

**Current Status of State's Data System Capabilities Regarding SFSF Phase II Indicators**

As of March 16, 2011

				Areas Plan Addresses:		Next Milestone			
Assurance	Current Status	Indicator Met?	Link to Data	Collection (Check if Applies)	Public Reporting (Check if Applies)	Proposed Completion Date	Date	Milestone	Revised Plan
I (a) (1)	Confirm for the State the number and percentage of core academic courses taught, in high and low-poverty schools, by HQTs.	Yes	This is reported annually in the State's CSPR report.  <a href="http://doe.sd.gov/ness/NCLB.asp">http://doe.sd.gov/ness/NCLB.asp</a>						
I (a) (2)	Confirm for the State: whether the state's Teacher Equity Plan fully reflects state steps to ensure that low income and minority students are not taught at higher rates by inexperienced, unqualified, or out-of-field teachers.	Yes	This is available in the 2009 Teacher Equity Plan.  <a href="http://www.ed.gov/programs/teacherqual/hqtplans/sdeprevised.doc">http://www.ed.gov/programs/teacherqual/hqtplans/sdeprevised.doc</a>						
D (a) (1)	Describe for each LEA the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.	Yes	A survey instrument was developed to collect the information. An initial survey was then sent out in fall 2010.  Go to: <a href="http://doe.sd.gov/stimulus/">http://doe.sd.gov/stimulus/</a> and click on 2010 Teacher Evaluation Survey or 2010 Principal Evaluation Survey under STATE-SPECIFIC INFORMATION						
I (a) (3)	Indicate for each LEA whether the systems used to evaluate the performance of teachers include student achievement outcomes as an evaluation criterion.	Yes							
I (a) (4)	Provide for each LEA the number and percentage of teachers rated at each performance rating or level (for those whose teachers receive performance ratings or levels through an evaluation system).	Yes							
I (a) (5)	Indicate for each LEA whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage of teachers rated at each performance rating or level are available for the LEA in a manner easily accessible and a format easily understandable by the public.	Yes							
D (a) (2)	Describe for each LEA the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.	Yes							
I (a) (6)	Indicate for each LEA whether the systems used to evaluate the performance of principals include student achievement outcomes as an evaluation criterion.	Yes							

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I (a) (7)	Provide for each LEA the number and percentage of principals rated at each performance rating or level (for those whose principals receive performance ratings or levels through an evaluation system).		Yes							
I (b) (1)	Indicate which of the 12 America COMPETES Act elements are included in the State's longitudinal data system.	See each item below					Sept. 2011			
I (b) (1) #1	A unique statewide student identifier that does not permit a student to be individually identified by users of the system?	Both the K-12 and the Higher Education system have unique student identifiers.	Yes	NA						
I (b) (1) #2	Student-level enrollment, demographic, and program participation information?	A transactional data system is in place that allows for collection of enrollment, demographic and program participation data at the K12 level and at the Higher Education level.	Yes	NA						
I (b) (1) #3	Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete pre-K through postsecondary education programs?	The current transactional data system records the exit, transfer in/out, drop out or completion of an educational program at the K12 level and at the Higher Education level.	Yes	NA						
I (b) (1) #4	The capacity to communicate with higher education data systems?	The SDDOE and BOR recently entered into a Memorandum of Agreement to allow for sharing of student data and DOE has begun to provide data to BOR.	Yes	<a href="http://doe.sd.gov/stimulus/documents/MOA-DOE_%20BOR.pdf">http://doe.sd.gov/stimulus/documents/MOA-DOE_%20BOR.pdf</a>						
I (b) (1) #5	An audit system assessing data quality, validity, and reliability?	The current transactional data system allows for basic audit processes.	Yes	NA						
I (b) (1) #6	Yearly State assessment records of individual students?	Assessment data are accessible on the current transactional data system.	Yes	NA						
I (b) (1) #7	Information on students not tested, by grade and subject?	The current transactional system collects these data.	Yes	NA						
I (b) (1) #8	A teacher identifier system with the ability to match teachers to students?	South Dakota has partnered with it's statewide student information system vendor to build the capacity to link students and teachers. The district edition of the system already had the capability but the information was not fed up to the state level system.  Modifications were made to collect the information at the state level and districts will be directed on what information will be required to be submitted.	Yes							
I (b) (1) #9	Student-level transcript information, including on courses completed and grades earned?	Transcripts are generated in a static form in the current transactional data base system and are typically outputted as pdf file. The ability to export them in a flat file does exist. In addition, the statewide student information system has the capability to support the mapping of distinct courses to state codes.  The only piece that is missing is the implementation of a common course numbering system. South Dakota is working towards adoption of the National Center for Educational Statistics' SCED codes (School Exchange of Data). The codes will be finalized by July 1, 2010 and fully implemented for the 2011-12 school	Yes	NA						
I (b) (1) #10	Student-level college readiness test scores?	This information is collected from the testing company and uploaded into the current data system.	Yes							

