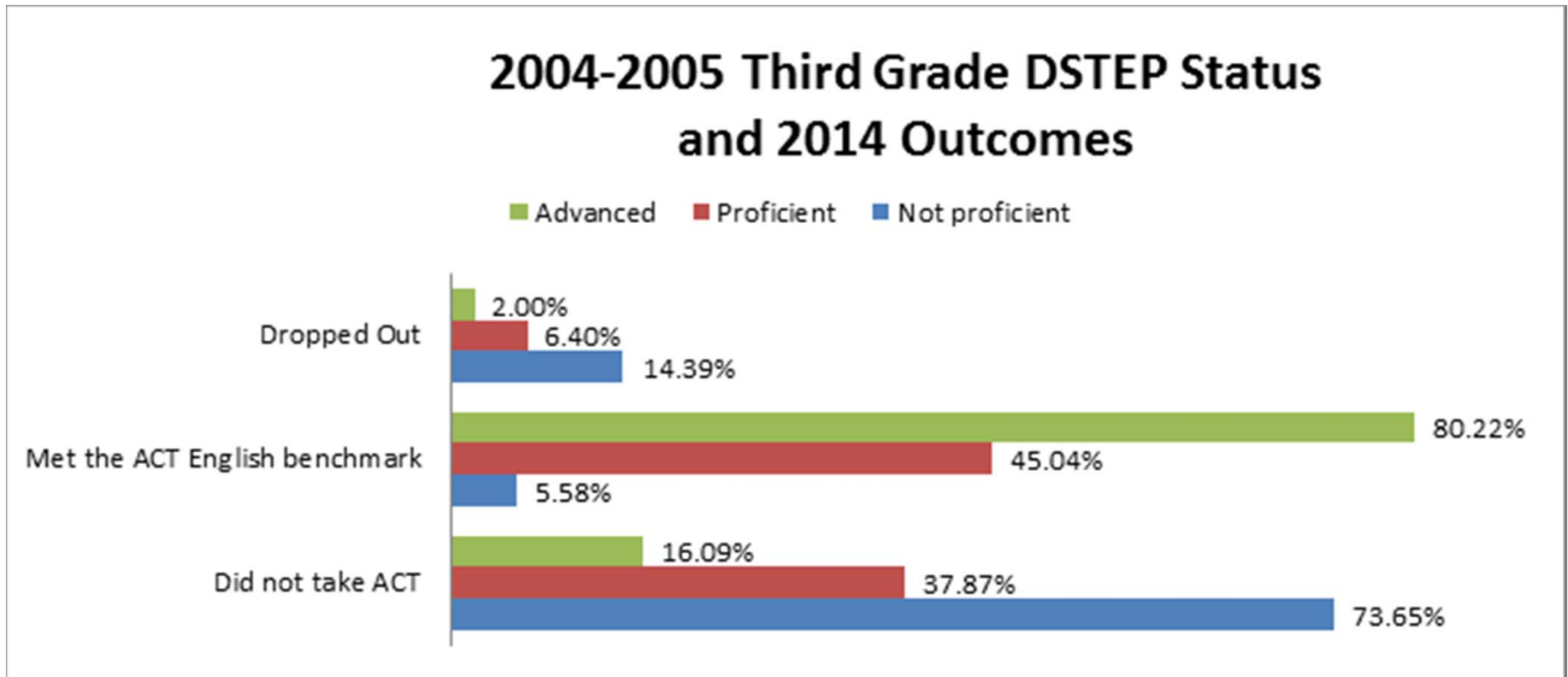
Of those not proficient in reading in 3rd grade:

**73.7%** didn't take the ACT

**5.6%** met ACT English benchmark

**14.4%** dropped out

# What is the data?



# What are we doing about it?

Focusing on foundational reading skills through instructional coaching in the classroom

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# How do we know it is working?

From the voices of teachers....

- Jennifer Nehl – Instructional coach, reading
- Lauren Doust – 1<sup>st</sup> grade teacher in McLaughlin School District



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## #2 - Students Enter 9<sup>th</sup> Grade Proficient in Math

- A firm grasp of math is necessary throughout a student's academic career, because concepts build upon one another and become increasingly complex.



