



south dakota  
DEPARTMENT OF EDUCATION  
Learning. Leadership. Service.

# Department of Education 2013

*“Learning, Leadership, Service”*



Deliverology

What is “delivery” and how does it impact our work?

Aspiration

What is our aspiration for all students?

Research

What does the research say ?

Data

What does the data tell us?

Action

What are we doing about it?

Next Steps?

Next steps?

# Outcomes for today...



## The heart of delivery is rigorously and regularly asking and answering these four questions:

- What is our system trying to do?
- How are we planning to do it?
- At any given moment, how will we know whether we are on track?
- If not, what are we going to do about it?

We believe it is our obligation to support educators and districts to be focused on **student outcomes**.

# Deliverology

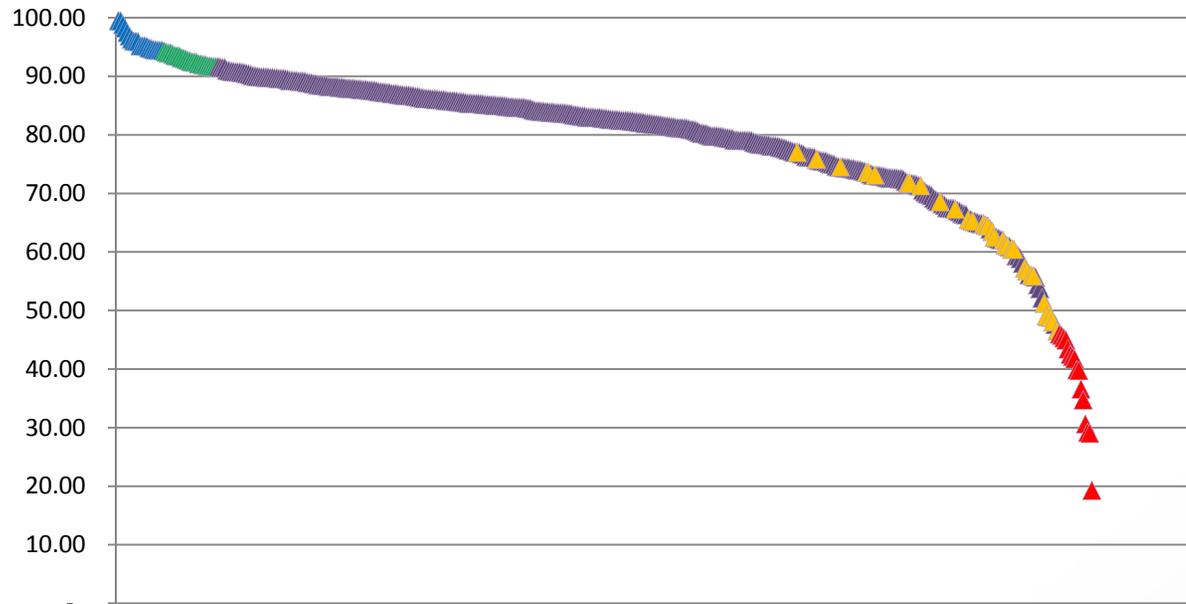


A “results driven” approach requires back-mapping from the goal to the setting of ambitious but achievable targets and timelines, using data to set baselines and track progress, making reasonable adjustments in both targets and strategies as the situation demands, and holding everyone accountable for the results, not just their effort.

