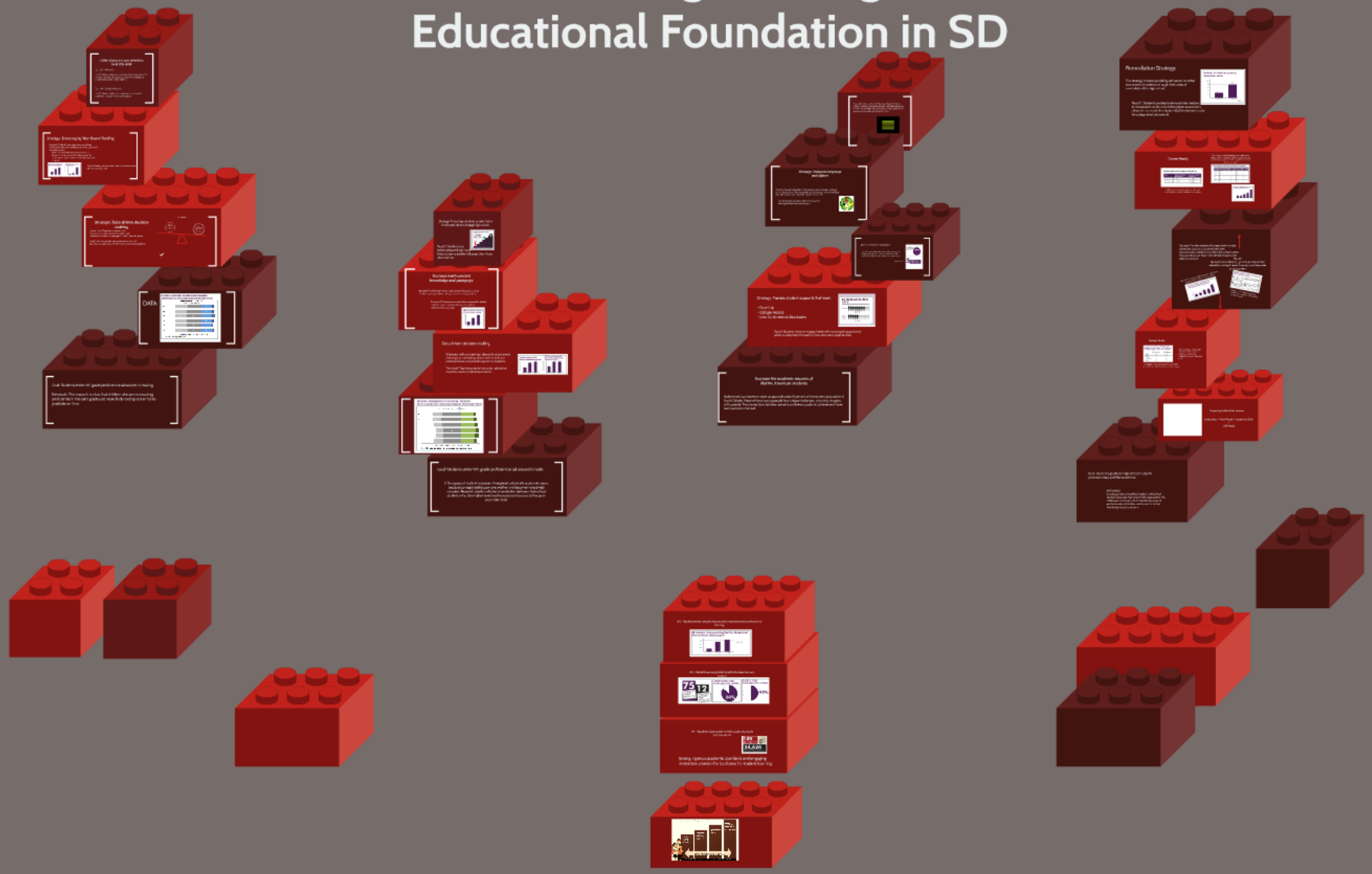
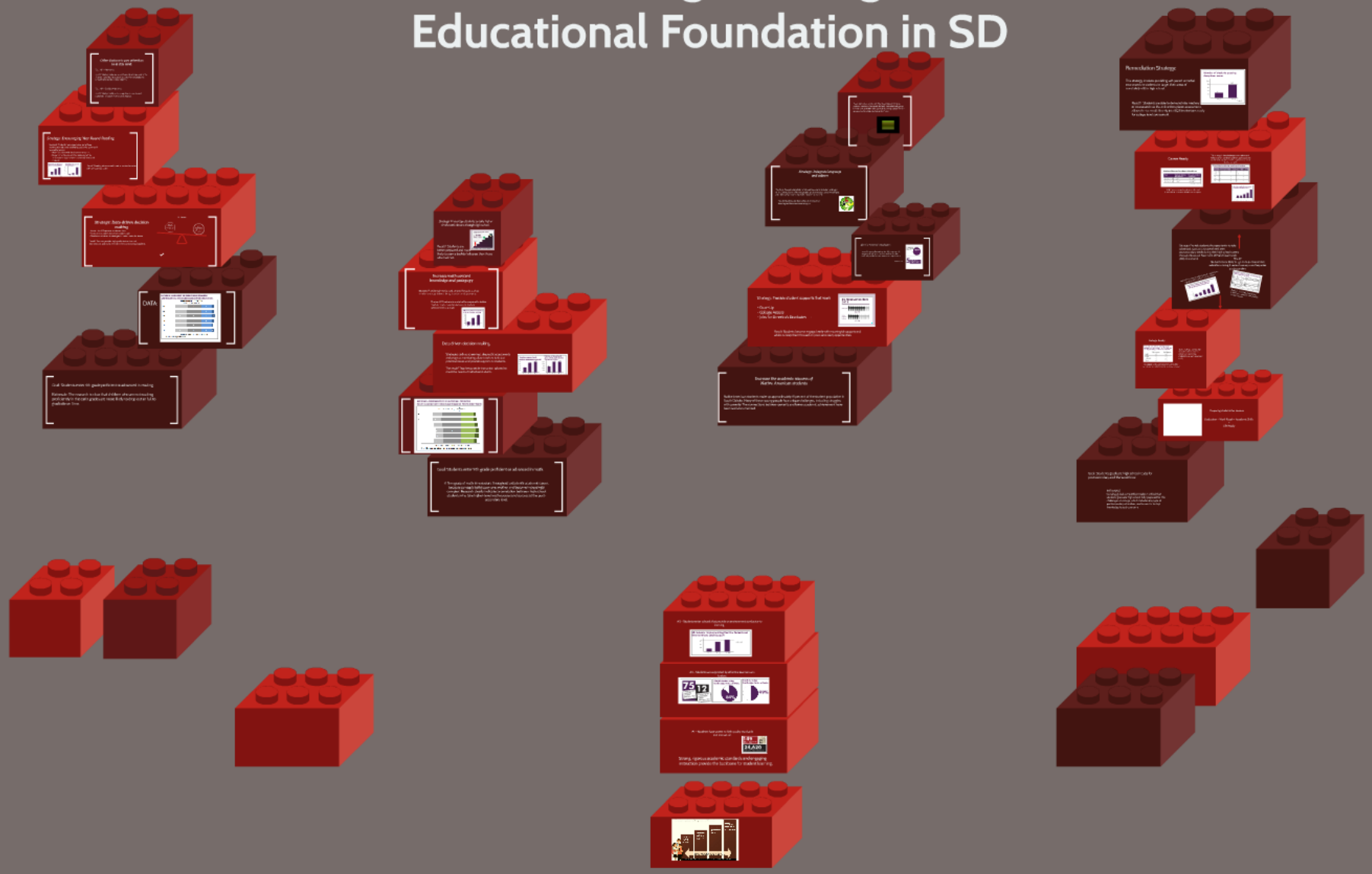
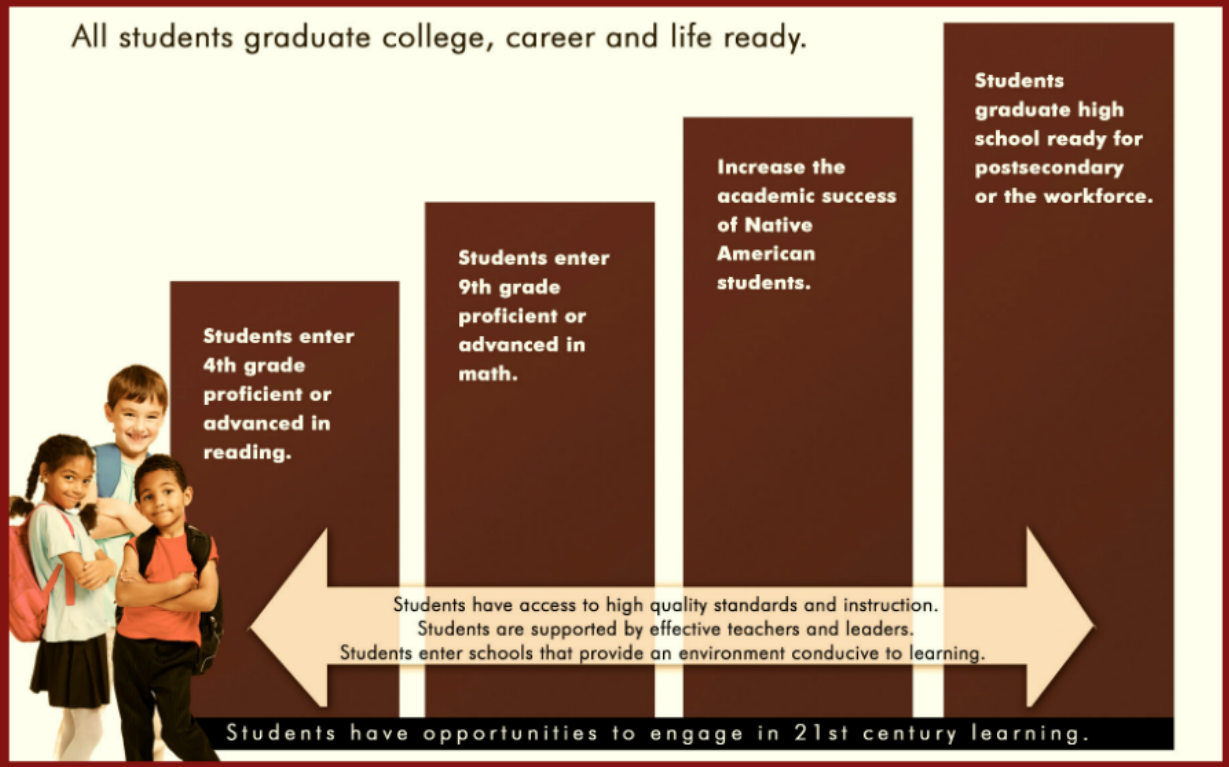
Building a Strong Educational Foundation in SD

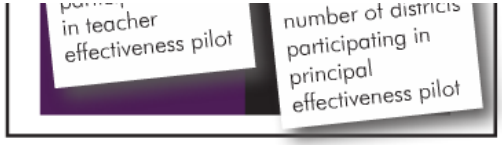


Building a Strong Educational Foundation in SD



Building a Strong Educational Foundation in SD


All students graduate college, career and life ready.
Students enter 4th grade proficient or advanced in reading.
Students enter 9th grade proficient or advanced in math.
Increase the academic success of Native American students.
Students graduate high school ready for postsecondary or the workforce.
Students have access to high quality standards and instruction.
Students are supported by effective teachers and leaders.
Students enter schools that provide an environment conducive to learning.
Students have opportunities to engage in 21st century learning.