### 2014 graduating class

Of those not proficient in math in 8th grade:

**85.9%** not proficient in 11th grade

**74.5%** didn't take the ACT

**1.4%** met the ACT math benchmark



# What are we doing about it?

Increasing teachers' math knowledge through:

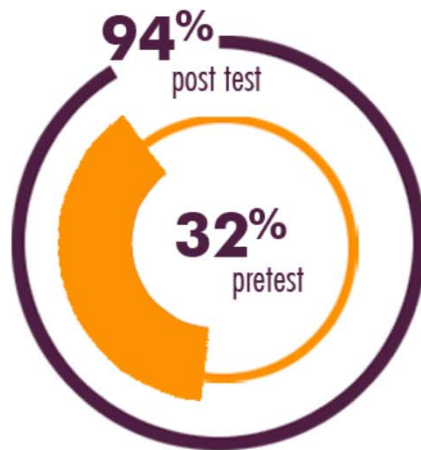
- South Dakota Counts training
- Instructional coaching

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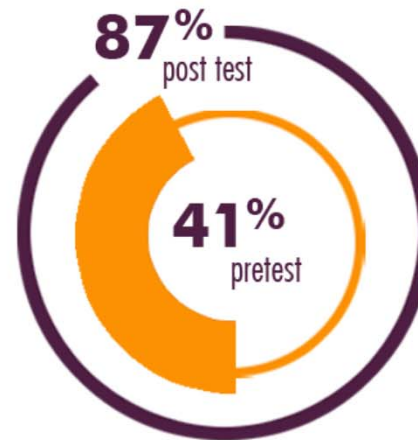


# SD Counts Success

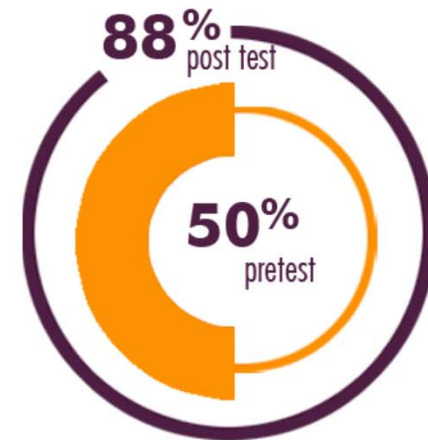
## Growth in SD Counts Teacher Knowledge



**Geometry**



**Algebra**



**Number Sense**

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# How do we know it is working?

From the voices of teachers...

- Shawn Dewitt – SD Counts trainer/  
instructional coach
- Jamie Schwenn – 4<sup>th</sup> grade teacher in Wilmot  
School District



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# #3 Increase Native American Outcomes



- A number of factors contribute to the achievement gap of our Native American students:

- Social
- Economic
- Geographical isolation

## 2014 South Dakota Graduation Rate

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All students:  
**82.74%**

Native American students:  
**46.98%**

# What is the data?

- GAP = 35.76% between all students and Native American subgroup
- Dropouts = 1049 students
  - 289 Native American students in 23 districts
  - What this means: Only 11.57% public school students are Native American; however, they make up almost 1/3 of all dropouts.

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# What are we doing about it?

## 1) WoLakota Project

- Mentors for new teachers in high-needs schools
- Capturing history through voices of elders

## 2) Exploring alternative school options

## 3) Jobs for Americas Graduates (JAG)

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# What are we doing about it?

School Year	# of Schools	# of Students	# of 12 <sup>th</sup> grade students	Graduation Rate
2012-13	3	63	11	100%
2013-14	5	88	16	99%
2014-15	6	134	23	NA

**JAG**

*The JAG Model is cost-effective with a cost per participant that can be recovered in taxes paid in only*

**14 months**  
*of full-time employment.*

# How do we know it is working?

- From the voice of a student...
  - Eric Kiefer, junior at Bennett County High School
  - Placed 3<sup>rd</sup> at JAG National Student Leadership Academy in D.C.