## **Deliverology**



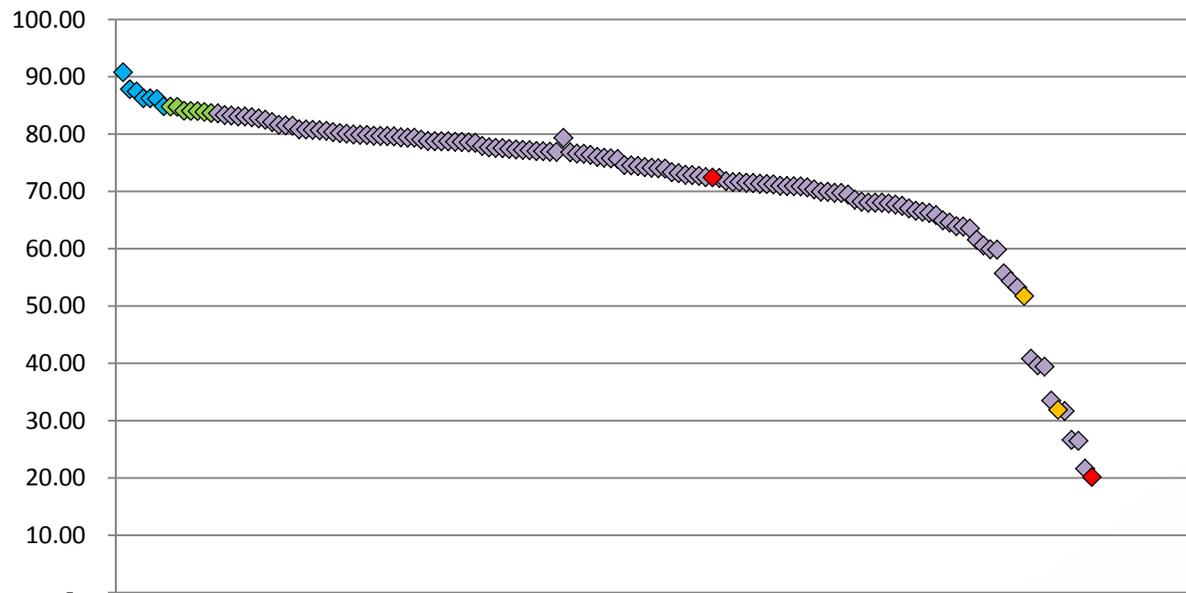
## South Dakota Elementary\Middle School Performance Index (SPI) 2011-2012 Academic Year, Phase 1 Implementation



# Focusing on the Data



## South Dakota High School Performance Index (SPI) 2011-2012 Academic Year, Phase 1 Implementation



## Focusing on the Data



**All students graduate college, career,  
and life ready.**

**Aspiration**



# College, Career and Life Ready

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.**

**The gap for  
Native American  
students is  
eliminated.**

**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.**



Students enter 4<sup>th</sup> grade  
proficient or advanced in reading.

## Student Outcome 1



Students who don't read at grade level by 4<sup>th</sup> grade are four times more likely to leave high school without a diploma than students who are proficient readers.

## Research



- Providing common core training
- Developing and deploying practical and scalable solutions to two of the most significant contributors to the under-achievement of students in becoming proficient readers
  - Chronic absence from school, and
  - Summer learning loss
- Continuing to expand formative assessment tools to monitor student progress & provide feedback
- Providing targeted reading interventions for students who fall behind

## What are we doing?



Students enter 9<sup>th</sup> grade advanced or proficient in math.

## Student Outcome 2



Students who have fallen furthest behind by 8th grade are the ones who are most likely to continue to fall behind two years later.

Students who are successful in post secondary are classified at higher mathematics proficiency levels at the 8th grade level.

## Research



- Providing statewide common core training
- Continuing and expanding SD Counts support and training statewide
- Providing assessment tools which can be used to determine student progress and gaps

## What are we doing?



The gap for Native American students is eliminated.

