ESEA Flexibility

Renewal

SOUTH DAKOTA

Revised August 20, 2015

OMB Number: 1810-0581

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 16 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to retain the benefits of ESEA flexibility, offered to State educational agencies under section 9401 of the Elementary and Secondary Education Act of 1965, as amended, and voluntary. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1810-0581. Note: Please do not return the completed ESEA Flexibility Renewal Request Form to this address.

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INTRODUCTION

In September 2011, the U.S. Department of Education (Department) offered each State educational agency (SEA) the opportunity to request flexibility, on behalf of itself and its local educational agencies (LEAs) and schools, to help them move forward with State and local reforms designed to improve student learning and increase the quality of instruction for all students. This voluntary opportunity provides educators and State and local leaders with flexibility regarding specific requirements of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB), in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction (ESEA flexibility). States have utilized this flexibility to put in place innovative, locally-tailored strategies to address their most pressing education challenges. The Department is now extending the option of this flexibility for all States continuing to implement their plans and committed to continuously reviewing and improving their work.

Through its core principles, ESEA flexibility builds on and supports significant State and local efforts to improve educational outcomes for all students. Each of the core principles is intended to complement each other so that the quality of teaching and learning is enhanced.

- Under Principle 1, each SEA is raising expectations so that all students graduate from high school ready for college and a career, by implementing State-developed college- and career-ready standards. In addition, each SEA has committed to implement high-quality assessments aligned to those standards to help educators improve instructional practice, to provide all students with the opportunity to demonstrate what they know and are able to do, and provide parents with useful information about student performance.

- Under Principle 2, each SEA is implementing differentiated accountability systems for schools and districts that incorporate a variety of measures, including rigorous performance and graduation rate targets, to identify under-performing schools and subgroups and more effectively target meaningful interventions based on need, and to identify high-performing or rapidly improving schools. This strategic approach creates purposeful differentiation, allowing States to take dramatic action in the lowest-performing schools, provide greater autonomy to high-performing schools, and target interventions and resources at a subgroup level in schools that may be performing well overall but in which a single subgroup may be lagging.

- Under Principle 3, each SEA has committed to implement teacher and principal evaluation and support systems based on multiple measures, including student growth as a significant factor, and other measures of professional practice such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys, that meaningfully differentiate performance, and that evaluate teachers and principals on a regular basis. These systems are designed to provide teachers and leaders with clear, timely, and useful feedback, as well as targeted supports, to continuously improve instructional and leadership practices so that every student has access to a high-quality education.

- Under Principle 4, each SEA is working to reduce duplication and unnecessary burden.

The Department invited SEAs to request this flexibility pursuant to section 9401 of the ESEA, which allows the Secretary to waive, with certain exceptions, statutory or regulatory requirements for an SEA that receives funds under a program authorized by the ESEA and requests a waiver. Approvals of SEA requests have occurred in the following phases:

- Window 1, for which SEAs submitted requests in November 2011;
- Window 2, for which SEAs submitted requests in February 2012;
- Window 3, for which SEAs submitted requests in September 2012;
- Window 4, for which SEAs submitted requests in spring 2013;
- Window 5, for which SEAs submitted requests in spring 2014.

The Department is now inviting all SEAs with requests that will expire at the end of the 2014-2015 school year to request a three-year renewal of ESEA flexibility, which would extend through the end of the 2017–2018 school year. In addition, any Window 1 or 2 SEA that is fully meeting its

commitments to the timelines and principles of ESEA flexibility is eligible to request a four-year renewal through the 2018–2019 school year. If Congress reauthorizes the ESEA during the period of the waivers, the Department will provide guidance on the transition to the new law.

The Department will review each SEA request for renewal of ESEA flexibility against the principles of ESEA flexibility, as well as the specific information requested in this document. As in the initial review process, this renewal process will ensure that each request approved by the Department is consistent with the principles of ESEA flexibility; is likely to close achievement gaps, improve student academic achievement, and increase the quality of instruction; and is both educationally and technically sound.

