

## SUMMARY OF REVISIONS - SOUTH DAKOTA'S ESEA WAIVER WINTER 2015

To view the entire proposed waiver, please go to: <http://doe.sd.gov/Accountability/PublicComment.aspx>

### Overview

Overall the South Dakota Department of Education (SD DOE) is proposing few substantive changes in its ESEA flexibility waiver renewal request. The accountability system that has been built over the past four years, with input from stakeholders across the spectrum, is one that is comprehensive and meaningful while taking into account the unique issues facing our districts and schools.

The SD DOE will request two formal amendments: to remove the requirement of Priority districts participating in the Academy of Pacesetter Districts (APD) and to extend from one year to two the time frame for Focus school designation. Because many of our Priority districts are small, APD has become largely duplicative of the work Priority schools are doing. Removal of this requirement shifts the focus to the local level and frees districts to better support their focus and priority schools. Extension of the Focus designation was requested during the previous waiver cycle and given tacit approval; the U.S. Department of Education simply requested that it be formally included in this waiver renewal.

The entire waiver request has been updated to reflect the progress and adjustments made in the past year. Unnecessary historical information and references to previous school years has been dropped, references to Smarter Balanced have been updated, and labels for performance on assessments referring to D-STEP nomenclature have been updated.

The waiver request also expands on amendments approved in the previous waiver, including on the Attendance, College and Career Readiness, and Student Growth key indicators.

Additional and current information has been added to expand on the work ongoing in implementation of state content standards, in special education, and in post-secondary preparation and credit opportunities for high school students.

Finally, information regarding supports for other Title I schools as well as Focus and Priority schools has been updated and clarified. This includes expanded descriptions of the review process for Focus and Priority schools, the role of School Support Team (SST) members, and updated timelines and requirements, in addition to the formal amendments noted above.

The Principle 3 text, "Supporting Effective Instruction and Leadership," remains the same as was submitted last year. The SD DOE is continuing to update this section and expects to complete revisions shortly. The overall structure of the teacher and principal evaluation system that was presented last year (but was never acted upon by the U.S. Department of Education), remains the same.

With this waiver renewal request, South Dakota hopes to continue the strong system of accountability that has been built over the past four years.

**SUMMARY OF REVISIONS - SOUTH DAKOTA'S ESEA WAIVER  
WINTER 2015**

<b>Table 1. Introduction and Principle 1: Updates to Reflect Current Work in the State of South Dakota</b>		
Topic	Change to Waiver	Rationale
<b>1.A. HIGH QUALITY COLLEGE AND CAREER READY STANDARDS</b>	No changes.	
<b>1.B TRANSITION TO COLLEGE AND CAREER READY STANDARDS</b>	<ul style="list-style-type: none"> <li>➤ Updates regarding the content standards revision process</li> <li>➤ Updated information on how the state is supporting districts and schools in implementing the standards, including with professional development, instructional resources, instructional coaching, and supporting special population students.</li> <li>➤ Updated information on piloting of the NCSC assessment and trainings in Universal Design for Learning.</li> <li>➤ Information regarding the SD DOE's broad data analysis review of Phase I for Indicator 17, the State Systemic Improvement Plan. The result of this process was to select improving reading proficiency for students with specific learning disabilities by the 3<sup>rd</sup> grade statewide assessment.</li> <li>➤ Updated information on dual credit, concurrent credit, and Advanced Placement courses for secondary students</li> </ul>	<ul style="list-style-type: none"> <li>➤ SD DOE believes the key to success is a focused, cross departmental approach to increasing student achievement in South Dakota. These overarching goals guide all work at all levels of the department.</li> <li>➤ Demonstrate that the SD DOE is committed to helping teachers, schools, and districts implement the state's content standards in a meaningful and effective way.</li> <li>➤ SD DOE wants to highlight the work ongoing to support students with disabilities and ensure that, where appropriate, they are held to the same high college and career ready standards as their general education peers.</li> </ul>
<b>1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH</b>	<ul style="list-style-type: none"> <li>➤ Updated information to reflect the work done to prepare for the Smarter Balanced assessments, following the field tests of 2013-14, to be administered in the Spring of 2015, following the field tests in the spring of 2014.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrate that the SD DOE is committed to ensuring the College and Career Readiness key indicator reflects as accurate of a picture as possible the work ongoing in schools across the state to prepare students for life after</li> </ul>