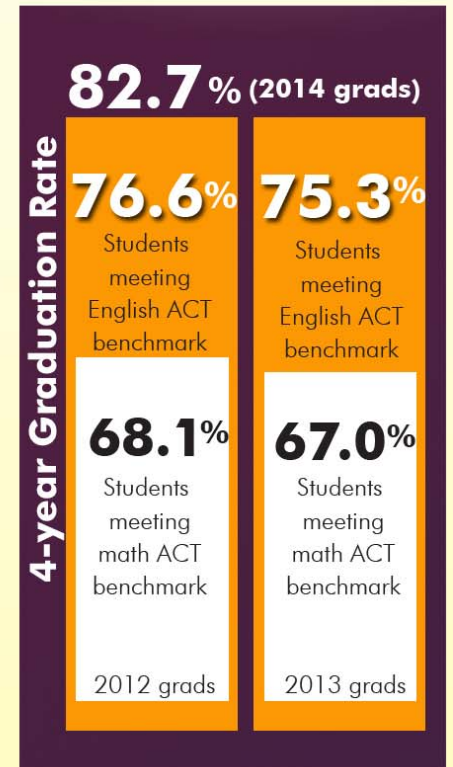


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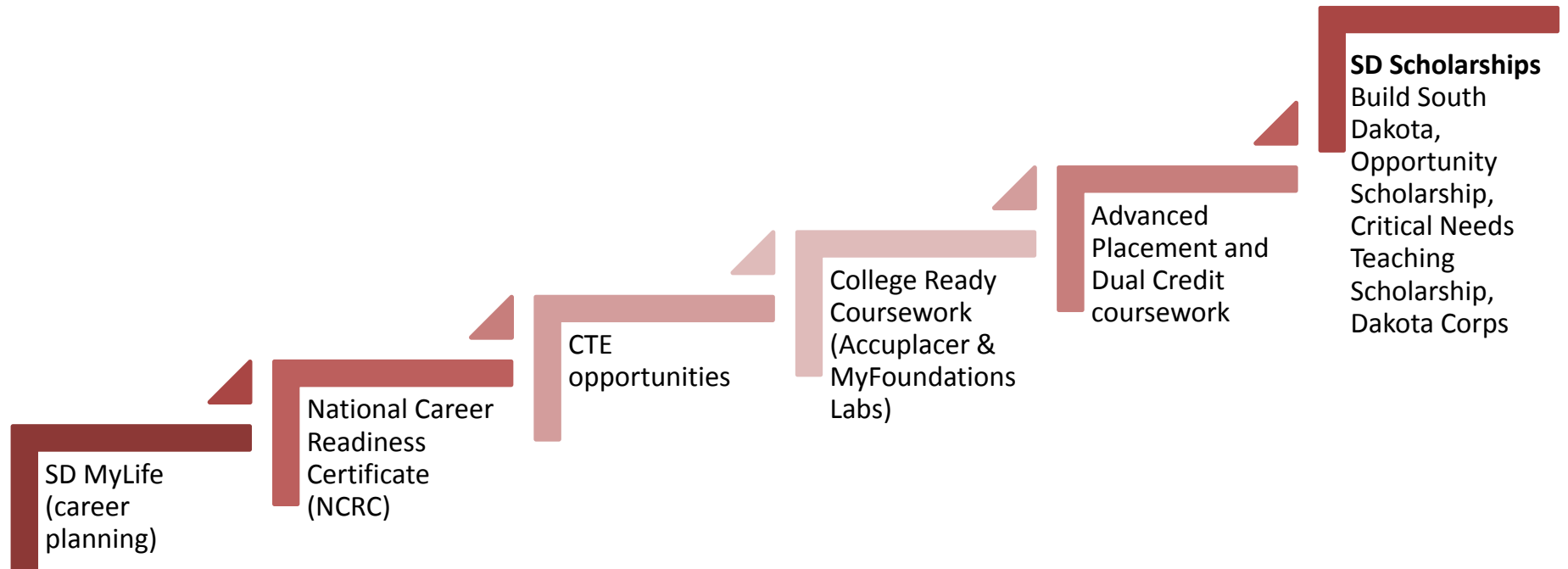


# #4 – Postsecondary and Workforce Readiness

- K12 needs to do more than graduate students
  - Engage them and help them make connections between learning and real life (workforce)



# What are we doing about it?



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# How do we know it is working?