The Department has determined that this document is a "significant guidance document" under the Office of Management and Budget's Final Bulletin for Agency Good Guidance Practices, 72 Fed. Reg. 3432 (Jan. 25, 2007), available at www.whitehouse.gov/sites/default/files/omb/fedreg/2007/012507_good_guidance.pdf. The purpose of this guidance is to invite each SEA with ESEA flexibility to request a three-year renewal of that flexibility and to provide assistance to each SEA in preparing its request for renewal. Therefore, this guidance provides considerable detail and information on how an SEA should prepare its renewal request. However, this guidance does not impose any requirements beyond those required under applicable law and regulations. It does not create or confer any rights for or on any person.

If you are interested in commenting on this guidance, or if you have further questions that are not answered here, please e-mail ESEAflexibility@ed.gov using the subject "ESEA Flexibility Renewal Guidance" or write to us at the following address:

U.S. Department of Education
Office of Elementary and Secondary Education
Office of State Support
400 Maryland Avenue, SW
Washington, DC 20202

GENERAL INSTRUCTIONS

An SEA seeking renewal of ESEA flexibility must submit an updated ESEA flexibility request describing how it will continue to meet the ESEA flexibility principles, so that the Secretary can determine, consistent with ESEA section 9401(d), that the waivers have been effective in enabling the SEA to carry out the activities for which the waivers were requested, have contributed to improved student achievement, and their extension is in the public interest. As part of the SEA's updated ESEA flexibility request, the SEA must include in redline any changes made to its currently approved flexibility request and all narrative responses to the items described below (Sections I – II of this document). In addition, the SEA must submit a completed ESEA flexibility renewal form indicating where text in the redlined ESEA flexibility request is responsive to renewal requirements.

The request for renewal of ESEA flexibility also provides an opportunity for an SEA to amend its approved request as part of a continuous improvement process to address challenges and build on successes from current implementation. In addition, an SEA is encouraged to align its ESEA flexibility implementation efforts with other improvement efforts within the State to ensure consistency and coherence across its statewide systems. Therefore, an SEA may choose, but is not required, to amend its currently approved ESEA flexibility request to make any additional changes it deems necessary to improve implementation going forward and to reflect implementation activities that have already occurred (Section III). An SEA requesting to amend its currently approved request must complete the table contained in Section III on the ESEA flexibility renewal form.

In order to receive renewal of ESEA flexibility, each SEA must resolve outstanding issues relating to implementation of ESEA flexibility. These issues include outstanding findings of non-compliance, conditions placed on approval, high-risk status, next steps identified in ESEA flexibility monitoring reports, and specific issues identified during approval of the SEAs request for extension, and may include findings in related program monitoring reports or noncompliance with federal civil rights laws.

If an SEA's request for ESEA flexibility is not approved, the SEA and its LEAs will be required to resume complying with all ESEA requirements by the beginning of the 2015–2016 school year, including making adequate yearly progress (AYP) determinations; identifying schools and LEAs for improvement, corrective action, or restructuring, as applicable; and taking required improvement actions, as required by Title I of the ESEA, including offering and paying for supplemental educational services and transportation for public school choice.

Preparing the Request

To prepare a high-quality request for renewal of ESEA flexibility, an SEA must continue to adhere to the document titled ESEA Flexibility, which contains the principles of ESEA flexibility. Additionally, the documents titled ESEA Flexibility Frequently Asked Questions (FAQ) and FAQ Addendum provide guidance that applies to all SEAs requesting renewal of ESEA flexibility. The Department intends to release additional FAQs specific to the renewal process in the coming weeks. In order to receive renewal, an SEA must meet all elements of the principles of ESEA flexibility.

As used in this guidance, the following terms have the meanings set forth in the document titled *ESEA Flexibility*: (1) college- and career-ready standards, (2) focus school, (3) high-quality assessment, (4) priority school, (5) student growth, and (6) turnaround principles.

In requesting renewal of ESEA flexibility, each SEA must update its currently approved ESEA flexibility request by providing in redline each of the following (as well as relevant attachments, if necessary):

- A description of how the SEA has met the consultation requirements with respect to its renewal request and will continue to consult with appropriate stakeholders over the period of the waivers consistent with Section I.
- A narrative response updating the SEA's currently approved ESEA flexibility request to address each of the items under Section II and describe continuous improvement efforts across all principles.
- Any other amendments beyond the requested items and a rationale supporting each of those amendments consistent with Section III, if applicable.

