

ESEA FLEXIBILITY PART B MONITORING REPORT

MONITORING VISIT INFORMATION	
State Educational Agency (SEA)	South Dakota Department of Education (SDDOE)
Request Approved	June 29, 2012
Request Amended	June 12, 2013
ESEA Flex Monitoring Activity	Part B On-site Monitoring
Monitoring Review Date(s)	August 26-27, 2013
Exit Conference	September 17, 2013
Interviews Conducted	Betsy Champman, Tami Darnall, Rob Hoffman, Abby Javurek-Humig, Ann Larsen, Carla Leingang, Shannon Malone, Jan Martin, Judy Merriman, Shawna Poitra, Melody Schopp, Dawn Smith, Mary Stadick-Smith, Linda Turner
U.S. Department of Education (ED) Monitors	Emily Bank and Michael Wells, Office of Elementary and Secondary Education Marion Crayton and Becca Walawender, Office of Special Education Programs

OVERVIEW OF ESEA FLEXIBILITY MONITORING

The U.S. Department of Education (ED) is committed to supporting state educational agencies (SEAs) as they implement ambitious reform agendas through their approved ESEA flexibility requests. Consistent with this commitment, ED has designed a monitoring process to assess an SEA's implementation of the principles of ESEA flexibility and the State-level systems and processes needed to support that implementation.

Part B Monitoring

In Part B monitoring, SEA implementation of ESEA flexibility was reviewed across several key areas: State-level Systems and Processes, Principle 1, Principle 2, and Principle 3, as outlined in the *ESEA Flexibility Part B Monitoring Protocol*. In each broad area, ED identified key elements that are required under ESEA flexibility and are likely to lead to increased achievement for students. Through examination of documentation submitted by the SEA and interviews with SEA staff, ED assessed the effectiveness of implementation of ESEA flexibility by identifying the extent to which an SEA:

1. Is ensuring that implementation is occurring consistent with the SEA's approved request and the principles and timelines of ESEA flexibility.
2. Is continuing to review and make adjustments to support implementation.
3. Is establishing systems and processes to sustain implementation and improvements.

The report contains the following sections:

- *Highlights of the SEA's Implementation*. This section identifies key accomplishments in the SEA's implementation of ESEA flexibility.
- *Status of Implementation of ESEA Flexibility*. This section indicates whether the SEA has met expectations for each element of ESEA flexibility.

- *Elements Requiring Next Steps.* When appropriate, this section identifies any elements where the SEA is not meeting expectations and includes Next Steps that the SEA must take to meet expectations.
- *Recommendations to Strengthen Implementation.* This section provides recommendations to support the SEA in continuing to meet the principles and timelines of ESEA flexibility and strengthening implementation.
- *Additional Comments.* When appropriate, this section includes any additional information related to the SEA’s implementation of ESEA flexibility not included elsewhere.

HIGHLIGHTS OF IMPLEMENTATION OF ESEA FLEXIBILITY

The SEA’s work includes the following key accomplishments related to the implementation of ESEA flexibility and/or efforts to engage in a process of continuous review and analysis, particularly for those elements receiving a comprehensive review:

- SDDOE has aligned the work of the SEA to the implementation of its ESEA flexibility request by creating the cross-departmental Statewide System of Recognition, Accountability and Support (SSRAS), implementing multi-departmental data reviews, establishing a close connection between the South Dakota Leading Effectively Achieving Progress (SD LEAP) indicators and turnaround principles, revising SD LEAP reports, and creating a cohesive Multi-Tiered System of Support (MTSS).
- SDDOE is partnering with the Council of Chief State School Officers (CCSSO) and the U.S. Education Delivery Institute (EDI) to complete capacity reviews of the State’s transition to college and career ready standards as well as implementation of the State’s teacher and principal effectiveness models. SDDOE is using the results of these reviews to tailor outreach, professional development, and technical assistance.
- SDDOE collects, reports, and uses data as a primary focus and determining factor in its implementation of ESEA flexibility activities. The SEA provides district accountability teams with a secure version of local educational agency (LEA) and school-level report cards that allow them to access student data in order to identify patterns and trends related to student achievement as a whole, and to assist with decisions regarding tailored interventions and support for individual students. Teachers also have access to their students’ data through a secure system, to assist them in making data-driven decisions. Decisions about which staff has access to secure, local-level data are made by LEA administrators.

Status of Implementation of ESEA Flexibility

SEA Systems & Processes

Element	Status
Monitoring (EDGAR 80.40 and 2.G)	Not Meeting Expectations
Technical Assistance (2.G)	Meeting Expectations
Data Collection & Use (§9304(a)(6))	Meeting Expectations
Family & Community Engagement and Outreach (Implementation Letter)	Meeting Expectations

Principle 1

Element	Status
Transition to and Implement College and Career Ready Standards (1.B)	Meeting Expectations
Adopt English Language Proficiency Standards (Assurance 2)	Meeting Expectations
Develop and Administer High-Quality Assessments (Assurance 3)	Meeting Expectations
Develop and Administer Alternate Assessments (Assurance 3)	Meeting Expectations
Develop and Administer English Language Proficiency Assessments (Assurance 4)	Meeting Expectations
Annually Reports College-Going and College-Credit Accumulation Rates (Assurance 5)	Meeting Expectations