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I (b) (1) #11	Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework?	No	<a href="http://doe.sd.gov/stimulus/documents/MOA-DOE_%20BOR.pdf">http://doe.sd.gov/stimulus/documents/MOA-DOE_%20BOR.pdf</a>	✓	✓		Spring 2011	BOR will provide results to DOE	<a href="http://www.doe.sd.gov/stimulus/documents/Indtr_b1.pdf">http://www.doe.sd.gov/stimulus/documents/Indtr_b1.pdf</a>
I (b) (1) #12	Other information determined necessary to address alignment and adequate preparation for success in postsecondary education?	No	<a href="http://doe.sd.gov/stimulus/documents/MOA-DOE_%20BOR.pdf">http://doe.sd.gov/stimulus/documents/MOA-DOE_%20BOR.pdf</a>	✓	✓				
I (b) (2)	Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with student growth data on their current and prior year students in a manner that is timely and informs instructional programs.	Yes	NA						
(b) (3)	Indicate whether the State provides to such teachers reports of individual teacher impact on student achievement on those state assessments.	Yes	NA						
I (c) (1)	Confirm the approval status, as determined by USED, of the State's assessment system under ESEA in reading/language arts, mathematics, and science assessments.	Yes	This information can be found at <a href="http://doe.sd.gov/oats/dakSTEP.asp">http://doe.sd.gov/oats/dakSTEP.asp</a> under the LINKS section of the right sidebar. Look for Approval Letter - Math and Approval Letter - Science/Reading .						
I (c) (2)	Confirm whether the State has developed and implemented valid and reliable alternate assessments for students with disabilities that are approved by USED.	Yes	This information can be found at <a href="http://doe.sd.gov/oats/AltAssessment.asp">http://doe.sd.gov/oats/AltAssessment.asp</a> under the LINKS section of the right sidebar. Look for South Dakota's NCLB Approval.						
I (c) (3)	Confirm whether the State's alternate assessments for students with disabilities, if approved by USED, are based on grade level, modified, or alternate academic achievement standards.	Yes	<a href="http://doe.sd.gov/oats/AltAssessment.asp">http://doe.sd.gov/oats/AltAssessment.asp</a>						
I (c) (4)	Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments.	Yes	<a href="http://doe.sd.gov/octa/assessment/dakSTEP/documents/Accommodations%20Study%20Revision%20June%202008.pdf">http://doe.sd.gov/octa/assessment/dakSTEP/documents/Accommodations%20Study%20Revision%20June%202008.pdf</a>						
I (c) (5)	Confirm the number and percentage of students with disabilities who are included in State reading/language arts and mathematics assessments.	Yes	This is reported annually in the State's CSPR report. <a href="http://doe.sd.gov/bess/NCLB.asp">http://doe.sd.gov/bess/NCLB.asp</a>						