#1 – Students have access to high quality standards and instruction.

Strong, rigorous academic standards and engaging instruction provide the backbone for student learning.

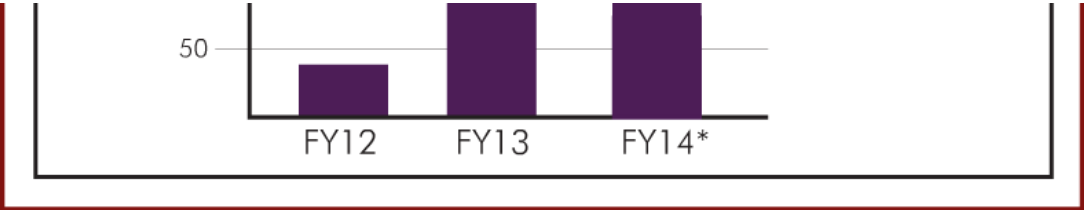
149

number of districts participating in standards training

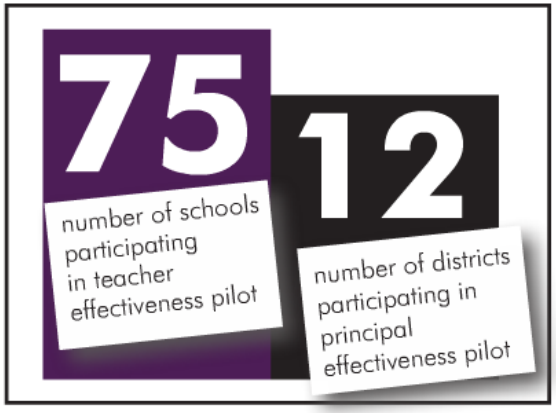
72 percent of eligible teachers participating in standards training

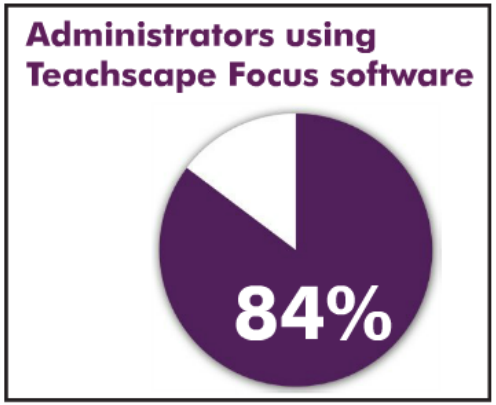
24,620

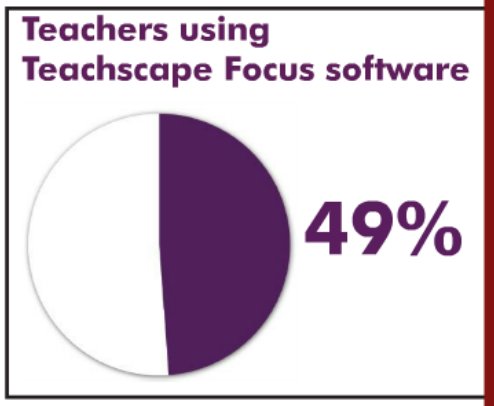
total number of standards training days



#2 - Students are supported by effective teachers and leaders.

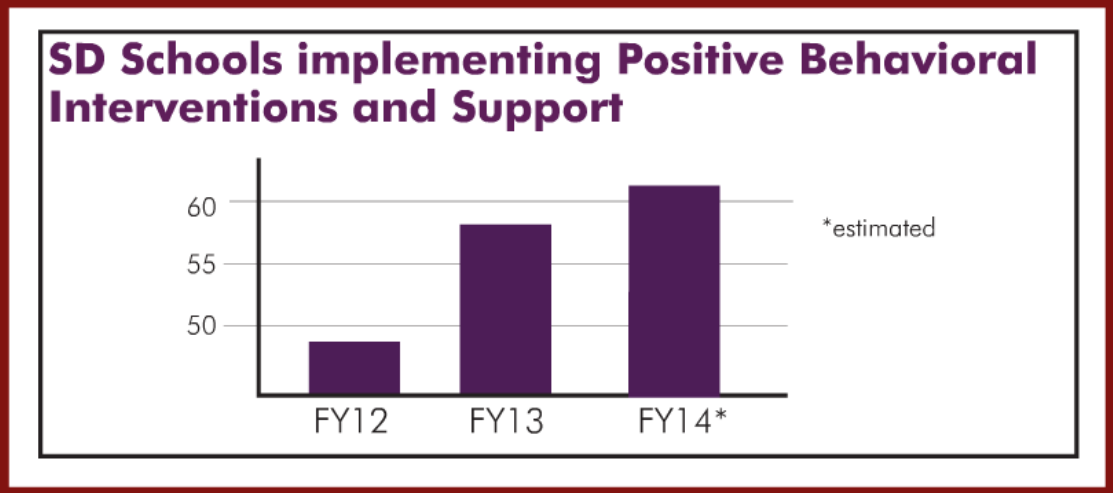






#1 – Students have access to high quality standards and instruction.

#3 - Students enter schools that provide an environment conducive to learning.



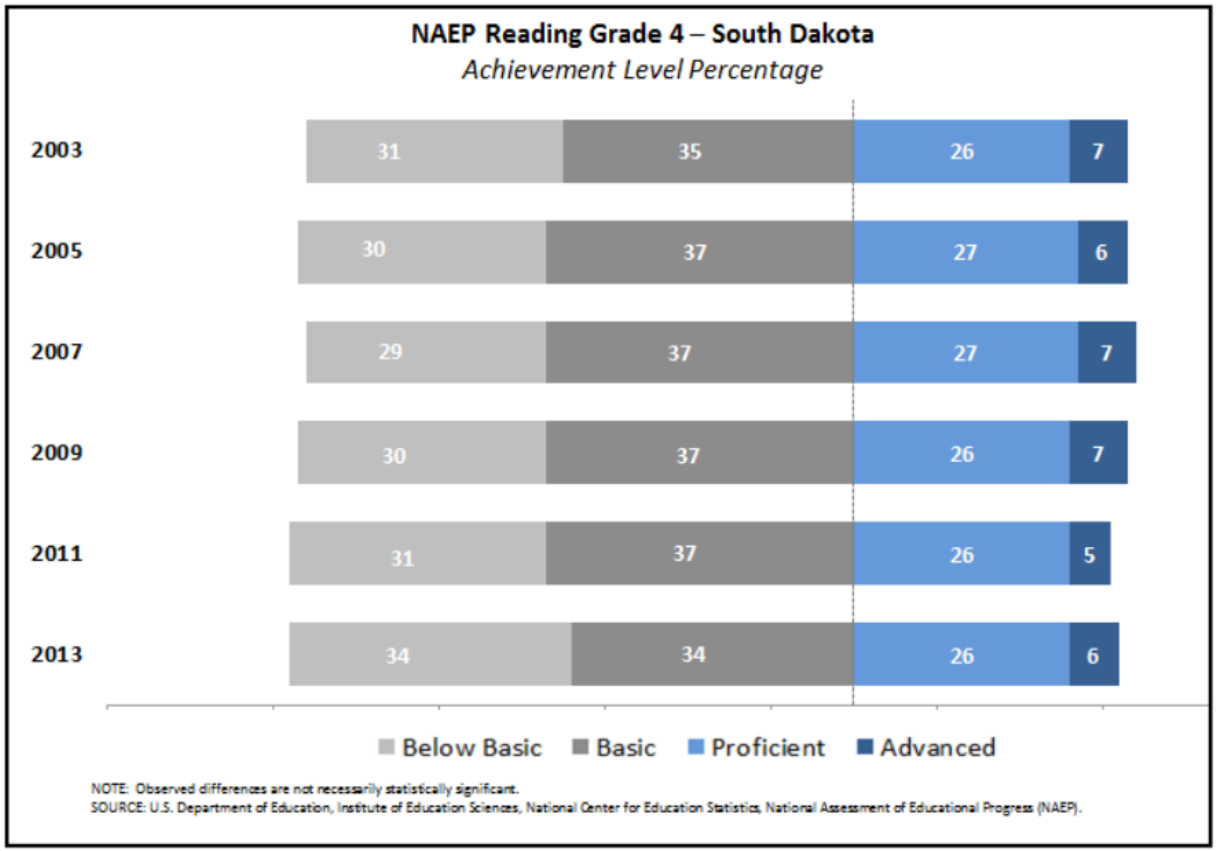
#2 - Students are supported by effective teachers and leaders.

Goal: Students enter 4th grade proficient or advanced in reading.

Rationale: The research is clear that children who are not reading proficiently in the early grades are more likely to drop out or fail to graduate on time.