Principle 2

Element	Status
Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support (2.A)	Meeting Expectations
Reward Schools (2.C)	Meeting Expectations
Priority Schools (2.D)	Meeting Expectations
Focus Schools (2.E)	Not Meeting Expectations
Other Title I Schools (2.F)	Not Meeting Expectations
State and Local Report Cards (§1111 of the ESEA; 2.B and Assurance 14)	Meeting Expectations

Principle 3

Element	Status
Teacher Evaluation and Support Systems (3.B)	Under review
Principal Evaluation and Support Systems (3.B)	Under review

Elements Requiring Next Steps

Element	Monitoring (EDGAR 80.40 and 2G)
Summary and Status of Implementation	The SEA has not demonstrated that this element was carried out consistent with its approved ESEA flexibility request and the principles and timelines outlined in the document titled <i>ESEA Flexibility</i> . SDDOE did not provide documentation showing that it has a process for and is monitoring the implementation of local education agency (LEA) and school-level ESEA flexibility activities regarding implementation of differentiated recognition, accountability and support systems (particularly LEA implementation of interventions in focus and other Title I schools) during the 2012-2013 school year. However, SDDOE demonstrated through documentation and the monitoring interviews that it has revised its monitoring process for the 2013-2014 school year and has adopted the necessary policies and procedures to ensure the implementation of interventions tied to the reason for focus school identification and implementation of incentives and supports to other Title I schools.
Next Steps	Through its request for an extension of ESEA flexibility, SDDOE will submit an amendment to its approved ESEA flexibility request that describes in detail SDDOE's revised monitoring plan and process.

Element	Focus Schools (2.E)
Summary and Status of Implementation	The SEA has not demonstrated that this element was carried out consistent with its approved ESEA Flexibility request and the principles and timelines outlined in the document titled <i>ESEA Flexibility</i> . SDDOE has not provided evidence that it ensured that LEAs implemented, consistent with the SEA's approved request, interventions based on academic data targeted to the specific school need/student group performance in each focus school during the 2012-2013 school year. However, SDDOE demonstrated through documentation and monitoring interviews that the necessary policies and supports are in place for the 2013-2014 school year. This will ensure that LEAs implement interventions in focus schools aligned with the reason for a focus school's identification.
Next Steps	Through its request for extension of ESEA flexibility, SDDOE will submit an amendment to its approved ESEA flexibility request that describes SDDOE's revised focus school guidance, support and intervention process and monitoring plan, aligned with the ESEA flexibility requirements for focus schools.

Element	Other Title I Schools (2.F)
Summary and Status of Implementation	The SEA has not demonstrated that this element was carried out consistent with its approved ESEA Flexibility request and the principles and timelines outlined in the document titled <i>ESEA Flexibility</i> . SDDOE did not provide evidence that it is ensuring that incentives and supports (based on the SEA's new annual measurable objectives [AMOs], graduation rates and other measures) are being provided to other Title I schools that are not making progress in improving student achievement and narrowing achievement gaps.
Next Steps	Through its request for extension of ESEA flexibility, SDDOE will submit an amendment to its approved ESEA flexibility request that describes SDDOE's revised identification process, guidance, and monitoring plan for Watch List schools, as well as evidence of how it will ensure that incentives and supports are provided to all Title I schools that are not making progress in improving student achievement and narrowing achievement gaps.

RECOMMENDATIONS TO STRENGTHEN IMPLEMENTATION

The following recommendations are provided to support SDDOE in continuing to meet the principles and timelines of ESEA flexibility and to strengthen the systems and processes put into place by SDDOE to sustain improvement of the ESEA flexibility principles:

- *SDDOE should consider strengthening the process for monitoring the School Support Team (SST), providing feedback to SST members, and correcting the SST's work process, as necessary. SDDOE may consider providing additional training to SSTs on the turnaround principles as defined in its approved ESEA flexibility request to help ensure that the SST members supporting implementation in priority schools are able to align interventions with the turnaround principles.*
- *SDDOE should include the School Self-Evaluation Form contained in the current Watch List guidance as a required element of the LEA's consolidated application to ensure that incentives and supports based on AMOs and graduation rates are being provided to all Watch List schools.*

- *SDDOE should consider strengthening its outreach to families of students with disabilities and English Learners (ELs), particularly in areas with higher concentrations of ELs, to ensure that these families understand the impact of the implementation of the principles of ESEA flexibility on their children.*
- *While SDDOE has provided resources and training to prepare teachers and principals to use the new college- and career-ready standards, SDDOE should consider providing additional supports to all teachers and principals in helping ELs and students with disabilities access these standards.*

ADDITIONAL COMMENTS

- *As a result of a recall vote in November 2012, key components of Principle 3 of SDDOE's ESEA flexibility request were overturned. SDDOE subsequently requested and ED agreed to suspend review of SDDOE's originally-submitted Principle 3, concurrent with SDDOE's assurance that it would re-submit an updated version of Principle 3 of its ESEA flexibility request. On June 26, 2013 SDDOE re-submitted Principle 3 of its ESEA flexibility request. As of the date of this monitoring report, ED has not yet made a determination regarding approval of Principle 3 of SDDOE's ESEA flexibility request. If required, SDDOE must resolve all issues related to its Teacher and Principal Evaluation and Support Systems identified through the Principle 3 peer review and approval process, and where applicable through the existing ESEA flexibility amendment process. Outstanding matters will be considered during the ESEA flexibility extension review process.*