**SUMMARY OF REVISIONS - SOUTH DAKOTA'S ESEA WAIVER  
WINTER 2015**

	<ul style="list-style-type: none"> <li>➤ Add further details on assessments that will be phased in to demonstrate career readiness (NCRC) and multiple pathways to college readiness (ACT, Smarter Balanced, and Accuplacer), as approved during the previous flexibility extension request.</li> </ul>	<p>graduation.</p>
<b>Table 2. Principle 2: Amendments and Updates to the Accountability System</b>		
<b>Topic</b>	<b>Change to Waiver</b>	<b>Rationale</b>
<p><b>2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT</b></p>	<ul style="list-style-type: none"> <li>➤ Minor updates to reflect and clarify the School Performance Index (SPI) system, as approved by US ED during the previous flexibility waiver request. Updates include language moving from ADA to the percent of students meeting the state's target attendance goal of 94%, more clear explanation of the College and Career Readiness indicator phase-in, and updated charts.</li> <li>➤ Underscore that no school with significant achievement or graduation gaps that are not closing can be a reward school</li> <li>➤ Remove many references to SD LEAP, while still preserving references to a school turnaround plan, to allow the state in the future to consider other options.</li> <li>➤ Add more specific language regarding the requirement for Focus and Priority schools to have a family and community engagement strategy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Provide a more clear explanation as to how public schools in South Dakota will be rated on the SPI.</li> <li>➤ Ensure that Focus and Priority schools are clear about requirements.</li> </ul>
<p><b>2.B. SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES</b></p>	<p>No substantive edits.</p>	

**SUMMARY OF REVISIONS - SOUTH DAKOTA'S ESEA WAIVER  
WINTER 2015**

<b>2. C. REWARD SCHOOLS</b>	No substantive edits.	
<b>2. D. PRIORITY SCHOOLS</b>	<ul style="list-style-type: none"> <li>➤ <b>AMENDMENT: Remove the requirement for Priority Districts to participate in the Academy of Pacesetter Districts (APD).</b></li> <li>➤ Update the Turnaround Principles and Priority School Requirements chart.</li> <li>➤ Provide more detail on the role of School Support Team (SST) members and the SD DOE's procedure for evaluating schools throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>The APD has become redundant with the work schools are doing in SD LEAP because of the small nature of most Priority districts. Removing this requirement allows districts to refocus their efforts to the school level to give schools the supports they need to improve student outcomes.</b></li> <li>➤ In response to feedback from schools, the SD DOE revised its evaluation process to provide greater transparency and more meaningful feedback.</li> </ul>
<b>2.E FOCUS SCHOOLS</b>	<ul style="list-style-type: none"> <li>➤ <b>AMENDMENT: Focus school designation will be two year process; one planning, one implementation (requested last year, re-requesting this year).</b></li> <li>➤ Provide more detail on the role of SST members and the SD DOE's procedure for evaluating schools throughout the year.</li> <li>➤ Add language on the Family, School, and Community Engagement requirement for focus schools.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>One year timeline has proved to be untenable. Two years allows for deep dive in the data to understand the where and why of the achievement gap.</b></li> <li>➤ In response to feedback from schools, the SD DOE revised its evaluation process to provide greater transparency and more meaningful feedback.</li> </ul>
<b>2. F. PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS</b>	<ul style="list-style-type: none"> <li>➤ Expand the description of the small and special school audit process.</li> <li>➤ Update with additional supports offered to other Title I schools, including Technical Assistance/Capacity Building Visits and Personal Learning Plans for students.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrate the support offered to other Title I schools that are not designated as Focus or Priority.</li> </ul>
<b>2.G. BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING</b>	<ul style="list-style-type: none"> <li>➤ Provide additional information on the Results Driven Monitoring System for Special Education programs</li> </ul>	<ul style="list-style-type: none"> <li>➤ Update the waiver language to reflect current practices.</li> </ul>