- From the voice of a teacher...
  - Jay Berglund, high school math teacher in Gettysburg School District

College readiness coursework:

	2014
# of students completing Accuplacer assessment in My Foundations Lab Program	85
Accuplacer pass rate for My Foundations Lab Program	58.82%

# How do we know it is working?

## Dual Credit Fall 2014 Participation

105 public school districts, 1 tribal school,  
8 private schools and 14 homeschoolers

**2,654**  
classes offered

**4,301**  
credits earned

**1,077**  
students

# How do we know it is working?

- From the voice of an administrator...
  - Kim Kludt, high school principal in Dell Rapids School District



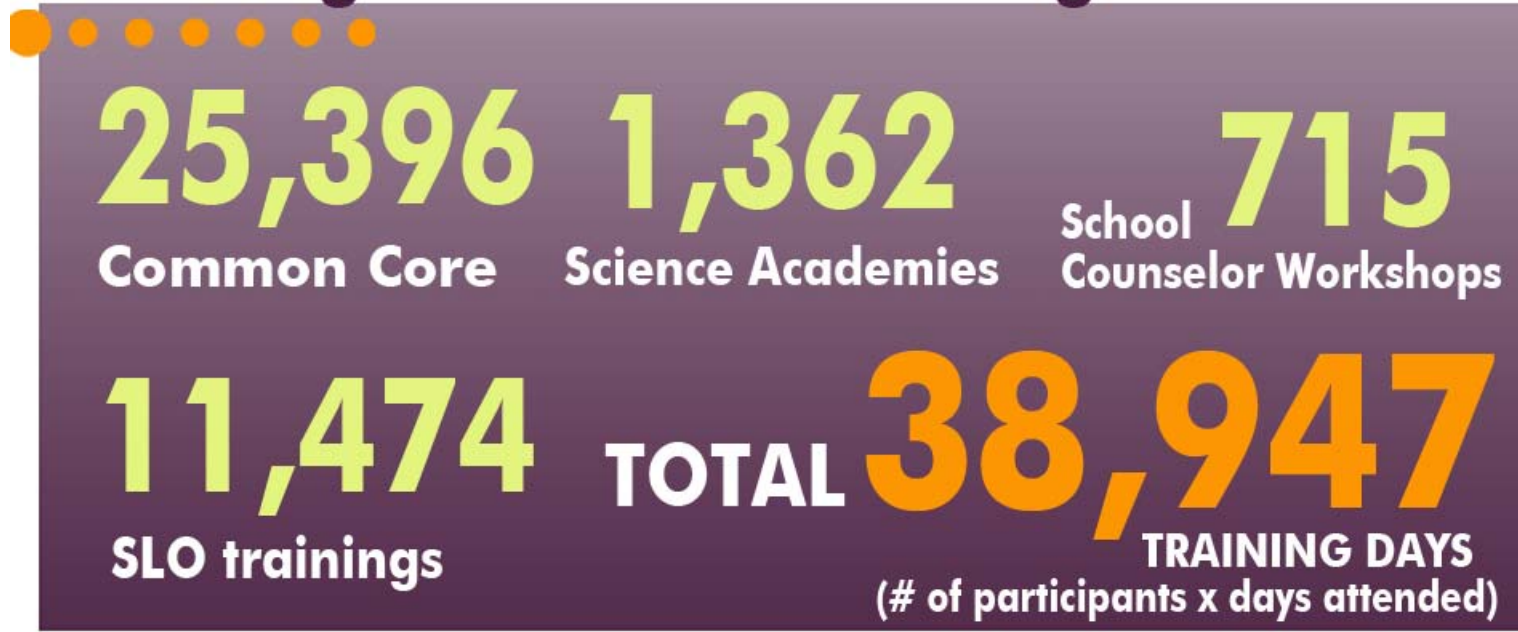
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# Foundational Supports

