System of School Success

HANDBOOK

south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

System of School Success

HANDBOOK

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South Dakota Department of Education Aspiration, Goals and Strategies

The South Dakota Department of Education's (SD DOE) aspiration is for all students to leave the K-12 education system ***College, Career and Life Ready***. Recognizing that students will pursue a variety of paths following high school graduation, South Dakota has high expectations for all students. SD DOE focuses its efforts and resources towards ensuring quality educational opportunities and ongoing improvement of student outcomes – either through support of educators and school leaders, or directly with students.

SD DOE Goals and Strategies

SD DOE is focused on a series of **goals** to achieve this aspiration. These goals are:

- Students enter 4th grade proficient in reading;
- Students enter 9th grade proficient in math;
- Native American students see increased academic success;
- Students graduate high school ready for postsecondary and the workforce.

In addition, SDDOE has identified these foundational supports necessary to achieving the aspiration and goals:

- Students have access to high quality standards and instruction;
- Students are supported by effective teachers and leaders;
- School environments are safe and conducive to learning

South Dakota System of School Success

Following the shift of decision making back to the states, South Dakota, with the advisement of stakeholders, created a state plan tailored to the needs of South Dakota students, all while meeting ESSA requirements.

To affect long-lasting improvement in South Dakota schools, SD DOE has created a responsive system intended to build the effectiveness of districts and schools to identify and address the diverse needs of students. This approach, The South Dakota System of School Success, is comprised of the School Success Framework and the School Success Process.

This document contains guidance, tools, and best practices to assist districts and schools as they navigate the South Dakota System of School Success.

Identification of Comprehensive and Targeted Support and Improvement Schools

In accordance with ESSA, SD DOE annually designates schools for Comprehensive, Targeted, and Additional Targeted Support and Improvement. The Department's methods for determining school improvement designations are below.

For more information, please see the SD DOE State ESSA Plan.

Designation	Identification Criteria	How Often?	Length of Designation?
Comprehensive Support & Improvement (CSI)	Lowest performing 5% of Title I schools, based on School Performance Index (SPI)	Annually	Four years
	Public high schools with a graduation rate of less than 67%		
	Title I ATSI schools that do not exit ATSI designation within four years		
Targeted Support & Improvement (TSI)	Any school with a subgroup(s) that is performing in the bottom 25% of like subgroup(s) statewide across all eligible indicators over three years and below the state average	Annually	Two years
Additional Targeted Support & Improvement (ATSI)	A TSI school with a subgroup(s) performing below the performance of the bottom 5% of Title I schools on all indicators over a period of three years	Annually	Two years

Adapted from: Council of Chief State School Officers and Education Counsel. 2018. Roadmap to Implementing the CCSSO Principles of Effective School Improvement Systems. Washington, DC.

School Performance Index

South Dakota's accountability system is based on a 100-point index, called the School Performance Index (SPI), consisting of multiple indicators, each assigned a numeric value. These values are summed to create a total SPI score out of 100 points. Two distinct indexes will be used: one for elementary and middle school (pre-secondary) accountability, and one for high school (secondary) accountability. Full details found in the SD Accountability Calculation Guide.

Elementary and Middle School SPI Distribution:

Indicator		Maximum Points Possible	
Academic Indicators	Student Achievement	Math	20
		English Language Arts	20
		Total	40
	Academic Growth	English Language Arts - All Students	10
		Math - All Students	10
		English Language Arts - Lowest Quartile	10
		Math - Lowest Quartile	10
		Total	40
	English Language Proficiency		10
School Quality			10
Total			**100**

High School SPI Distribution:

Indicator		Maximum Points Possible	
Academic Indicators	Student Achievement	Math	15
		English Language Arts	15
		Science *	10
		Total	40
	Four-Year Cohort Graduation		12.5
	College and Career Readiness		25
	English Language Proficiency		10
High School Completion			12.5
Total			**100**

** For Federal purposes, in alignment with ESEA, science will be included as School Quality or Student Success Indicator .*

Subgroups

School Improvement designations are based on the following federally recognized student subgroups:

Race/Ethnicity	Program Participation
White/Caucasian	Students with Disabilities
Hispanic/Latino	English Learners
Black/African American	Economically Disadvantaged
American Indian/Alaska Native	
Hawaiian/Pacific Islander	
Asian	
Two or More Races	

Comprehensive Support and Improvement (CSI)

Requirements for CSI Schools

- Attend SD DOE Launch and Boost events
- Work collaboratively with an assigned School Success Facilitator
- Form a School Leadership Team to participate in the SDCNA process and to meet regularly
- Conduct the South Dakota Comprehensive Needs Assessment
- Create and implement an Action Plan based on the determined needs of the school
- Align school and district resources to identified needs and Action Plans
- Implement Evidence-Based Interventions
- Monitor and adjust Action Plan based on continuous review and analysis of quantitative and qualitative data

School Success Launch (Focus on Success Forum)

This introductory meeting will inform newly identified schools and their districts about the designation criteria, school improvement requirements, and the roles and responsibilities of schools, districts, and SD DOE. School Success Facilitators will also be introduced. Other topics to be covered include: SDCNA Framework and Process and resources available to South Dakota schools in improvement.

School Success Boost

This meeting will occur annually post designation. This will be an opportunity for reflection on and adjustment to school improvement efforts, as well as time for LEAs and schools to review available resources and network with other districts and SD DOE staff. Other topics will be determined based on the identified needs of South Dakota schools in improvement.

School Success Facilitator

Each CSI school will be provided a School Success Facilitator by the SD DOE. Facilitators have the knowledge and expertise to lead schools in the South Dakota School Success Process and SDCNA. Their role is to propel the leadership team's thinking forward, facilitate challenging conversations, support the leadership team in school improvement efforts, and hold the leadership team accountable for achieving improvement goals.

South Dakota Comprehensive Needs Assessment (SDCNA)

CSI schools are required to conduct the South Dakota Comprehensive Needs Assessment and faithfully implement the Action Plan with the support and guidance of a School Success Facilitator. The evidence-based process examines quantitative and qualitative data, identifies root causes, and produces data-driven action plans. The South Dakota School Success Framework: Effective Leadership, Curriculum and Instruction, Talent Development, and Family, School Culture and Climate, is the foundation of the needs assessment. The SDCNA is conducted within the first year of designation.

Monthly Reports

School Leadership Teams are to have monthly progress review meetings throughout the School Success Process to review progress toward Action Plan milestones. For the SD DOE to provide responsive supports to CSI schools as well as best align resources, School Success Facilitators will also be providing the Department with monthly reports.

District Technical Advisors

Based on SD DOE analysis of district data, LEAs that have multiple schools identified as Targeted and/or Comprehensive Support may be assigned a Technical Advisor (TA) to guide districts in supporting schools within the district. Technical Advisor requirements will be at the discretion of SD DOE.

Technical Advisors work with the administration on all district-level decisions being made regarding curriculum, staff assignments, budgetary requests, professional development, and other interventions. Technical Advisors are also responsible for regularly communicating with SD DOE, School Success Facilitators provided to schools in the district, and with district governance, which may include school boards. Through regular reporting, SD DOE will work with Technical Advisors to identify additional support districts may need.

SD DOE will conduct an annual evaluation of the Technical Advisor support as well as an internal data review to determine the ongoing necessity of this requirement.

Exit Criteria

In determining a CSI school's eligibility to exit, the following criteria will be evaluated:

1. The school no longer meets the definition of Comprehensive Support
2. The school's performance on accountability indicators over the period of designation demonstrates a positive overall trajectory.
3. The school has demonstrated improvement on the indicators of highest need, as agreed between the School Success Facilitator and the school, based upon the results of the comprehensive needs assessment conducted in the first year of designation.

Comprehensive Support and Improvement schools failing to meet the exit criteria after four years will be required to re-evaluate and revise their School Success Action Plan by working with their facilitator to conduct the South Dakota Comprehensive Needs Assessment during the fifth year of designation.

CSI Timeline

Districts and schools will be notified by SD DOE of schools identified for comprehensive support and improvement in the Fall. CSI schools will be paired with a School Success Facilitator to guide schools and districts as they assemble leadership teams, build a shared understanding of the School Success Process and SDCNA and begin to compile data sources.