DATA:

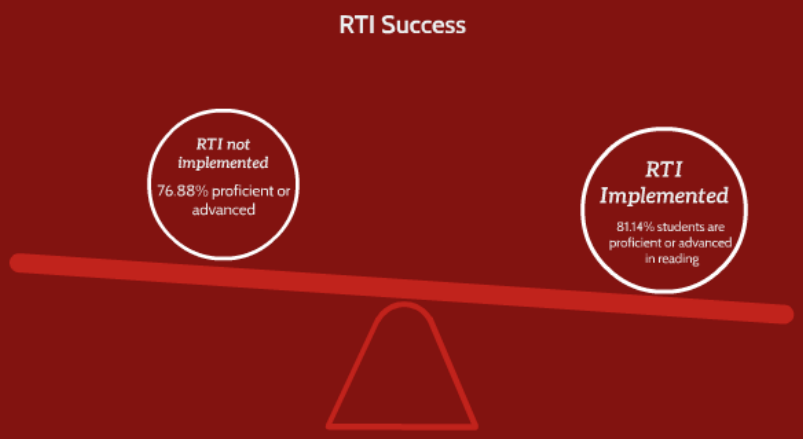
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
SOUTH DAKOTA'S 4TH GRADE READING PROFICIENCY RATES



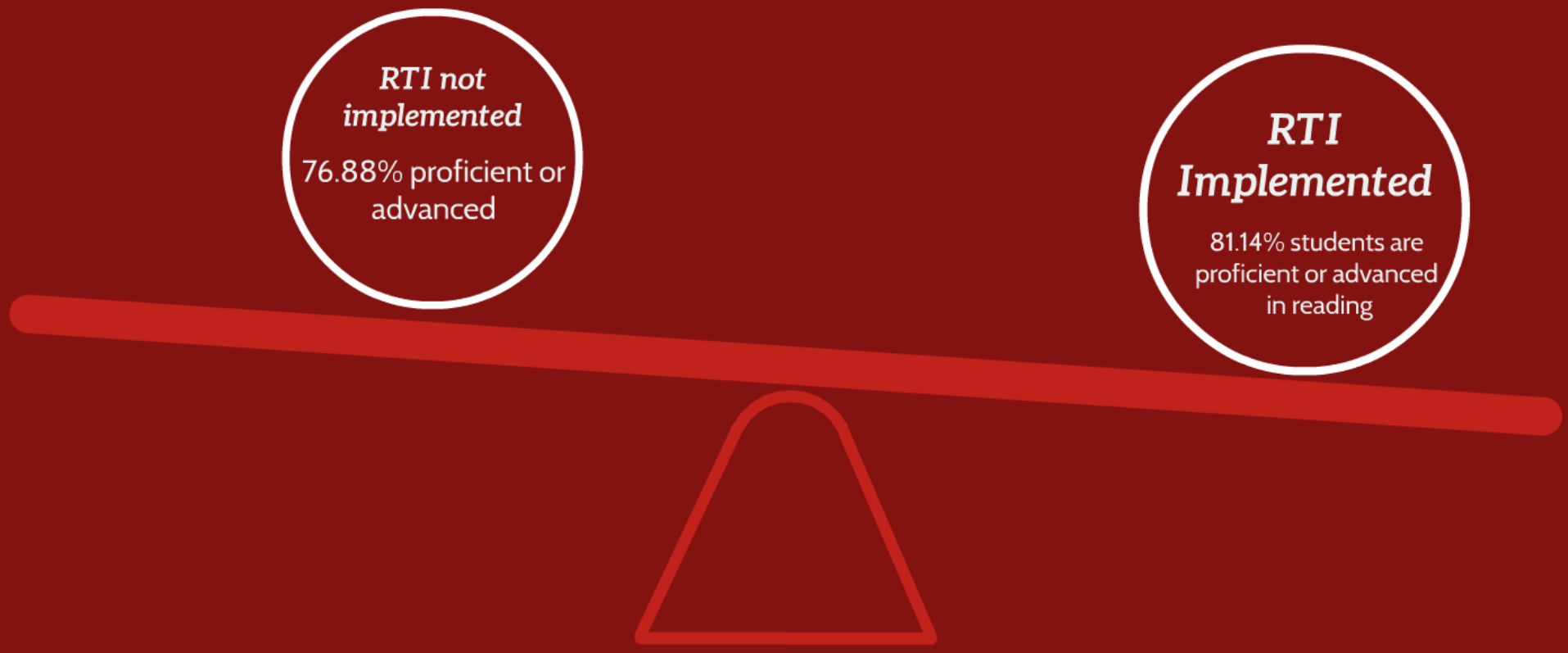
Strategy: Data-driven decision making

Intervention 1: Response to Intervention
- Assessments determine where students are
- Teachers are trained in strategies to detect potential issues

Result? Teachers provide high quality instruction and interventions tailored to meet the needs of individual students.



RTI Success


RTI not implemented
76.88% proficient or advanced
RTI Implemented
81.14% students are proficient or advanced in reading

RTI Implemented

81.14% students are proficient or advanced in reading

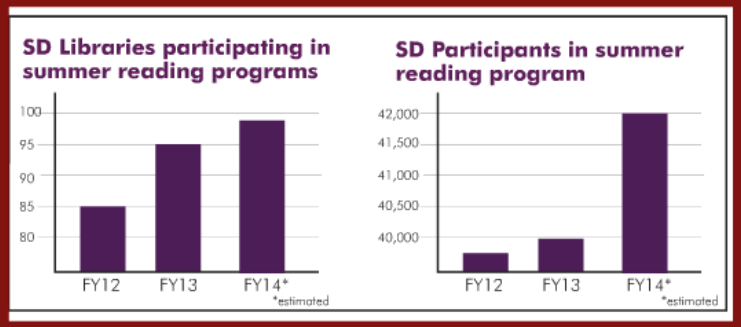
RTI not implemented

76.88% proficient or advanced

Strategy: Encouraging Year Round Reading

Research: Students may experience up to three months of grade level reading loss over the summer if no reading occurs.

- More prevalent with low income students
- Perpetuates the cumulative widening of the achievement gap between economic groups of students

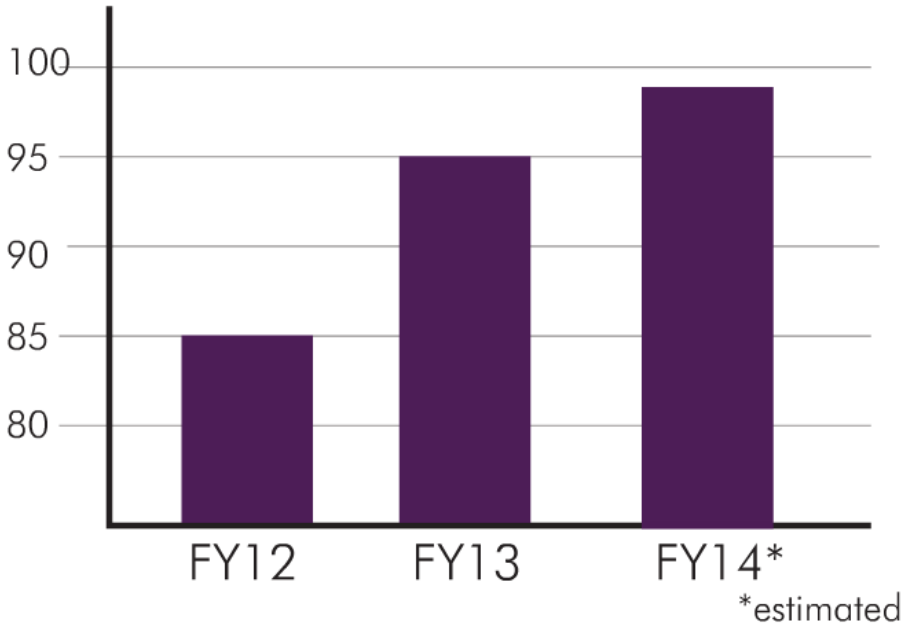


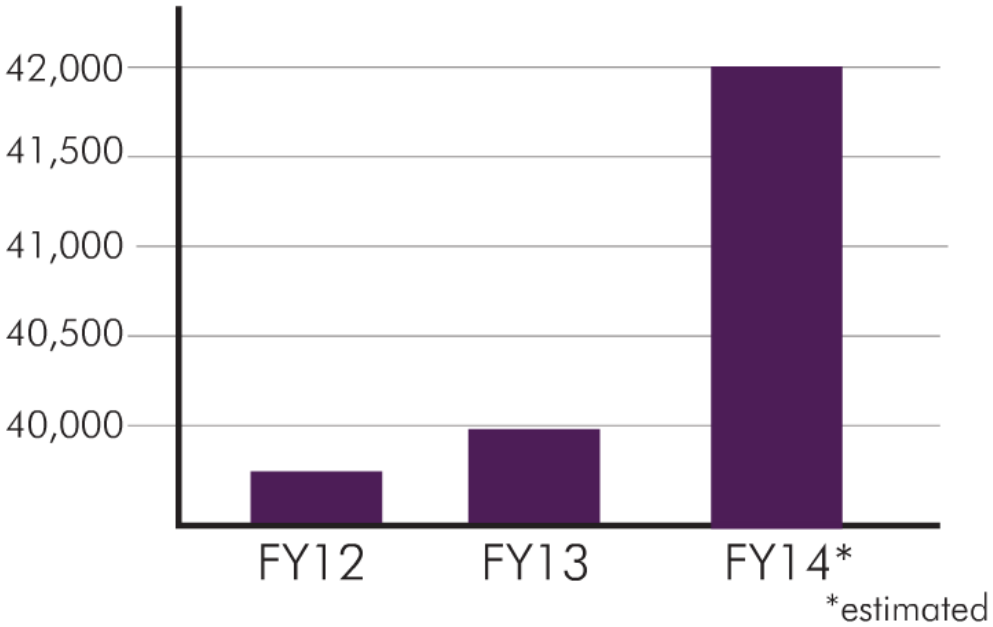
Result? Reading when school is not in session helps to off-set "summer slide".

lents
g of the
c groups of

Result? Reading when school is not in session helps to
off-set "summer slide".

achievement gap between econ
students





Other factors to pay attention to at this level:

Factor #1 - Attendance

Result? Students who are absent fewer than 10 percent of the time are more likely to be promoted to the next grade and recieve higher grades in core subjects.

Factor #2 - Social competence

Result? Students with social competency is considered a predictor of academic and social progress.

Edu

Other factors to pay attention to at this level:

Factor #1 - Attendance:

Result? Students, who are absent fewer than 10 percent of the time are more likely to be promoted to the next grade and receive higher grades in core subjects.

Factor #2 - Social competence:

Result? Students with social competency is considered a predictor of academic and social progress.

Strategy: Encouraging Year Round Reading

Research: Students may experience up to three months of grade level reading loss over the summer if no reading occurs.

- More persistent with low income students.
- Perpetuates the cumulative widening of the achievement gap between economic groups of students.

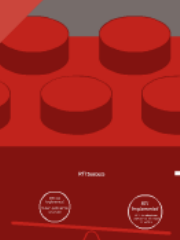
Result? Reading when school is not in session helps to offset "summer slide".

Strategy: Data-driven decision making

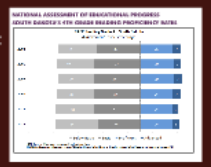
Intervention 1: Response to Intervention

- Assessment to determine where students are.
- Teachers are trained in strategies to correct potential issues.

Result? Teachers provide high quality instruction and interventions tailored to meet the needs of individual students.



DATA:



Goal: Students enter 4th grade proficient or advanced in reading.