## **Student Outcome 3**

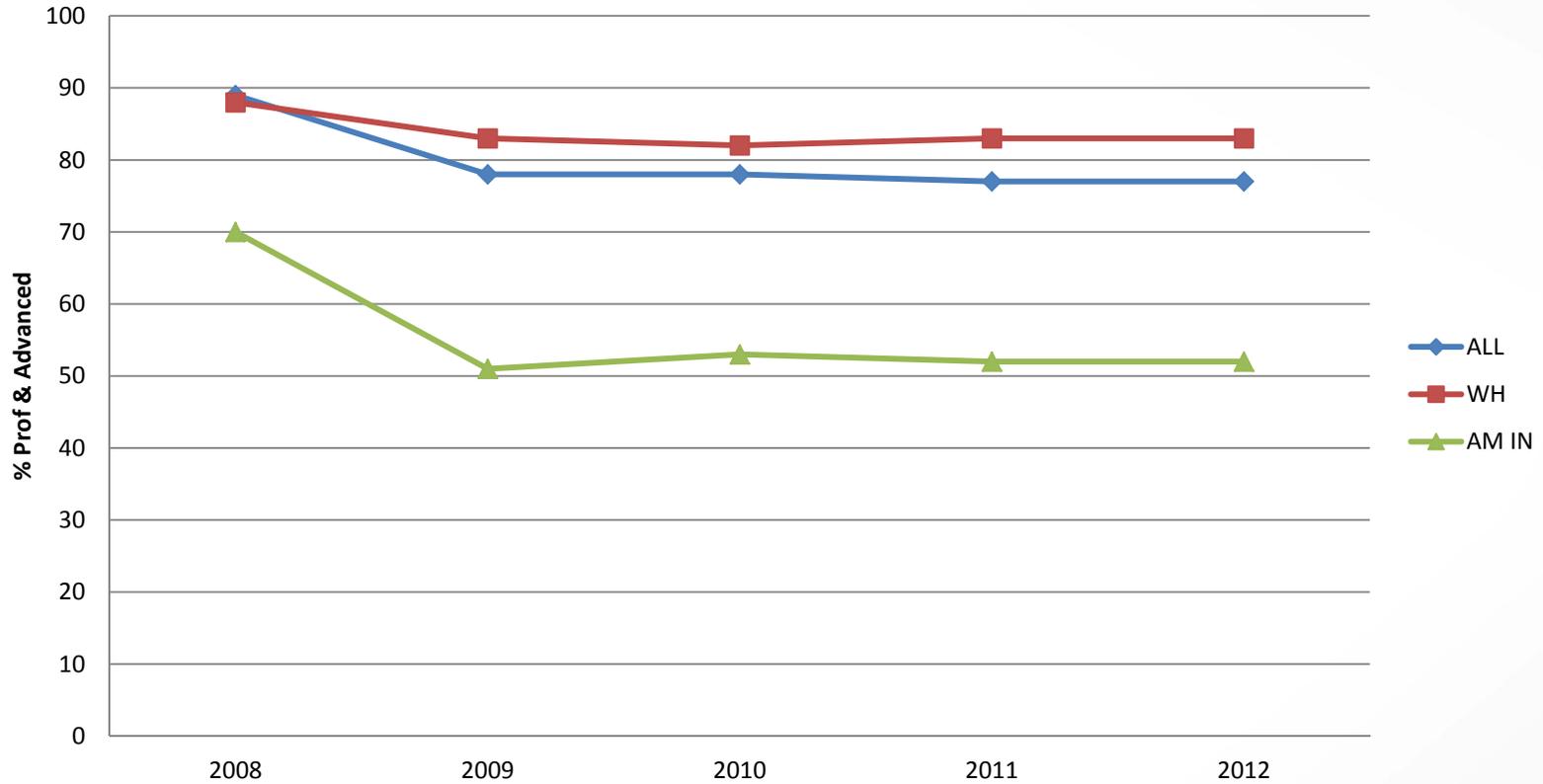


- Students from poverty are three times more likely to drop out or fail to graduate on time.
- Students who are poor readers and live in poverty are the hardest hit:
  - Six times at a greater risk to drop out than their proficient counterparts.