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I (c) (6)	Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments.	With assistance from GW-CEEE (The George Washington University Center for Equity and Excellence in Education) the SDDOE have created power points along with information that district-wide testing coordinators and their English Language Learner teachers can use on what are the appropriate accommodation for ELL students in districts across our state. Both parties had several conference calls along with webinars before releasing these to our stakeholders.  The State had conducted several webinars to assist people in the field on what is appropriate and not appropriate accommodation for ELL students. With the help of GW-CEEE, we have also embedded recommendation into our District Testing Coordinators Handbook.  The SDDOE has also created a step by step process for districts to use in assisting them with their new ELL students.	Yes	District Testing Coordinator Handbook: <a href="http://doe.sd.gov/oats/documents/dTCH_2011.pdf">http://doe.sd.gov/oats/documents/dTCH_2011.pdf</a> beginning on page 30.  Step by step process for districts to use in assisting with new ELL students: <a href="http://doe.sd.gov/oats/documents/ELLprocess.pdf">http://doe.sd.gov/oats/documents/ELLprocess.pdf</a>						
I (c) (7)	Confirm whether the State provides native language versions of State assessments for limited English proficient students that are approved by USED.	South Dakota Codified Law (SDCL) 1-27-20 authorizes English as the common language of the state. Because English is the common language of the state, it does not provide any native language versions of State assessments for LEP students that are approved by the department.	Yes	South Dakota Codified Law (SDCL) 1-27-20 authorizes English as the common language of the state. <a href="http://legis.state.sd.us/statutes/DisplayStatute.aspx?Type=Statute&amp;Statute=1-27-20">http://legis.state.sd.us/statutes/DisplayStatute.aspx?Type=Statute&amp;Statute=1-27-20</a> .						
I (c) (8)	Confirm the number and percentage of limited English proficient students who are included in State reading/language arts and mathematics assessments.	This is reported annually in the State's CSPR report.	Yes	For 2008-2009, see Part I tables 1.2.1 (page 10) and 1.2.3 (page 11) <a href="http://doe.sd.gov/bess/NCLB.asp">http://doe.sd.gov/bess/NCLB.asp</a>						
I (c) (9)	Confirm the State's annual State Report Card contains the most recent available State reading and mathematics NAEP results.	This is reported at the state and district levels under the NAEP Status tab of the State Report card.	Yes	<a href="https://nclb.ddncampus.net/nclb/portal/portals/xsl?&amp;extractID=11">https://nclb.ddncampus.net/nclb/portal/portals/xsl?&amp;extractID=11</a>						
I (c)(10)	Provide for the State, each LEA, each high school, at each of these levels, by student subgroup the number and percentage of students who graduate from high school using a four-year adjusted cohort graduation rate.	South Dakota does not currently use the new Title I 4 year cohort rate. We plan to switch to this in the 2010-2011 school year.	No		✓	✓	August 2011	April 2011	Work with software vendor to make changes in State Report Card programming to calculated 4 year adjusted cohort rate.	<a href="http://www.doe.sd.gov/stimulus/documents/Indtr_c10.pdf">http://www.doe.sd.gov/stimulus/documents/Indtr_c10.pdf</a>
I (c)(11)	Provide for the State, each LEA, each high school, at each of these levels, by student subgroup, of the students who graduate from high school (using the four-year adjusted cohort rate), the number and percentage who enroll in an institution of higher education (IHE), as defined in sec. 101(a) of the HEA, within 16 months of receiving a regular high school diploma.	The state does not currently collect this information.  The SDDOE and BOR recently entered into a Memorandum of Agreement to allow for sharing of student data.  In addition, South Dakota does not currently use the new Title I 4 year cohort rate. We plan to switch to this in the 2010-2011 school year.	No		✓	✓	August 2011	Spring 2011	BOR will provide results to DOE	<a href="http://www.doe.sd.gov/stimulus/documents/Indtr_c11.pdf">http://www.doe.sd.gov/stimulus/documents/Indtr_c11.pdf</a>