In addition, an SEA must remove the cover sheet, waivers, and assurances pages in its currently approved ESEA flexibility request and replace them with the completed cover sheet, waivers, and assurances pages from the ESEA flexibility renewal form.

Because the Department intends to post the final documents submitted by the SEA once the renewal request has been approved, an SEA must ensure that its request does not include personally identifiable information.

Process for Submitting a Renewal Request

In order to be considered for renewal of ESEA flexibility, an SEA must submit its redlined flexibility request to the Department, together with a completed copy of the ESEA flexibility renewal form. The renewal form and other pertinent documents are available on the Department's website at: http://www.ed.gov/esea/flexibility/.

Electronic Submission: The Department strongly prefers to receive an SEA's request for renewal of ESEA flexibility electronically. The SEA should submit its request to the following address: ESEAflexibility@ed.gov.

Paper Submission: As an alternative, an SEA may submit its request for renewal of ESEA flexibility and two copies to the following address:

Dr. Monique M. Chism, Director
Office of State Support
U.S. Department of Education
400 Maryland Avenue, SW
Room 3W224
Washington, DC 20202-6132

Due to potential delays in processing mail sent through the U.S. Postal Service, an SEA is encouraged to use alternate carriers for paper submissions.

REQUEST SUBMISSION DEADLINE

An SEA seeking renewal of ESEA flexibility must submit its request no later than March 31, 2015. A Window 1 or 2 SEA fully meeting its commitments to the timelines and principles of ESEA flexibility will be invited to submit a request by January 30, 2015 to participate in an intensive, expedited review process. An SEA invited to participate in this process may request and be considered for a four-year renewal. The process will be consistent in terms of rigor with the review process for all States, but will take place on a condensed timeline and will include a meeting between Department staff and SEA officials in Washington, DC. This review process reflects feedback the Department has received from several States and is part of the Department's efforts to continuously improve the way it serves and supports SEAs so that SEAs, in turn, can continuously improve the way they serve and support their students.

TECHNICAL ASSISTANCE

The Department will assist an SEA in preparing its renewal request through webinars, email, and telephone communications with the SEA's contact. Please visit the Department's website at: http://www.ed.gov/esea/flexibility/ for relevant technical assistance materials and feel free to email or call your SEA's contact within the Department with any questions you may have.

EVALUATION

Given the range of State and local educational strategies being implemented under ESEA flexibility, the Department is interested in working with SEAs to evaluate and learn from different State and local approaches, including providing funding for such evaluations. The purpose of these evaluations is to increase understanding of how different State approaches and strategies (including differentiated accountability systems and teacher and principal evaluation and support systems) contribute to improving educational outcomes for all students. The Department will share additional information on the process by which States can propose evaluations of innovative approaches to improving student achievement and increasing the quality of instruction.

GUIDANCE

SECTION I: WAIVERS, ASSURANCES, AND CONSULTATION

An SEA must renew its request for each of the waivers offered under ESEA flexibility by checking the box next to each waiver on the ESEA flexibility renewal form. An SEA may also request, or opt to no longer request, the three optional waivers offered as part of the original ESEA flexibility process (21st Century Community Learning Centers, making AYP determinations, within-district Title I allocations) and either or both new optional waivers (use of 1003(a) funds in other Title I schools and middle school mathematics assessment flexibility). In requesting renewal, an SEA must also, by checking the box next to each assurance, renew its assurances and provide additional assurances relating to implementation of teacher and principal evaluation and support systems.

An SEA must remove the cover sheet, waivers, and assurances pages from its currently approved request and replace these pages with completed copies of the cover sheet, waivers, and assurances pages from the ESEA flexibility renewal form.

In addition, an SEA seeking renewal must provide a description of how it meaningfully solicited input on the implementation of ESEA flexibility, and the changes that it made to its currently approved flexibility request, from LEAs, teachers and their representatives, administrators, students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities, organizations representing English Learners, business organizations, institutions of higher education (IHEs), and Indian tribes.

SECTION II: CONTINUED COMMITMENT TO ESEA FLEXIBILITY PRINCIPLES

An SEA seeking renewal of ESEA flexibility must demonstrate a continued commitment to implementing the ESEA flexibility principles. Specifically, an SEA must address each of the principles as described below through at least the end of the 2017–2018 school year (an SEA that is eligible for and requests a four-year renewal must address each of the principles as described below through at least the end of the 2018–2019 school year).