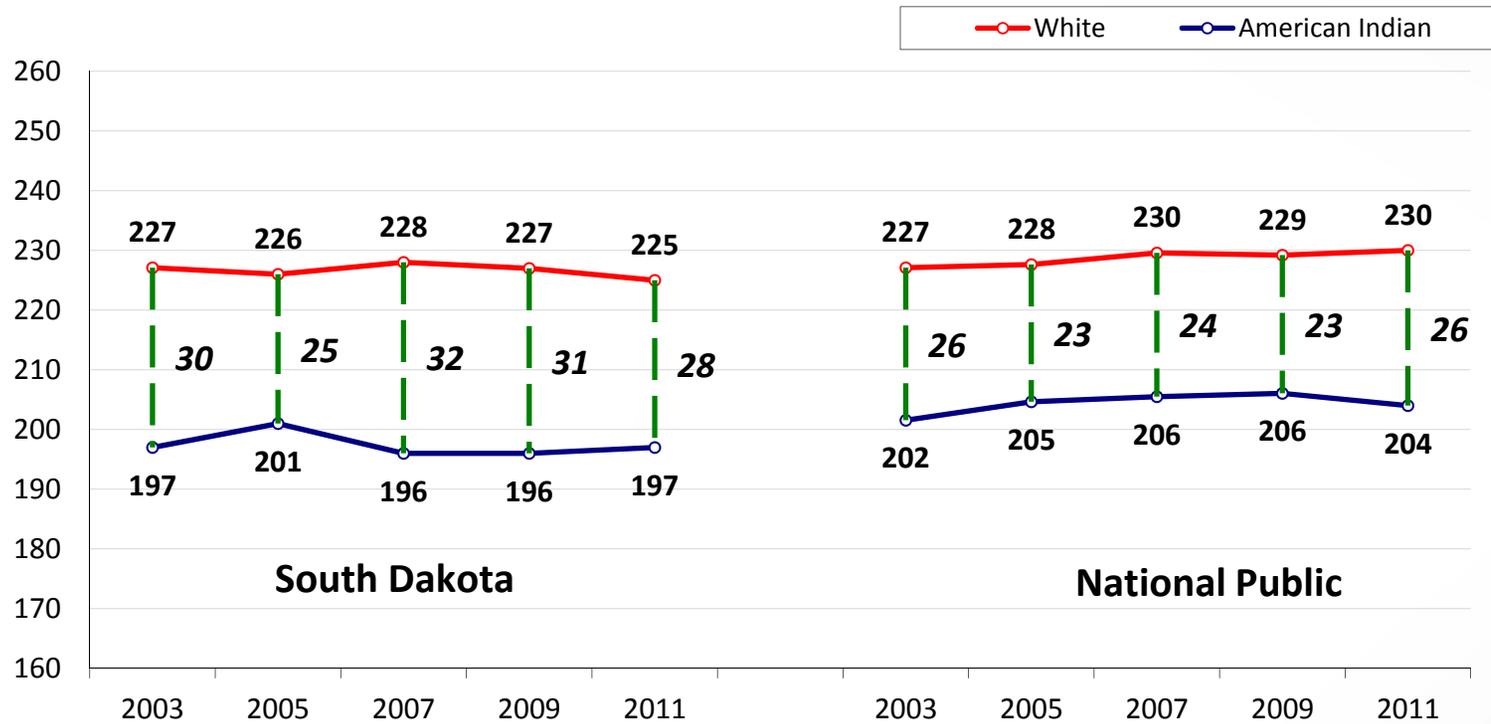
## Research



## Gr. 3 -5 Reading



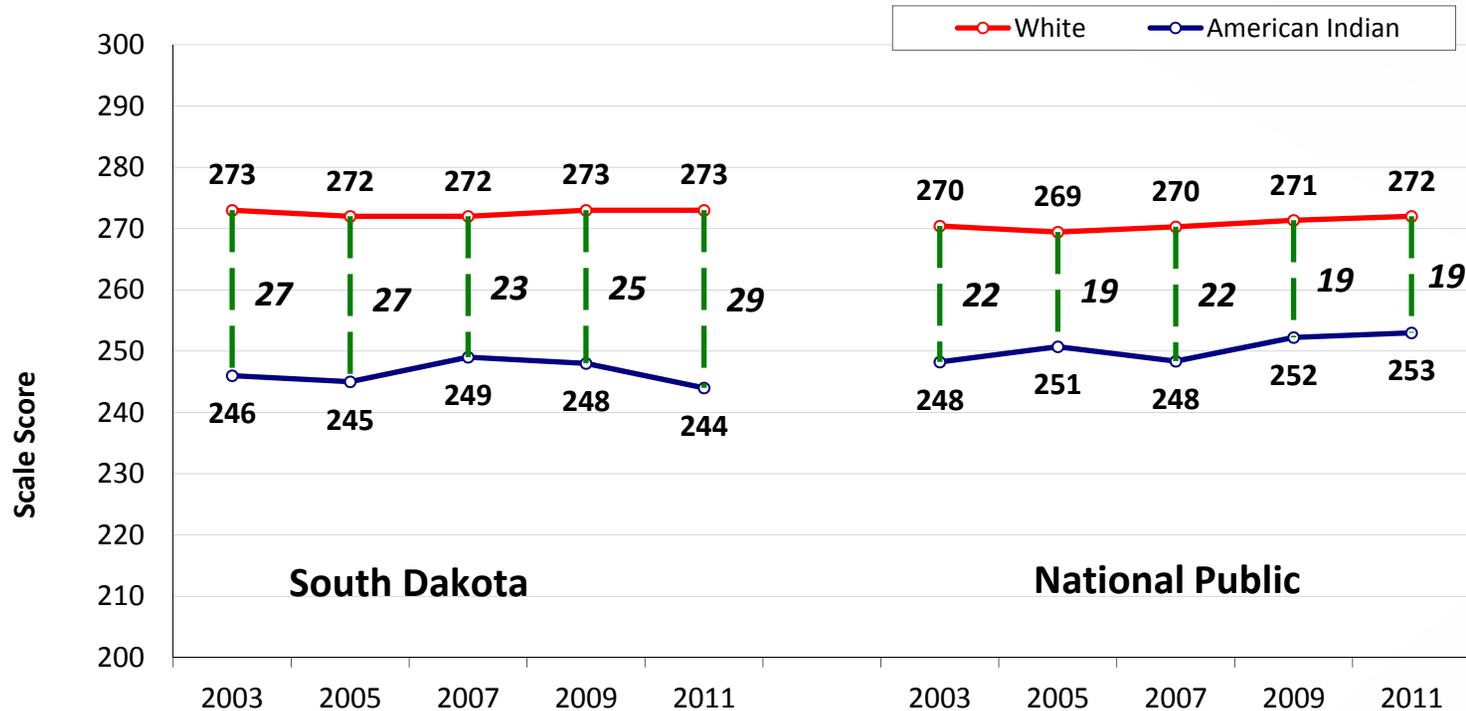
# Reading Gap – Dakota STEP



NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.  
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress

Research

# Reading Gap – 4<sup>th</sup> NAEP



NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.  
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress

# Reading Gap – 8<sup>th</sup> NAEP



## Graduation Rates

	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>All</b>	89.21%	89.23%	83.3%	83.32%
<b>White</b>	91.9%	92.16%	87.9%	88.84%
<b>Am. In</b>	66.25%	68.68%	49.36%	46.7%
<b>Wh/Am</b>				
<b>In Gap</b>	25.73%	23.46%	36.54%	42.14%

## Addressing the Gap



- Using our school support teams to help focus reading interventions beginning in the early grades
  - Frequent monitoring of student progress
    - Formative assessment tools
  - Response to Intervention (RTI)
    - Provides early, systematic assistance to children who are having difficulty learning
- JAG – Jobs for America’s Graduates

**What are we doing?**



**We cannot have equity without quality. And we cannot have true quality without real equity. All children, regardless of skin color, ethnicity or socioeconomic status, or zip code deserve access to high-quality education and a fair opportunity to learn.**

**We believe...**



Students graduate high school ready for  
postsecondary or the workforce

## Student Outcome 4



- Surveys consistently show that many high school graduates do not meet employers' standards in a variety of academic areas, as well as in employability skills such as attendance, teamwork and collaboration, and work habits.

## Research



- Measuring college & career readiness in new accountability system
  - Piloting National Career Readiness Certificate
  - Expanding SD MyLife training for career planning and support
  - Expanding advanced placement opportunities

## What are we doing?



- Many students enter postsecondary education needing remedial coursework.
  - Even when they receive remediation, these students are less likely to earn a degree or certificate than students who do not need remediation.

## Research



- Students with an ACT English score below 18 and/or an ACT mathematics score below 20 are placed into remedial courses.
- 28.4% of the state's 2011 high school graduates entering the Regental system on a full-time basis were designated for remedial education in 2011.

## Data



- Providing remediation opportunities in high school to reduce cost and time burden in post-secondary
- Setting expectations for college & career readiness with new Smarter Balanced Assessment

**What are we doing?**



**Students have access to high quality standards and instruction.**

- 1) Providing common core training for all teachers
  - Promotes rigor
  - Higher order thinking skills
- 2) Developing new online assessments to inform instruction
- 3) Developing longitudinal data system to report and inform decisions at all levels

**What are we doing?**



**Students are supported by effective teachers and leaders.**

- 1) Refining new model evaluation systems for teachers and principals
  - Training provided so evaluation is used to help teachers and principals grow in the profession
- 2) Revamping teacher and principal programs

**What are we doing?**



**Students enter schools that provide an environment conducive to learning.**

- Supporting 21<sup>st</sup> Century Schools that provide customized learning opportunities for students.
- Exploring the use of a “climate” survey to inform our accountability system and help schools to address gaps.

**What are we doing?**



## Collaborative efforts with higher education

- Common core development and training
- Common definition of college readiness
- Standards setting for new assessments
- Remediation partnership
- Development of principal competencies
- Review and revamp of teacher and principal preparation programs

Due to collaborative efforts, the Bush Foundation has provided funding for ongoing partnerships.

# Building a seamless system



We need to continually ask ourselves...

- What is our system trying to do?
- How are we planning to do it?
- At any given moment, how will we know whether we are on track?
- If not, what are we going to do about it?

## The Challenge



- **The continuing challenge is for all of us to become more explicit, consistent, and insistent about the importance of achieving measurable results, in the form of improved student outcomes.**
  - The rigorous pursuit of results is a formidable and sustainable force for change. It allows all of the stakeholders to focus on common goals and aspirations, collaborate across professional and political boundaries, mobilize joint action, and sustain effort.

## The Challenge



**“We must challenge not only the methods and the means that we’ve used in the past but also the yardsticks that we’ve used to measure our progress.... Our strategy to meet these noble national goals is founded in common sense and common values. It’s ambitious but, with hard work, it’s within our reach.”**

*President George H. Bush, 2000*

## **Something to Consider**