Rationale: The research is clear that children who are not reading proficiently in the early grades are more likely to drop out or fail to graduate on time.

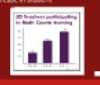
Strategy: Encourage students to take high level math classes through high school.

Result? Students are better prepared and more likely to earn a bachlor's degree than those who had not.

Increase math content knowledge and pedagogy

Strategy: Provide training focused on specific topics such as number sense, problem solving, fractions, and geometry.

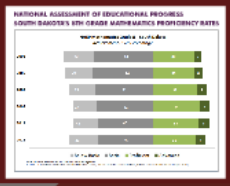
The result? Teachers who are better prepared to deliver math instruction and an increase in student achievement as a result.



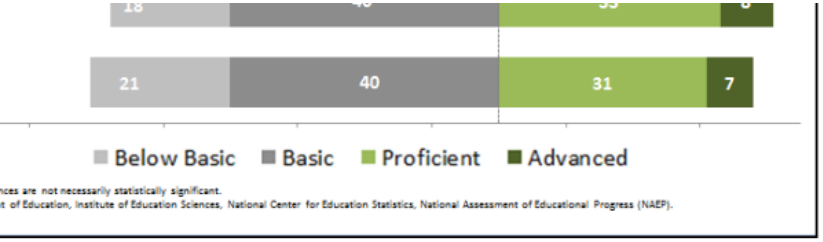
Data driven decision making

Strategies such as screenings, diagno and progress monitoring allow teach potential issues and provide support

The result? Teachers provide instruct meet the needs of individual studen



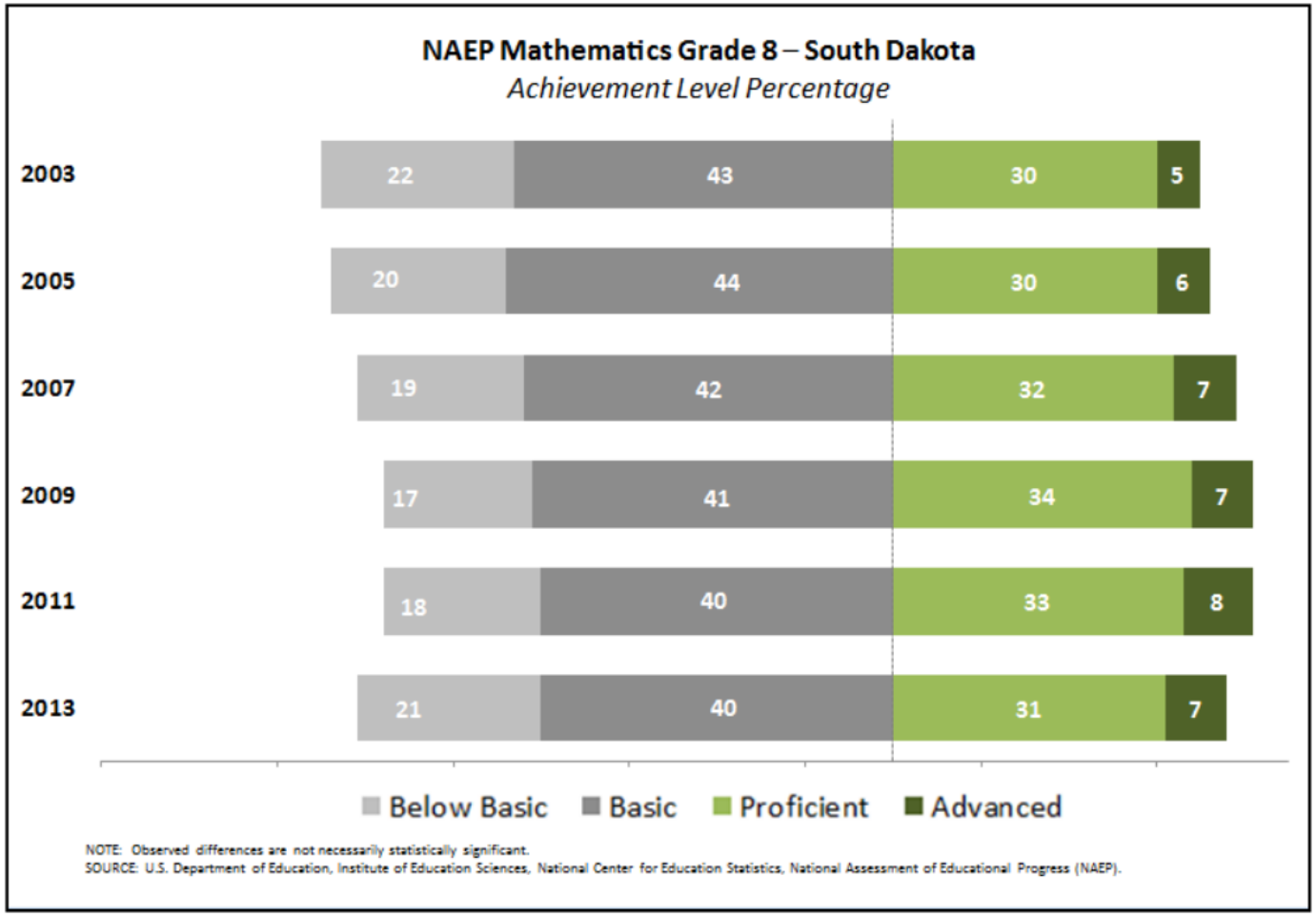
Goal: Students enter 9th grade



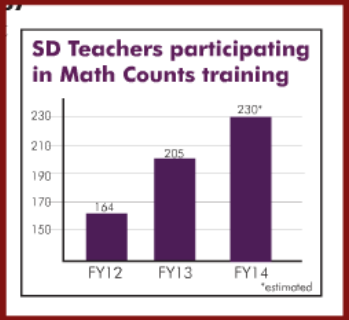
Goal: Students enter 9th grade proficient or advanced in math.

A firm grasp of math is necessary throughout a student's academic career, because concepts build upon one another and become increasingly complex. Research clearly indicates a correlation between high school students who take higher-level math courses and success at the post-secondary level.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
SOUTH DAKOTA'S 8TH GRADE MATHEMATICS PROFICIENCY RATES



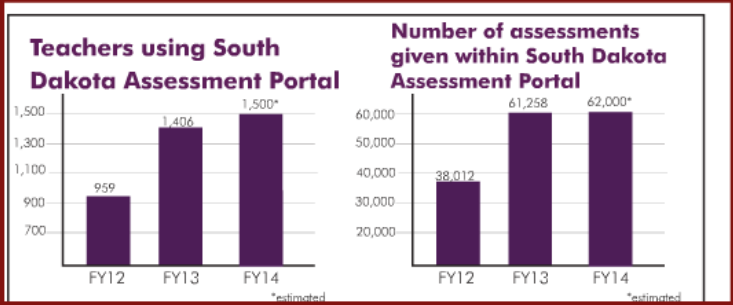
math instruction and an increase in student achievement as a result.

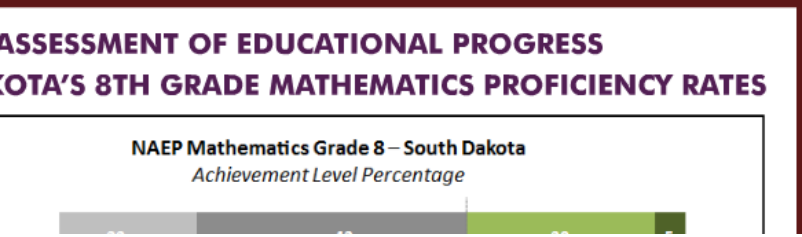


Data driven decision making

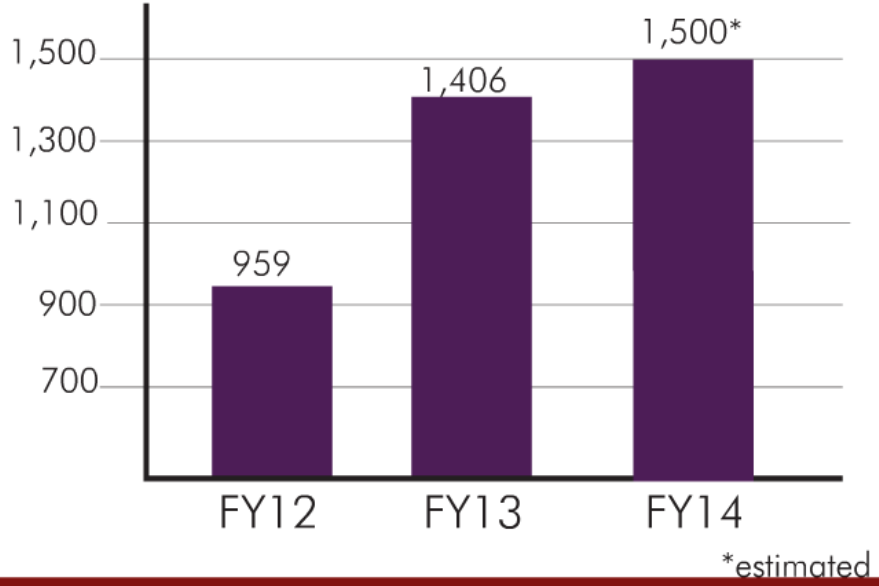
Strategies such as screenings, diagnostic assessments and progress monitoring allow teachers to detect potential issues and provide supports to students.

The result? Teachers provide instruction tailored to meet the needs of individual students.