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I (c)(12)	Provide for the State, each LEA, each high school, at each of these levels, by student subgroup, of the students who graduate from high school (using the four year adjusted cohort rate), who enroll in a public IHE in the State within 16 months of receiving a regular high school diploma, the number and percentage who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.	The state does not currently collect this information.  The SDDOE and BOR recently entered into a Memorandum of Agreement to allow for sharing of student data.  In addition, South Dakota does not currently use the new Title I 4 year cohort rate. We plan to switch to this in the 2010-2011 school year.	No		✓	✓				
I (d) (1)	Provide for the State the average statewide school gain in the all students category and for each subgroup on State assessments in reading/language arts.	The state does not currently collect this information.  An initial meeting was held with a member of the TAC committee and SD's testing vendor. An exhibit will be presented at the TAC meeting in July where a decision will be made on the calculation.	No		✓	✓	Sept. 2011	Apr-11	Information regarding a new growth model for mathematics and reading/language will be discussed with TIE (Technology and Innovation in Education) to determine a new option for a model	<a href="http://www.doe.sd.gov/stimulus/documents/Indtr_d12.pdf">http://www.doe.sd.gov/stimulus/documents/Indtr_d12.pdf</a>
I (d) (2)	Provide for the State the average statewide school gain in the all students category and for each		No		✓	✓				
D (d) (1)	Provide the definition of "persistently lowest achieving schools" that the State uses, consistent with the definition in the notice, to identify such schools.	South Dakota's definition of "persistently lowest-achieving schools" was approved on 4/06/10.	Yes	<a href="http://doe.sd.gov/stimulus/documents/Stimulus_DefinitionofPLA.pdf">http://doe.sd.gov/stimulus/documents/Stimulus_DefinitionofPLA.pdf</a>						
I (d) (3)	Provide for the State the number and identity of Title I schools in improvement, corrective action, or restructuring that are identified as persistently lowest achieving schools.	South Dakota's definition of "persistently lowest-achieving schools" was approved on 4/06/10.  Districts listed as Tier I and Tier III represent Title I schools in improvement, corrective action, or restructuring that are identified as persistently lowest achieving schools.	Yes	<a href="http://doe.sd.gov/stimulus/documents/Stimulus_PLAschools.pdf">http://doe.sd.gov/stimulus/documents/Stimulus_PLAschools.pdf</a>						
I (d) (4)	Provide for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year (as defined in the notice).	A list of Tier I and III schools can be found on the DOE Stimulus website under State-Specific Information. Click on the <u>Persistently Low Achieving Schools</u> link. None of the schools have implemented the reform strategies in the last year.	Yes	For a list of schools, click on the Persistently Low Achieving Schools link under State-Specific Information.  <a href="http://doe.sd.gov/stimulus/">http://doe.sd.gov/stimulus/</a>						
I (d) (5)	Provide for the State the number and identity of secondary schools that are eligible for, but do not receive, Title I funds, that are identified as persistently lowest-achieving schools.	South Dakota's definition of "persistently lowest-achieving schools" was approved on 4/06/10.  Districts listed as Tier II represent secondary schools that are eligible for, but do not receive, Title I funds that are identified as persistently lowest-achieving schools.	Yes	<a href="http://doe.sd.gov/stimulus/documents/Stimulus_PLAschools.pdf">http://doe.sd.gov/stimulus/documents/Stimulus_PLAschools.pdf</a>						
I (d) (6)	Provide for the State, of the persistently lowest-achieving schools that are secondary schools eligible for, but that do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year (as defined in the notice).	A list of Tier I and III schools can be found on the DOE Stimulus website under State-Specific Information. Click on the <u>Persistently Low Achieving Schools</u> link. None of the schools have implemented the reform strategies in the last year.	Yes	For a list of schools, click on the Persistently Low Achieving Schools link under State-Specific Information.  <a href="http://doe.sd.gov/stimulus/">http://doe.sd.gov/stimulus/</a>						

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I (d) (7)	Provide for the State the number of charter schools that are currently permitted to operate under State law (and if applicable, provide for each LEA as well).	South Dakota does not currently have any charter schools.	NA	NA - SD does not currently have charter schools.					
I (d) (8)	Confirm for the State and for each LEA in the state the number of charter schools currently operating.	South Dakota does not legally authorize charter schools.	Yes	South Dakota does not legally authorize charter schools.					
I (d) (9)	Provide for the State and for each LEA in the State that operates charter schools the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year.	South Dakota does not legally authorize charter schools.	Yes	South Dakota does not legally authorize charter schools.					
I (d)(10)	Provide for the State and for each LEA in the State that operates charter schools the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year.	South Dakota does not legally authorize charter schools.	Yes	South Dakota does not legally authorize charter schools.					
I (d)(11)	Provide for the State and for each LEA in the State that operates charter schools the number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years.	South Dakota does not legally authorize charter schools.	Yes	South Dakota does not legally authorize charter schools.					
I (d)(12)	Indicate for each charter school that has closed within the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons.	South Dakota does not legally authorize charter schools.	Yes	South Dakota does not legally authorize charter schools.					