## High Quality Standards

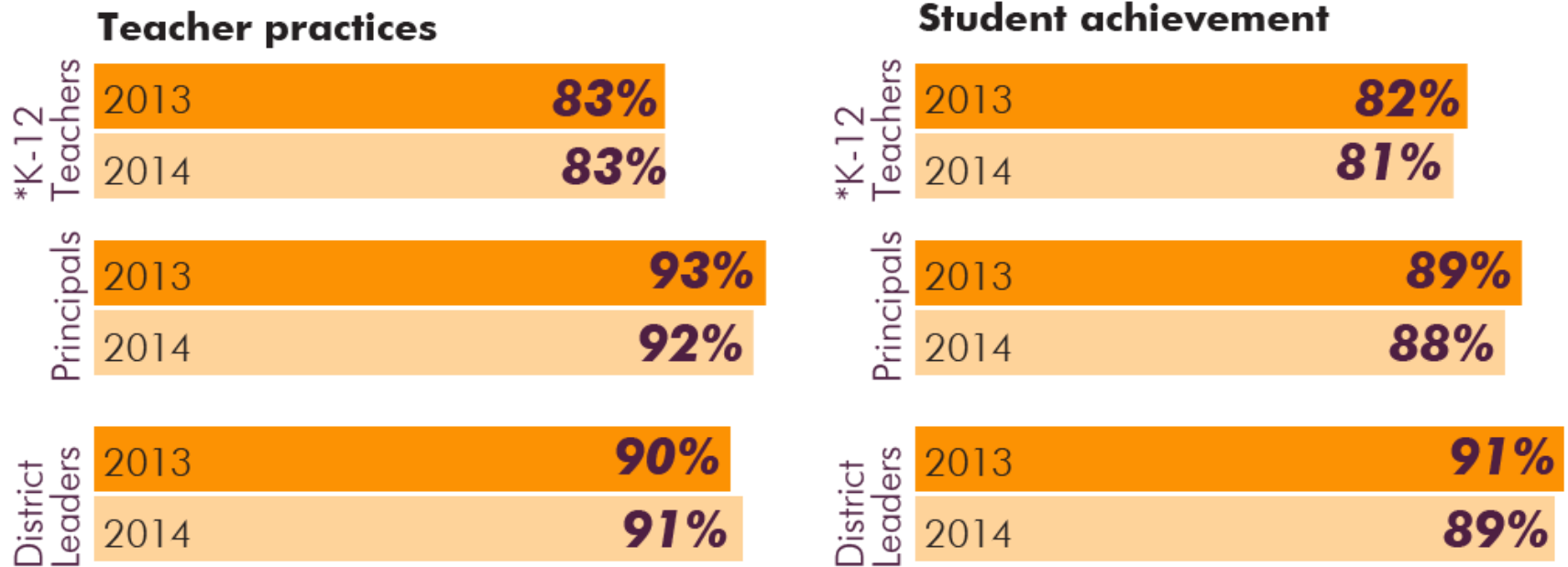
- Backbone of student learning supported by consistent training

### Investing in Teachers Training: 2012-2014



# How do we know it is working?

**The Common Core State Standards will have a positive impact on...**



\*Teachers of Math and Reading

Source: South Dakota survey results fall 2013 & 2014

# Foundational Supports

- **Effective Teachers and Leaders**
  - Single most important factor in the success of a student

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# What are we doing about it?

- Providing support for teachers/administrators
  - Designed to enhance ongoing professional growth

teachscope

**122\*** districts planning to use or currently implementing Teachscope

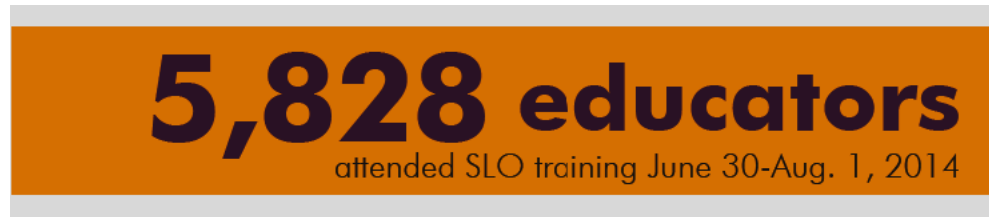
**8,830\*** teachers and administrators have accessed Teachscope

## **Most popular Teachscope courses among SD teachers\***

- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning

\*As of Nov. 2014

# How do we know it is working?



From the voices of educators...

- Susan Foster, principal in Brandon Valley School District
- Robin Curtis, 6<sup>th</sup> grade teacher in Winner School District

- Education is the key to success in life, and teachers make a lasting impact in the lives of their students.

### Solomon Ortiz

- Education is a shared commitment between dedicated teachers, motivated students and enthusiastic parents with high expectations.

### Bob Beauprez

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