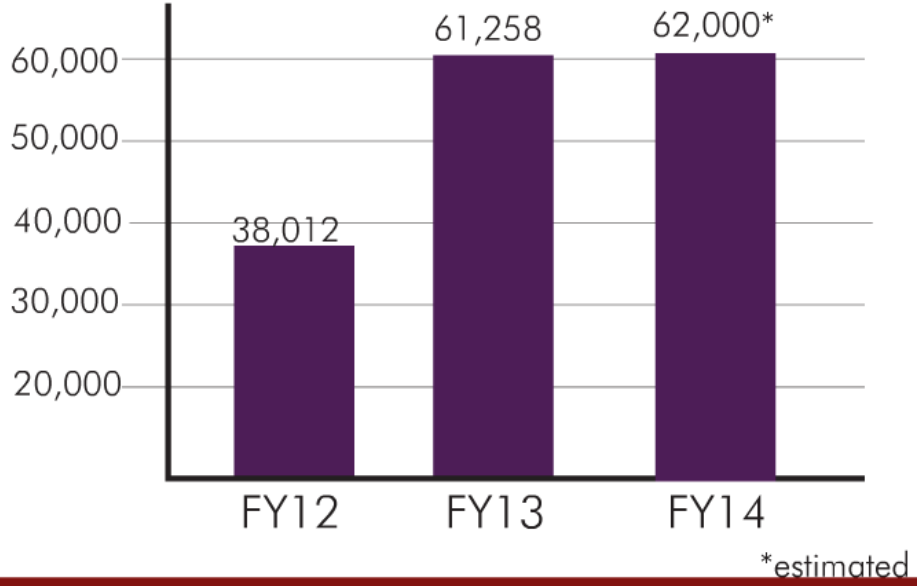




Teachers using South Dakota Assessment Portal



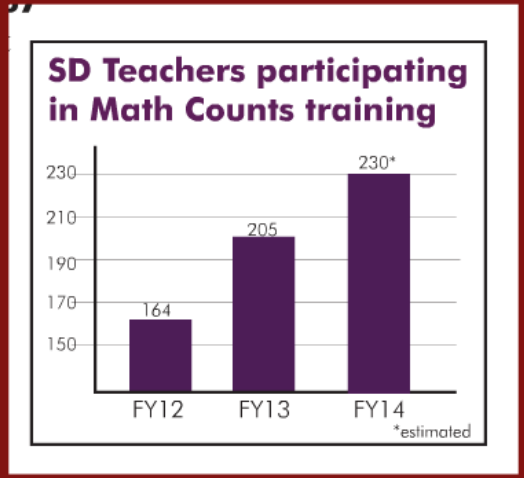
Number of assessments given within South Dakota Assessment Portal



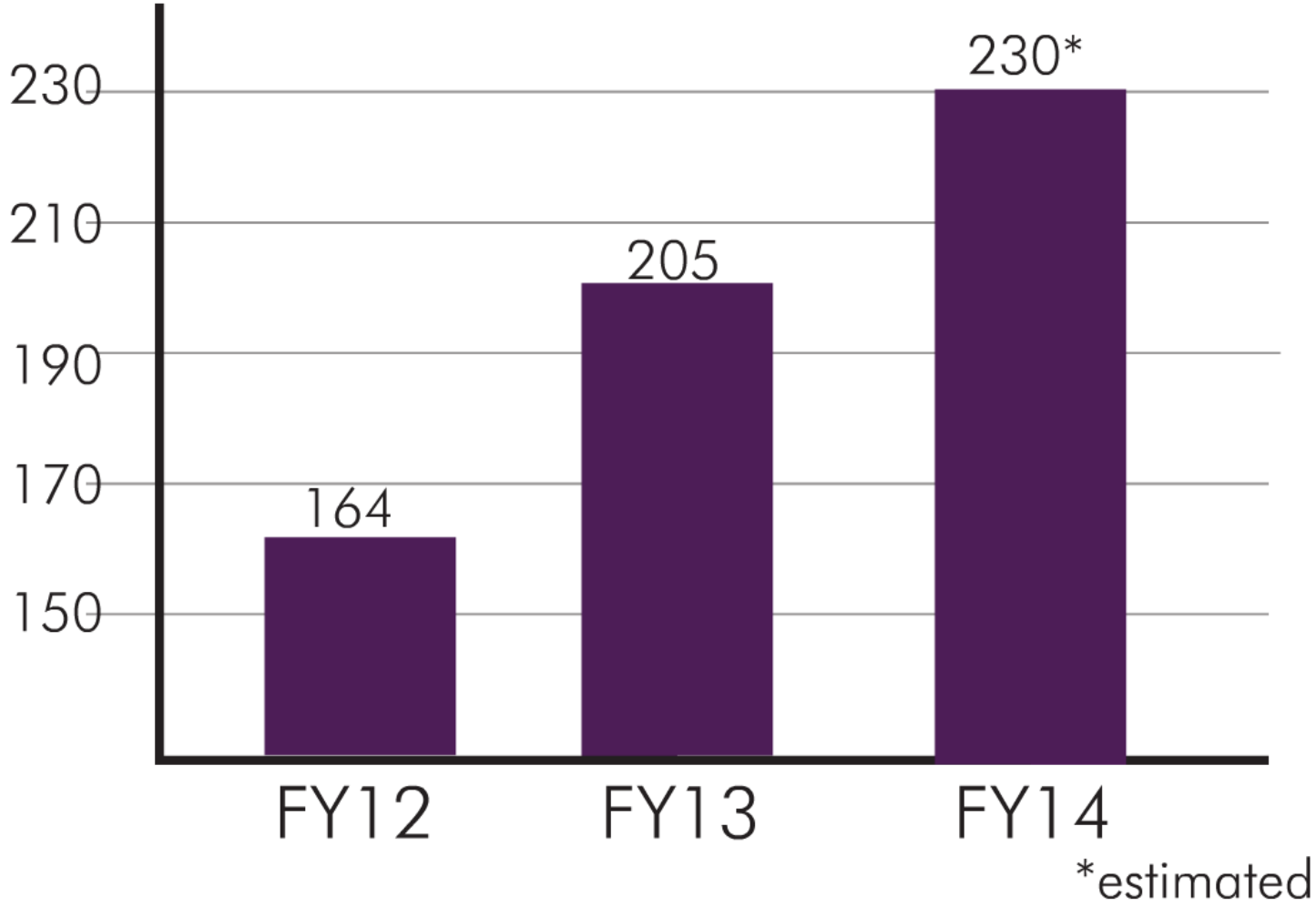
Increase math content knowledge and pedagogy

Strategy: Provide training focused on specific topics such as number sense, problem solving, fractions, and geometry.

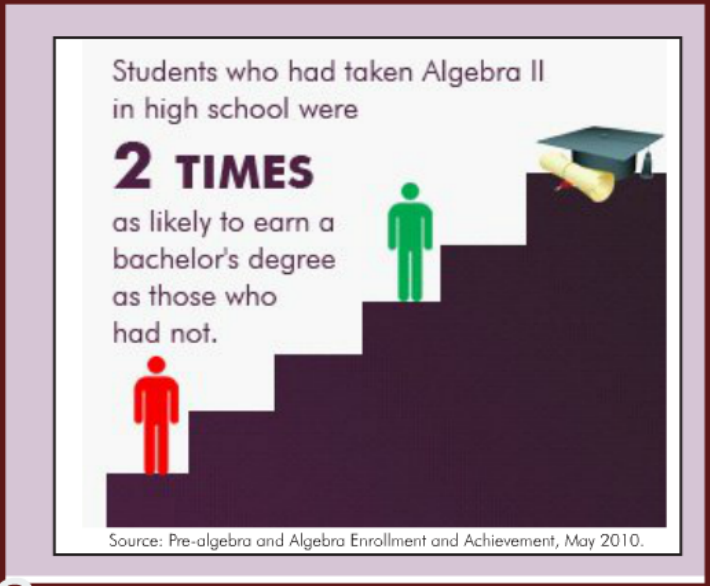
The result? Teachers who are better prepared to deliver math instruction and an increase in student achievement as a result.



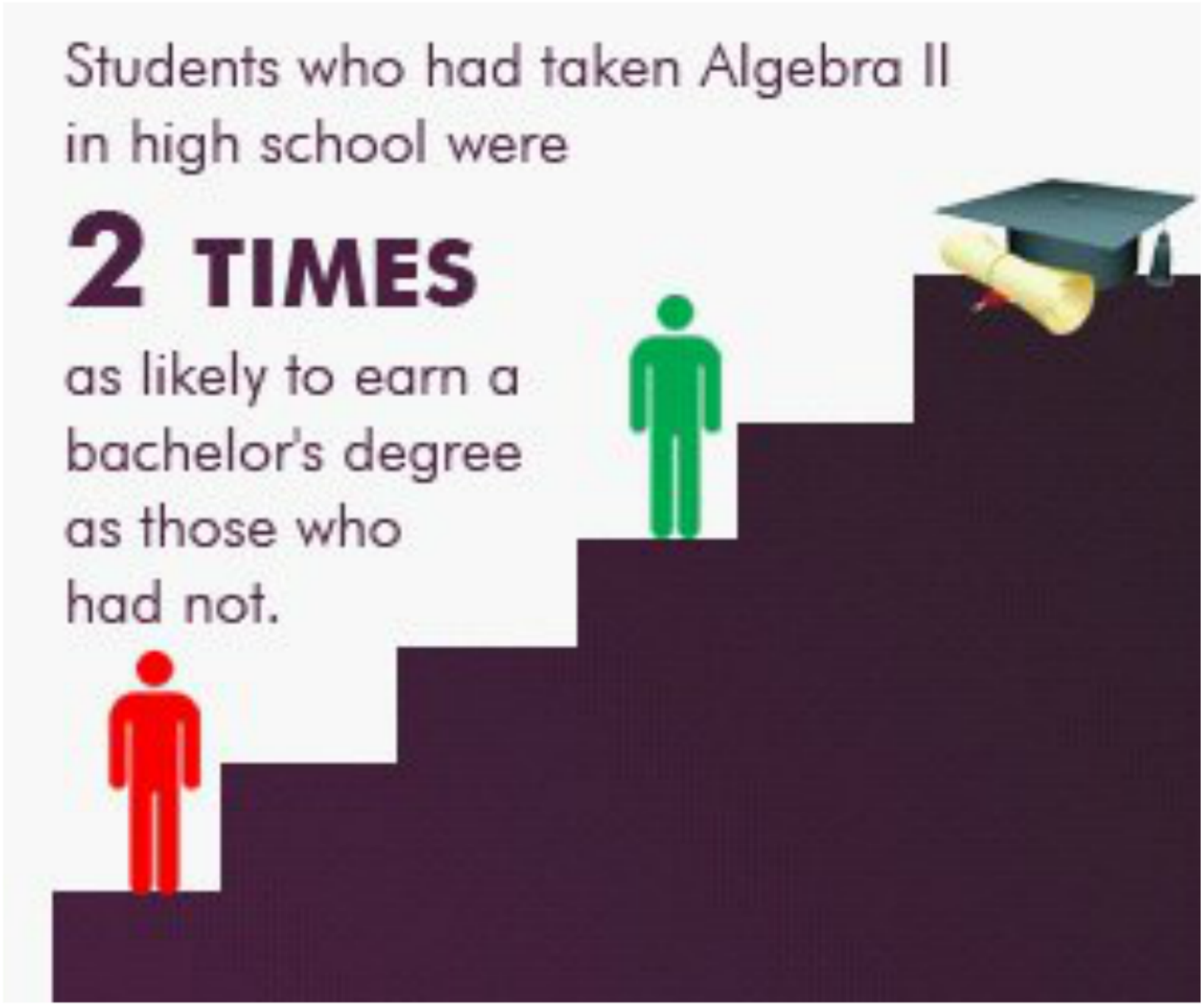
SD Teachers participating in Math Counts training



Strategy: Encourage students to take higher level math classes through high school.