Next, schools will begin the comprehensive needs assessment process with the assistance of the School Success Facilitator. During the first year of designation, CSI schools will conduct the SDCNA, create an action plan based on the root cause analysis of identified and prioritized needs, prepare for implementation, and progress review, and build capacity of the leadership team.

During the following three years, CSI schools will implement the School Success Action Plan. Annually, in May schools will evaluate the effectiveness of the interventions through data analysis and adjust the action plan as necessary. CSI schools failing to meet the exit criteria after the fourth year of designation will be required to re-evaluate and revise their school improvement action plan through the SDCNA with the assistance of a School Success Facilitator during the fifth year of designation.

Below is a suggested timeline. CSI schools will work with their facilitator to determine a more detailed timeline.

Fall 2025	Schools and Districts notified of CSI School Improvement Designations
SET DIRECTION	
Fall 2025	School Success Launch
IDENTIFY NEEDS AND ACTION PLAN	
Oct. 2025 - May 2026	Conduct SDCNA and Create School Success Action Plan
February 2026	School Success Boost
May 2026	Submit School Success Action Plan to SD DOE
IMPLEMENT AND REVIEW PROGRESS	
Annually	Implement and Monitor School Success Action Plan; Annual Data Analysis
SELF-REFLECT AND ADJUST	
Each May	Review and Adjust, as needed; Upload School Success Action Plan to Title Crate

Roles and Responsibilities

State

- Notify schools and districts of schools identified as CSI, including notification as to reason for designation (lowest 5% or less than 67% graduation rate or Title I failure to exit ATSI)
- Provide a system for data collection and analysis (SD STARS)
- Provide a School Success Facilitator and/or a District Technical Advisor as determined by the department
- Provide technical support for the SDCNA
- Provide technical assistance and guidance to the school throughout the planning and implementation of the School Success Action Plan
- Monitor implementation of the School Success Action Plan
- Evaluate progress of the implementation of the School Success Action Plan toward meeting goals

Facilitator

- Facilitate the SDCNA process with assigned schools
- Facilitate the creation, implementation, progress review, evaluation and adjustment of the School Success Action Plan based upon the results of the SDCNA
- Facilitate collaboration between the assigned school and its stakeholders in the implementation and progress review of the School Success Action Plan
- Facilitate on-going data analysis, prioritization of needs and root cause analysis
- Facilitate the identification and implementation of interventions related to designation and subgroups
- Provide leadership team capacity-building support
- Provide technical assistance and support to the assigned school
- Serve as a liaison between schools/districts and the SD DOE

District

- Support school-level SDCNA for schools designated CSI
- Support schools with on-going data analysis, prioritization of needs and root cause analysis
- Support schools as they develop specific milestones, strategies, and action steps to the School Success Action Plan
- Submit District-approved School Success Action Plan to SD DOE via hosted SharePoint
- Determine additional action and support needed if the Action Plan does not produce expected outcome after a determined number of years