**SUMMARY OF REVISIONS - SOUTH DAKOTA'S ESEA WAIVER  
WINTER 2015**

	<ul style="list-style-type: none"> <li>➤ Remove reference to APD (see above)</li> <li>➤ Remove specific references to SD LEAP (see above)</li> <li>➤ Update information on the South Dakota Virtual School and Advanced Placement Coursework</li> </ul>	
<b>Table 3. Principle 3: Teacher and Principal Effectiveness</b>		
<b>SECTION</b>	<b>SUMMARY</b>	
<b>3.A: DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS</b>	<ul style="list-style-type: none"> <li>➤ Description of state law and administrative rule detailing teacher evaluation guidelines.</li> <li>➤ High level overview of how the system takes research based standards of professional practice to create a professional practices rating and growth measures to create a growth rating and combines them to come up with one final rating.</li> <li>➤ Overview of how the system is designed to drive continuous improvement and growth for teachers and principals.</li> <li>➤ Definitions of the South Dakota Framework for Teaching and the Framework for Principals.</li> <li>➤ Detailed description of the process for evaluating Professional Practices (Goal setting conference; pre-observation work and conference; formal and informal observations and feedback loops; performance rubrics; artifacts; use of Teachscape Reflect; Professional Practices rating process and summative conference).</li> <li>➤ Detailed description of the process for creating and evaluating Student Learning Objectives (SLOs) using SLO process guide as a mechanism for creation and evaluation of high quality, rigorous, achievable student growth.</li> <li>➤ Discussion of student growth at the principal level to include both accountability results (AMO/ SPI indicators) and progress towards enabling teachers to set and meet appropriate, rigorous SLOs.</li> <li>➤ Discussion of how Growth and Professional Practices measures come together to create one final summative rating, including the use of professional judgment in minimal instances.</li> <li>➤ Implementation schedule (Teachers – Learning Year 2014-15; Implementation Year 2015-16; Principals – Learning Year 2015-16; Implementation Year 2016-17). Training opportunities from 2013-2016;</li> </ul>	

**SUMMARY OF REVISIONS - SOUTH DAKOTA'S ESEA WAIVER  
WINTER 2015**

	<p>requirements for full implementation in 2015-16 and beyond to include use of State assessment data).</p> <ul style="list-style-type: none"> <li>➤ Details can be found in the Teacher Effectiveness, Principal Effectiveness and SLO handbooks as well as in the implementation schedule (<a href="http://doe.sd.gov/secretary/TE.aspx">http://doe.sd.gov/secretary/TE.aspx</a> and <a href="http://doe.sd.gov/secretary/PE.aspx">http://doe.sd.gov/secretary/PE.aspx</a> )</li> </ul>
<p><b>3.B:ENSURE LEAS IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS</b></p>	<p>Details of monitoring and research process across the state including:</p> <ul style="list-style-type: none"> <li>➤ Assignment of Teachscape licenses</li> <li>➤ Pilot site research effort</li> <li>➤ School planning documents for 2014-15 year</li> <li>➤ Collection of School Aggregate data including use of professional judgment. Comparison of this data to accountability data to identify places where systems are misaligned as a method for identifying schools in need of on-site technical assistance.</li> <li>➤ Use of consolidated application process to provide assurances that state model is being implemented.</li> <li>➤ Use of crosswalk approval process to ensure that schools using models other than the state model are meeting quality of standards and including student growth in a meaningful way.</li> <li>➤ Use of accreditation process to evaluate practices within the school (looking for information to document the process, training, observations, SLO quality check, and process by which ratings are combined into one final rating)</li> <li>➤ Research effort in collaboration with higher education, SDEA grant, and REL to evaluate system and use of growth measures through the 2016-17 evaluation cycle</li> </ul>