Result? Students are better prepared and more likely to earn a bachlor's degree than those who had not.



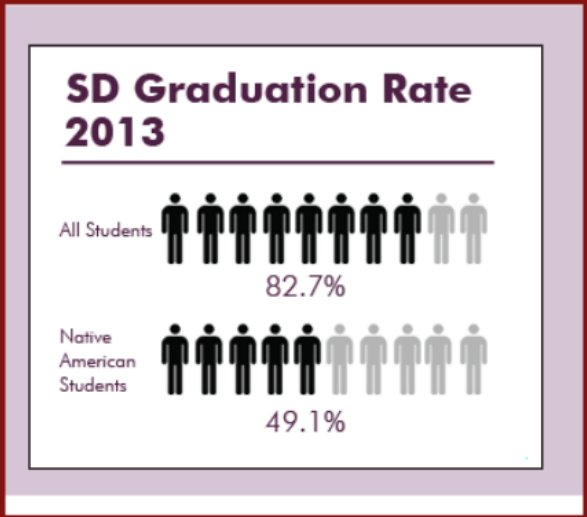
Source: Pre-algebra and Algebra Enrollment and Achievement, May 2010.

Increase the academic success of Native American students

Native American students make up approximately 11 percent of the student population in South Dakota. Many of these young people face unique challenges, including struggles with poverty. The connections between poverty and lower academic achievement have been well documented.

Strategy: Provide student supports that work

- Gear-Up
- College Access
- Jobs for America's Graduates

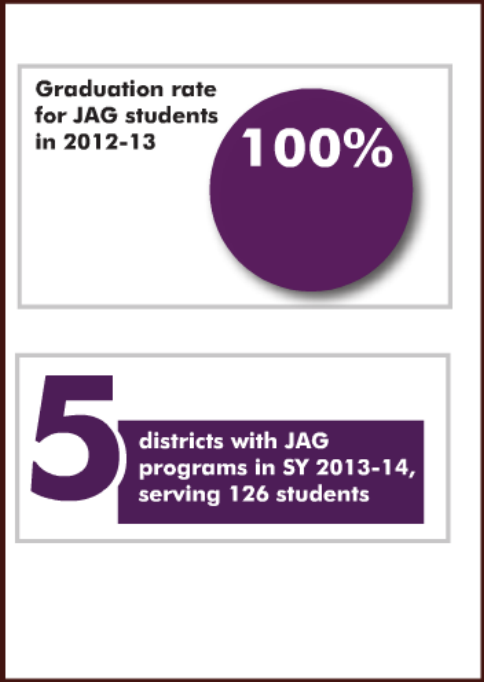


Result: Students become engaged early with meaningful supports and adults to keep them focused on post-secondary opportunities.

Jobs for America's Graduates

Aimed at helping the youth, particularly at-risk youth, to stay in school, pursue post-secondary education and land jobs that lead to various career opportunities.

Result? --->



l,

es.

--->

Graduation rate for JAG students in 2012-13

100%

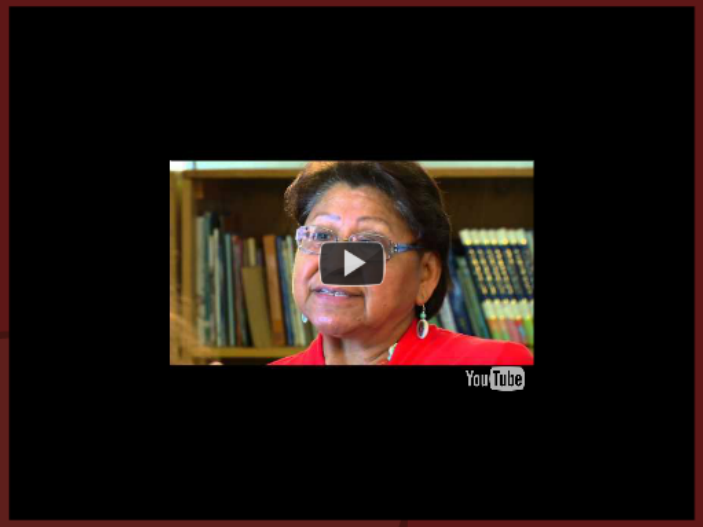
5 **districts with JAG programs in SY 2013-14, serving 126 students**

Strategy: Integrate language and culture

The Oceti Sakowin standards, which outline essential understandingds of the Dakota/Lakota/Nakota people, provide relevancy and meaningful educational experiences for Native American students.

Result: Students see themselves in the work of learning and become more engaged.

Essential Understanding #4: The Oceti Sakowin kinship systems provide a framework for both individual and group behavior. Its unwritten rules provide harmony, compromise, a sense of compromise and group harmony.

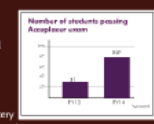


YouTube

n in SD

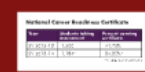
Remediation Strategy:

This strategy involves providing self-paced remedial coursework to students to target their areas of need while still in high school.



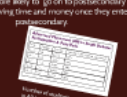
Result? Students are able to demonstrate mastery of coursework via the online Accuplacer assessment, allows the to enroll directly into BOR institutions ready for college level coursework.

Career Ready



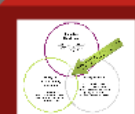
Strategy: Provide students the opportunity to take advanced, rigorous coursework and earn postsecondary credit during their high school careers through Advanced Placement (AP) and Dual Credit (DC) coursework.

Result?
Students more likely to go on to postsecondary education, saving time and money once they enter postsecondary.



College Ready

Result? Taking a rigorous high school core is demonstrated efficiency in comparing students to be best secondary ready



Preparing students for success

Graduation + Work Ready + Academic Skills

Life Ready

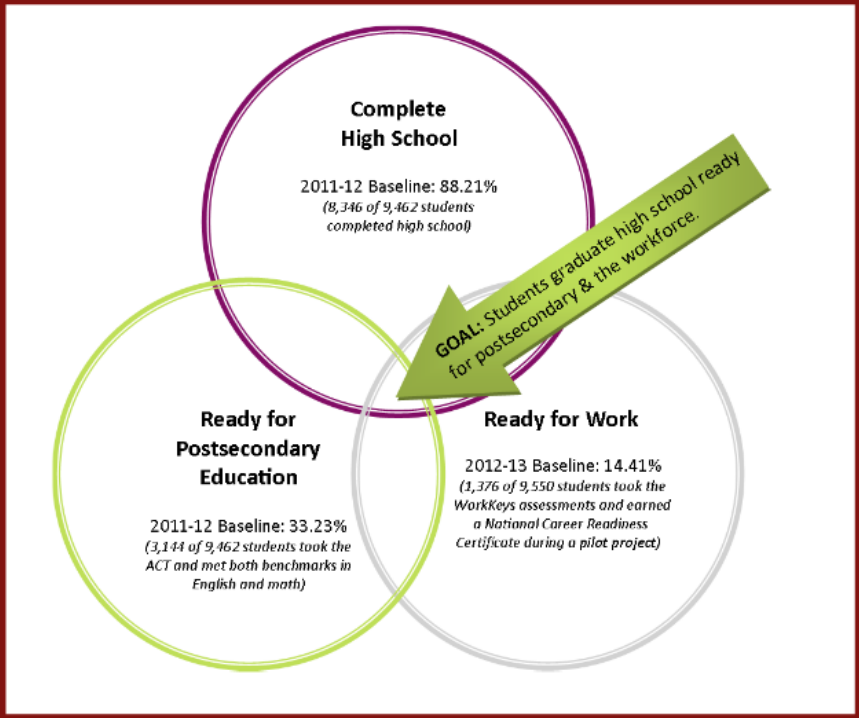
Goal: Students graduate high school ready for postsecondary and the workforce.

RATIONALE
Growing global competition makes it critical that students graduate high school fully prepared for the challenges of college, which includes any type of postsecondary education, and careers in today's knowledge-based economy.

Goal: Students graduate high school ready for postsecondary and the workforce.

RATIONALE

Growing global competition makes it critical that students graduate high school fully prepared for the challenges of college, which includes any type of postsecondary education, and careers in today's knowledge-based economy.