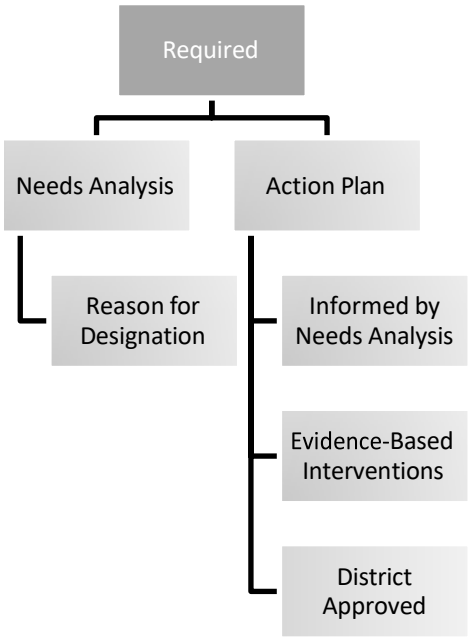
School

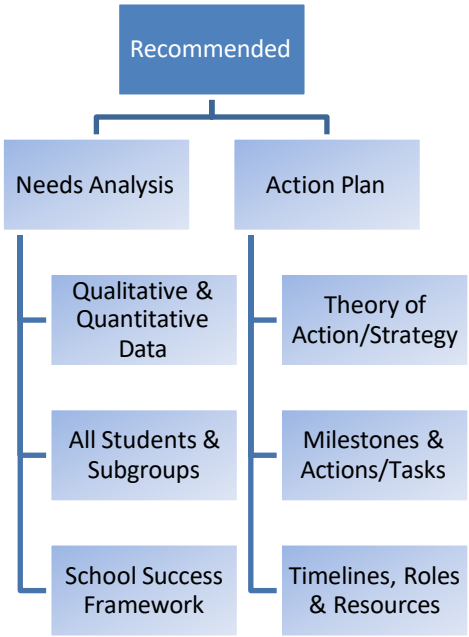
- Conduct the SD DOE-Comprehensive Needs Assessment with support of a School Success Facilitator
- Conduct on-going data analysis, prioritization of needs and root cause analysis
- Create a School Success Action Plan with specific milestones, evidence-based strategies and actions using the SD DOE provided template, based on the results of the SDCNA and reason for designation
- Implement and review progress of the School Success Action Plan
- Conduct self-reflection and adjust the action plan as needed, based on continuous data review

Targeted and Additional Targeted Support and Improvement (TSI/ATSI)

Requirements and Recommendations

Districts with a TSI/ATSI designated school are required to submit to SD DOE a district-approved action plan based on a needs analysis.





Needs Analysis

The needs analysis must include an examination of data related to the reason for designation. It is SD DOE's recommendation that the needs analysis be comprehensive, including qualitative and quantitative data related to all students and all subgroups. Districts are encouraged to look at data within each component of the School Success Framework: Effective Leadership, Curriculum and Instruction, Talent Development and Family, School Culture, and Climate. It is further recommended districts and schools analyze data from the last three years. SD DOE has created the South Dakota Comprehensive Needs Assessment Framework and Process which is available to all schools and districts.

Action Plan Template

Action plans submitted to SD DOE must be district approved. Evidence-based interventions must be included in the action plan. Recommended action plan elements include a theory of action, milestones, actions/tasks, timelines, roles/responsibilities, and resources required. SD DOE has created the School Success Action Plan template, which is available to all schools and districts.

Exit Criteria

TSI and ATSI schools are designated for a period of two years to improve the performance of specific subgroups within their overall student population. In determining a school's eligibility to exit, the following criteria will be evaluated:

1. The school no longer meets the definition under which it was designated for Targeted or Additional Targeted Support and Improvement.

ATSI schools that are also Title I Schools and do not meet exit criteria within a four-year period will be designated Comprehensive Support and Improvement (CSI).

TSI/ATSI Timeline

Districts will be notified by SD DOE of schools identified for Targeted and Additional Targeted Support and Improvement in the Fall. It is the district's responsibility to notify TSI/ATSI designated schools.

Immediately following the designation, schools and districts will begin the needs analysis process. Through May of the designated school year, schools will conduct a needs analysis, create an action plan based on the identified and prioritized needs, prepare for implementation, and build capacity of the leadership team.

TSI/ATSI schools will implement the district-approved school improvement action plan during year two of the designation or earlier. At the conclusion of the first year of implementation, districts and schools will evaluate the effectiveness of the action plan through data analysis.

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IMPLEMENT AND REVIEW PROGRESS	
Annually	Implement and Monitor School Success Action Plan; Annual Data Analysis
SELF-REFLECT AND ADJUST	
Each May	Review and Adjust, as needed; Upload School Success Action Plan to Title Crate

Roles and Responsibilities

State

- Notify districts of schools identified as TSI/ATSI, including notification as to which subgroups led to the designation
- Ensure districts provide notification to schools, including notification as to which subgroups led to the designation
- Provide a system for data collection and analysis (SD STARS)
- Provide regional support for data use best practices, prioritization of needs, root cause analysis, action plan template, and other topics
- Provide technical assistance and guidance to the district and school throughout the planning and implementation of the School Success Action Plan
- Differentiate support to districts and schools based on the need(s) identified and the designated subgroup(s), as well as the resources available
- For ATSI- Work with the district to determine resource distribution or effective use of funding through the Grants Management System.