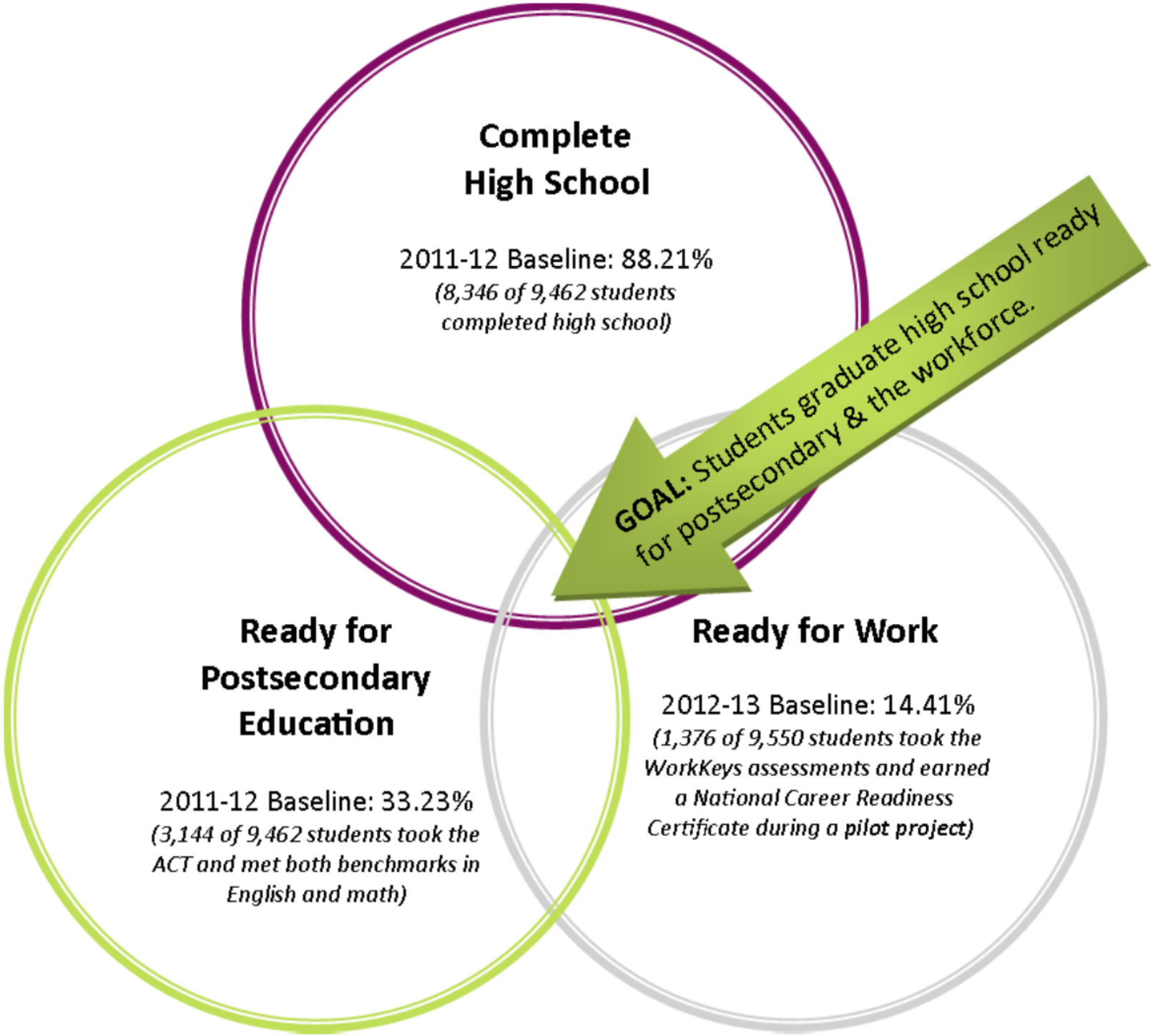


Preparing students for success

Graduation + Work Ready + Academic Skills

=

Life Ready


Complete High School
2011-12 Baseline: 88.21%
(8,346 of 9,462 students completed high school)
GOAL: Students graduate high school ready for postsecondary & the workforce.
Ready for Postsecondary Education
2011-12 Baseline: 33.23%
(3,144 of 9,462 students took the ACT and met both benchmarks in English and math)
Ready for Work
2012-13 Baseline: 14.41%
(1,376 of 9,550 students took the WorkKeys assessments and earned a National Career Readiness Certificate during a pilot project)

College Ready

Percent of 2013 ACT-tested SD high school graduates in "core or more" vs. "less than core" meeting ACT college readiness benchmarks

	Core or more	Less than core
English	73%	63%
Reading	52%	32%
Mathematics	55%	6%
Science	48%	22%

Result? Taking a rigorous high school curriculum makes a difference in preparing students to be post-secondary ready.

The Opportunities Scholarship has impacted the number of students taking the "core or more"

Percent of 2013 ACT-tested SD high school graduates in "core or more" vs. "less than core" meeting ACT college readiness benchmarks

	Core or more	Less than core
English	73%	63%
Reading	52%	32%
Mathematics	55%	6%
Science	48%	22%

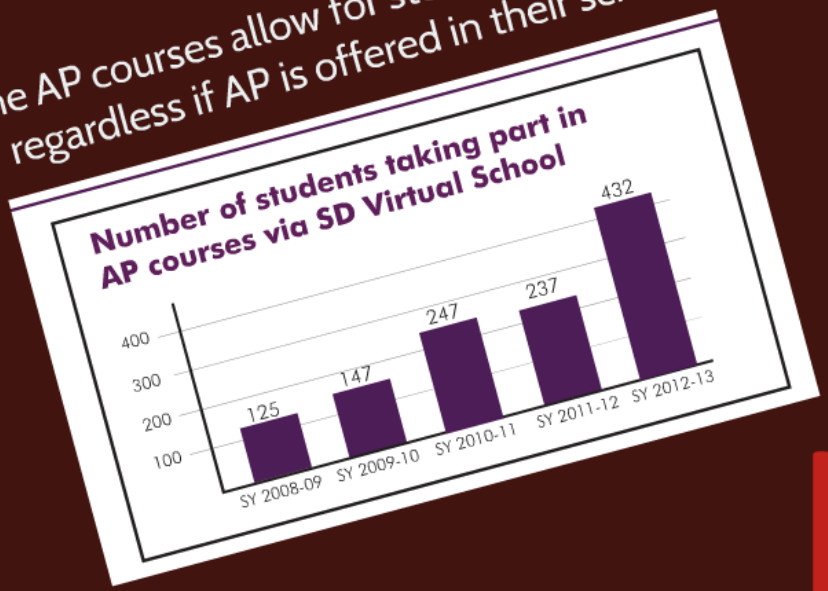
The Opportunities Scholarship has imp

Strategy: Provide students the opportunity to take advanced, rigorous coursework and earn postsecondary credit during their high school careers through Advanced Placement (AP) and Dual Credit (DC) coursework.

Result?

Students more likely to go on to postsecondary education. saving time and money once they enter postsecondary.

Online AP courses allow for students to participate regardless if AP is offered in their school.

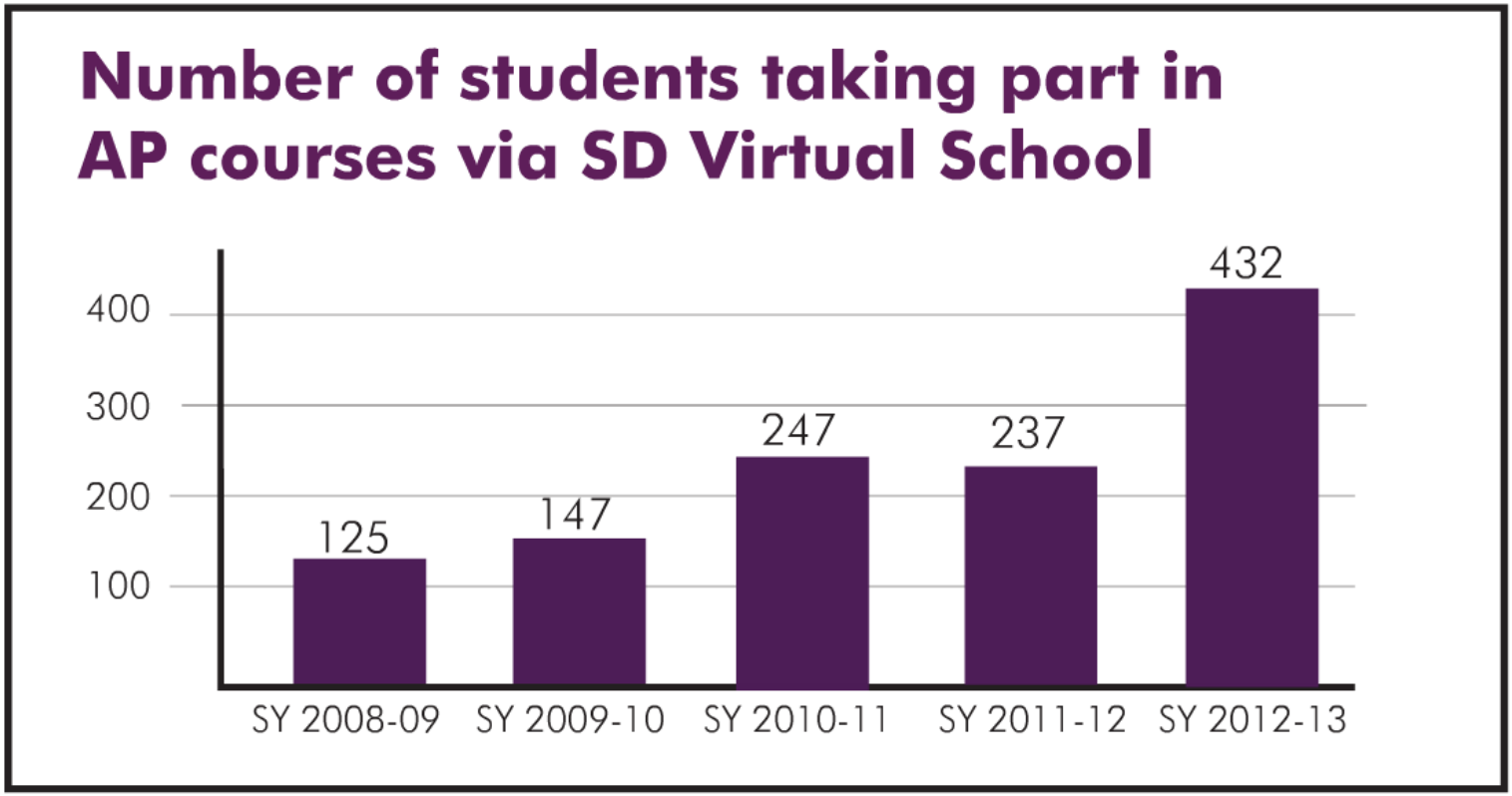


Advanced Placement (AP) in South Dakota: Participation & Pass Rate

Year	Schools	Students	Pass Rate (Exam score of 3 or higher)
2009	92	2,172	64%
2010	96	2,337	64%
2011	103	2,481	68%
2012	100	2,642	66%
2013	114	2,714	65%

Number of students participating in AP has increased by 542 students in only five years.

Online AP courses allow for students to participate regardless if AP is offered in their school.



postsec

Advanced Placement (AP) in South Dakota: Participation & Pass Rate

Year	Schools	Students	Pass Rate (Exam score of 3 or higher)
2009	92	2,172	64%
2010	96	2,337	64%
2011	103	2,481	68%
2012	100	2,642	66%
2013	114	2,714	65%

Number of students participating in AP has increased by 542 students in only five years.

Career Ready

This strategy is intended to provide students real-world experience and to help them apply academic coursework toward career development in areas of interest to them.

National Career Readiness Certificate

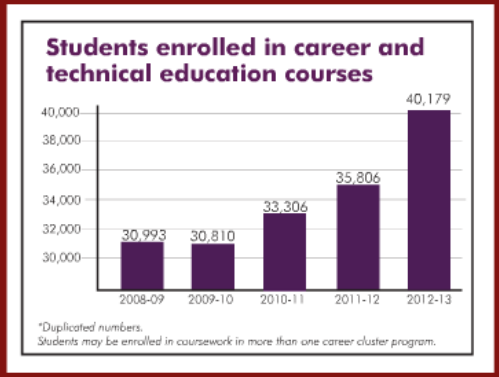
Year	Students taking assessment	Percent earning certificate
SY 2012-13	1,500	91.73%
SY 2013-14	1,184*	89.85%*

*To date for SY 2013-14

NCRC measures work readiness skills and is available at no cost to all students this year.

School districts offering work-based learning

Year	Entrepreneurship	Senior Experience	Service Learning	Youth Internship
2009-10	0	26	6	23
2010-11	0	31	10	27
2011-12	1	34	13	26
2012-13	4	43	19	23
2013-14	5	42	23	29

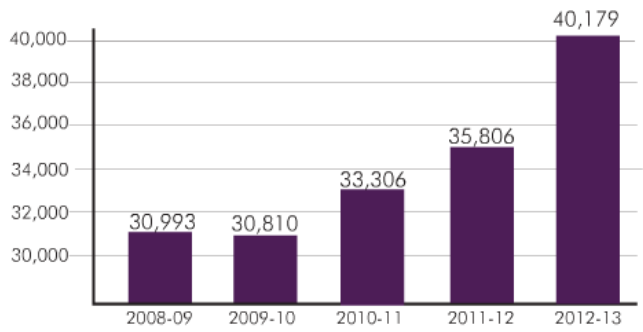


This strategy is intended to provide students real-world experience and to help them apply academic coursework toward career development in areas of interest to them.

School districts offering work-based learning

Year	Entrepreneurship	Senior Experience	Service Learning	Youth Internship
2009-10	0	26	6	23
2010-11	0	31	10	27
2011-12	1	34	13	26
2012-13	4	43	19	23
2013-14	5	42	23	29

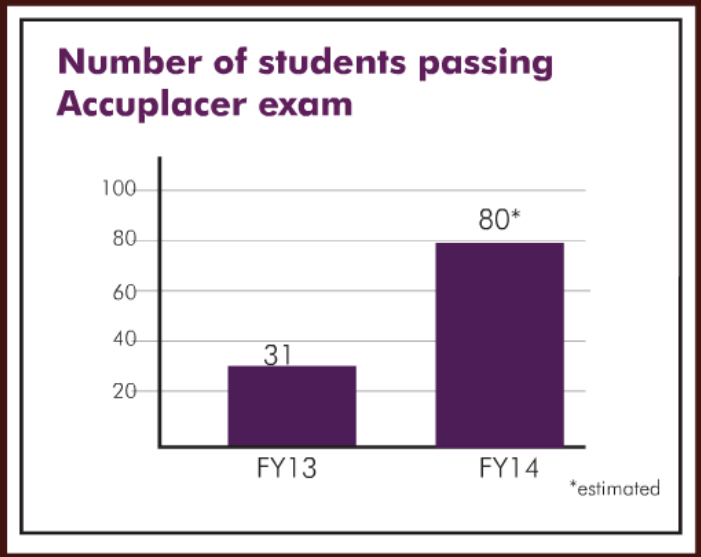
Students enrolled in career and technical education courses



*Duplicated numbers.
Students may be enrolled in coursework in more than one career cluster program.

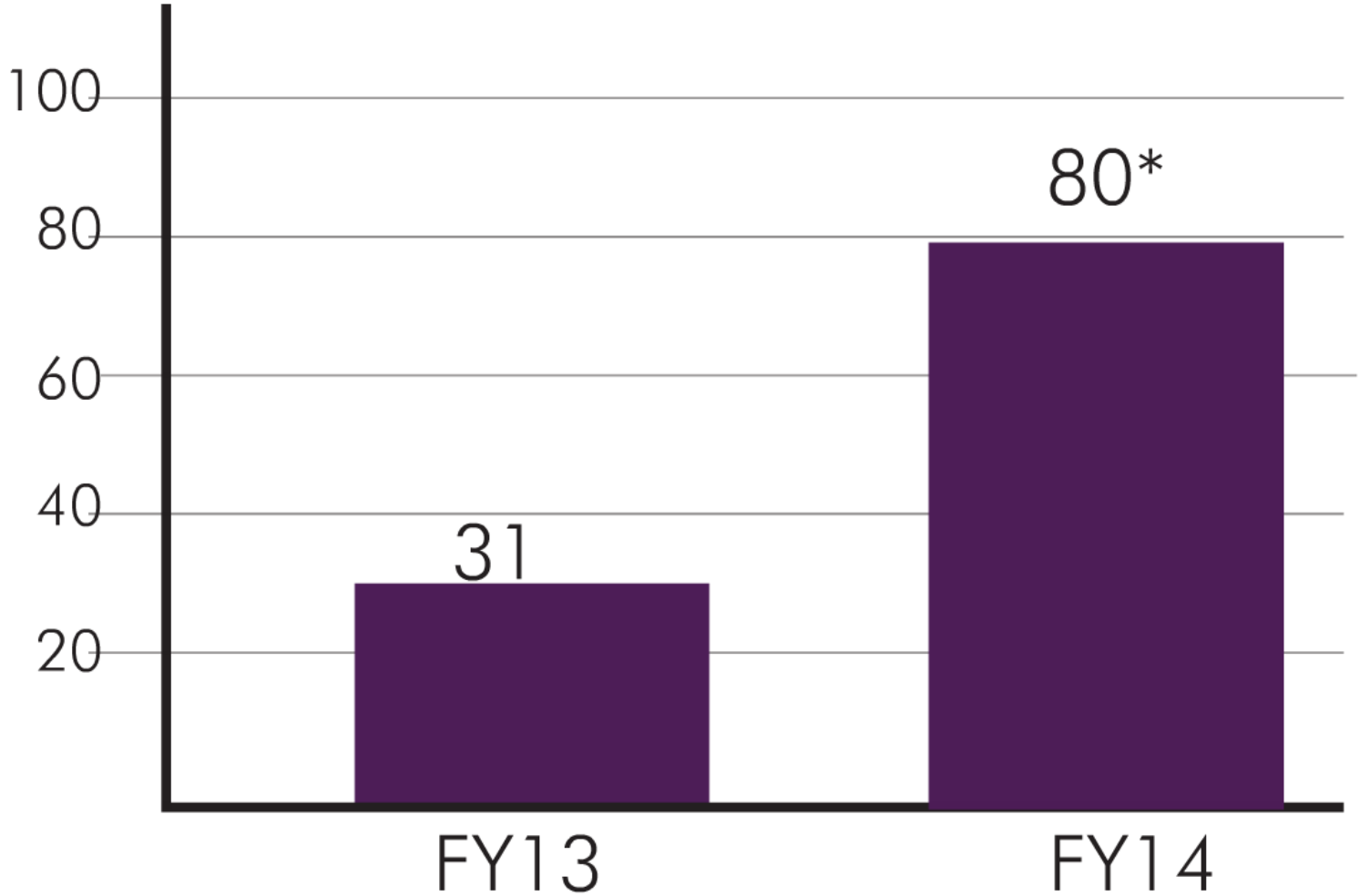
Remediation Strategy:

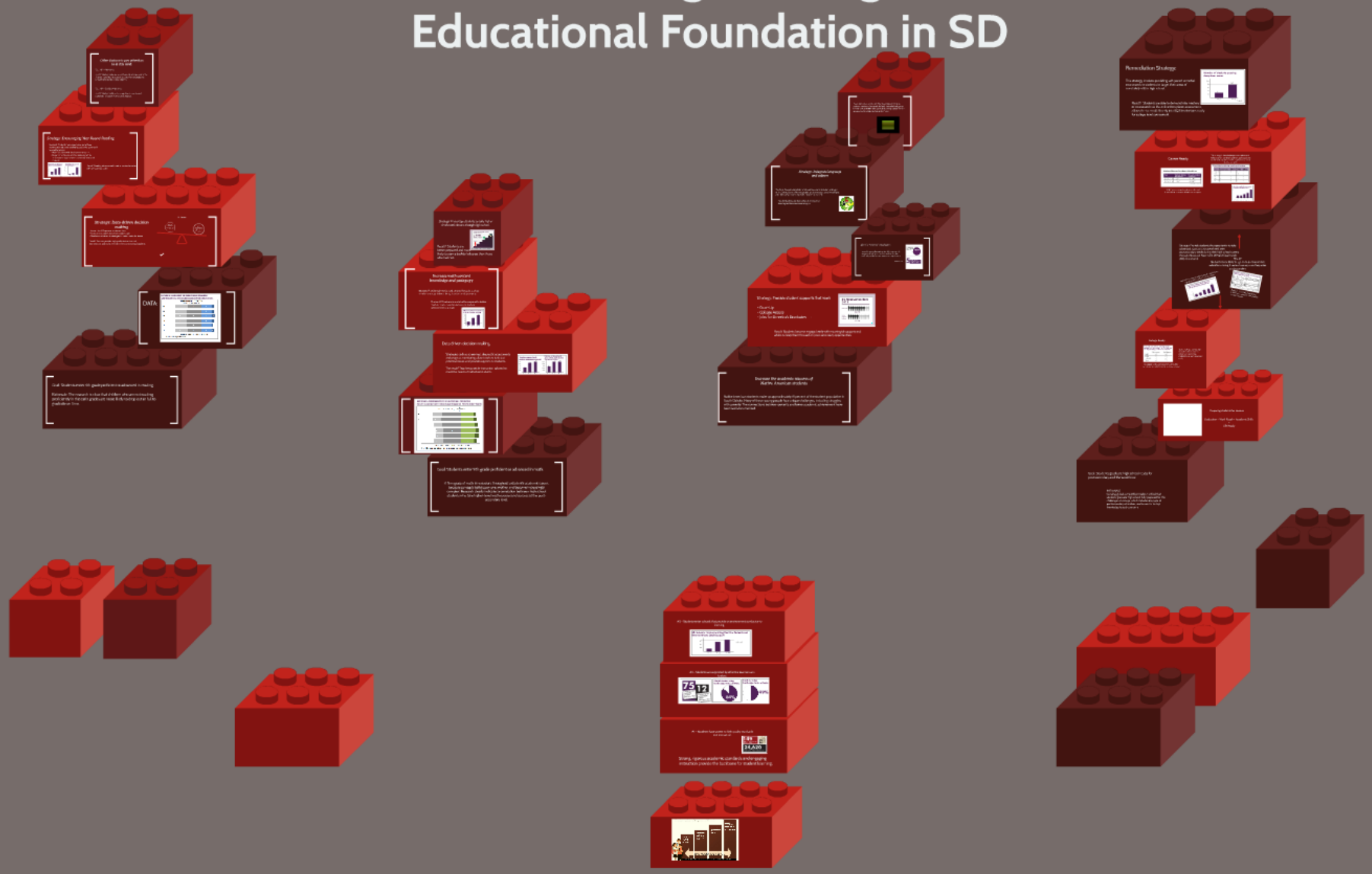
This strategy involves providing self-paced remedial coursework to students to target their areas of need while still in high school.



Result? Students are able to demonstrate mastery of coursework via the online Accuplacer assessment, allows the to enroll directly into BOR institutions ready for college level coursework.

Number of students passing Accuplacer exam



*estimated

Building a Strong Educational Foundation in SD