District

- Notify schools identified as TSI/ATSI, including notification as to which subgroups led to the designation
- Conduct school-level needs analysis for schools designated TSI/ATSI
- Support schools with on-going data analysis, prioritization of needs and root cause analysis
- Support and monitor schools as they develop specific milestones, strategies, and action steps to the action plan
- Submit district-approved action plan to SD DOE via SharePoint
- Monitor implementation of the action plan
- Evaluate progress of the implementation of the action plan toward meeting milestones and impacting subgroup(s) performance
- Determine additional action and support needed if the action plan does not produce expected outcome after a determined number of years

School

- Conduct on-going data analysis, prioritization of needs and root cause analysis
- Create a school improvement action plan with specific milestones, evidence-based strategies and action steps and the results of data analysis
- Submit action plan to district
- Implement the action plan
- Monitor and adjust the action plan as needed
- For ATSI- Work with the district and SD DOE to determine resource distribution or effective use of funding through the Grants Management System.

South Dakota
Comprehensive Needs Assessment Overview

Purpose

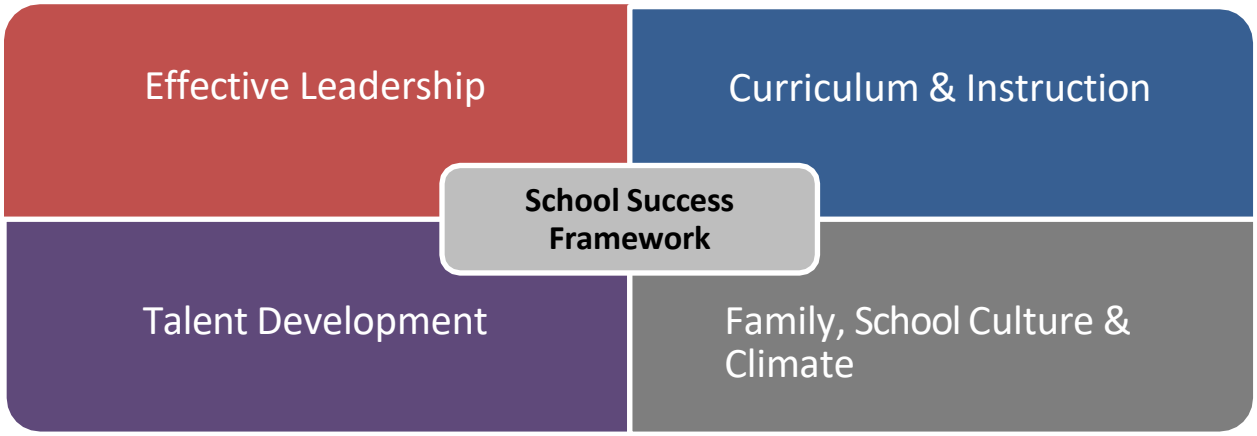
The South Dakota Comprehensive Needs Assessment will gather accurate and objective information so South Dakota schools and districts can implement manageable action processes. The SEA will use this information to implement strategies of differentiated support that impact student learning.

The Framework

The South Dakota Comprehensive Needs Assessment Framework creates an organizational frame of reference for the scope of the needs assessment. The framework is composed of four key components:

1) Effective Leadership
2) Curriculum and Instruction
3) Talent Development
4) Family, School Culture and Climate

Each component is defined and further clarified by the guiding questions and elements. The accompanying data sources and evidence assist schools in conducting a focused inquiry on improvement topics.



The South Dakota Comprehensive Needs Assessment Process

The South Dakota Comprehensive Needs Assessment Process represents a series of recommended practices to operationalize the needs assessment. The process is composed of five phases:

1) Plan
2) Collect and Organize Data
3) Analyze Data
4) Prioritize Needs
5) Connect to Implementation

The phases are designed to engage schools and their stakeholders in thoughtful, deliberate, and reflective discussions designed to improve leadership, instruction, and student learning.

The supporting handbook, templates, and other resources to facilitate the SDCNA are found in the South Dakota Comprehensive Needs Assessment Handbook and available on the SD DOE Title I website