Principle 1: College- and Career-Ready Expectations for All Students
Each SEA must update its currently approved ESEA flexibility request to describe how it will continue to ensure all students graduate from high school ready for college and a career, through implementation of college- and career-ready standards and high-quality aligned assessments (general, alternate, and English language proficiency), including how the SEA will continue to support all students, including English Learners, students with disabilities, low-achieving students, and economically disadvantaged students, and teachers of those students.

Principle 2: State-Developed Systems of Differentiated Recognition, Accountability, and Support

Each SEA must provide narrative responses for each of the items enumerated below. In providing these narrative responses, each SEA must describe its process for continuous improvement of its

systems and processes supporting implementation of its system of differentiated recognition, accountability, and support. In describing its process for continuous improvement, an SEA should consider how it will use systematic strategies to analyze data and revise approaches to address implementation challenges in order to ensure that it and its LEAs are meeting the needs of all students.

2.A. Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support: To receive ESEA flexibility, an SEA had to implement a differentiated recognition, accountability, and support system that was likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for all students. This system must be based on student achievement, graduation rates, and school performance and progress over time, including for all students and all subgroups of students identified in ESEA section 1111(b)(2)(C)(v)(II). As part of the SEA's process of ensuring that schools are accountable for the performance of all subgroups of students, in its renewal request, each SEA must demonstrate that a school may not receive the highest rating in the SEA's differentiated recognition, accountability, and support system if there are significant achievement or graduation rate gaps across subgroups that are not closing in the school.

2.D. Priority Schools: To receive ESEA flexibility, an SEA had to commit to ensuring its LEAs implement interventions aligned to all of the turnaround principles in all of its priority schools (no later than the 2014–2015 school year for Windows 1 and 2 States and no later than the 2015–2016 school year for Windows 3 and 4 States). Therefore, each SEA must update its list of priority schools to ensure that interventions are being implemented in the lowest-performing schools. In its request for renewal of ESEA flexibility, each SEA must:

a) Submit either (i) its updated list of priority schools based on the most recent available data, for implementation beginning in the 2015–2016 school year, or (ii) an assurance that it will provide an updated list of priority schools based on school year 2014–2015 data no later than January 31, 2016, for implementation beginning no later than the 2016–2017 school year;
b) Provide its timeline for implementation of interventions aligned with all of the turnaround principles in all priority schools; and
c) Describe its process for identifying any schools that, after implementing interventions for three school years, have not made sufficient progress to exit priority status and describe how the SEA will ensure increased rigor of interventions and supports in these schools by the start of the 2015–2016 school year.

2.E. Focus Schools: To receive ESEA flexibility, an SEA had to commit to ensuring that its LEAs would implement interventions and supports in each focus school that are targeted to the school's reason for identification. In its renewal request, each SEA must:

a) Submit either (i) its updated list of focus schools based on the most recent available data, for implementation beginning in the 2015–2016 school year, or (ii) an assurance that it will provide an updated list of focus schools based on school year 2014–2015 data no later than January 31, 2016, for implementation beginning no later than the 2016–2017 school year;
b) Provide its process, including a timeline, for ensuring that its LEAs implement interventions targeted to focus school's reason for identification;

c) Describe its process for identifying any schools that have not made sufficient progress to exit focus status and describe how the SEA will ensure increased rigor of interventions and supports in these schools by the start of the 2015–2016 school year.

2.F. Other Title I Schools: Each SEA approved for ESEA flexibility committed to provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's annual measurable objectives (AMOs) and other measures, were not making progress in improving student achievement and narrowing achievement gaps. In addition, in a guidance letter issued to SEAs on November 26, 2012, the Department clarified that each SEA approved for ESEA flexibility must incorporate, to a significant degree, the four-year adjusted cohort graduation rate in its State-developed system of differentiated recognition, accountability, and support, including using graduation rate targets for all students and for all subgroups to drive incentives, interventions, and supports in other Title I schools. In its renewal request, each SEA must update its plan for providing incentives and supports to other Title I schools to include a clear and rigorous process for ensuring that LEAs provide interventions and supports for low-achieving students in those schools when one or more subgroups miss either AMOs or graduation rate targets or both over a number of years.

2.G. Build SEA, LEA, and School Capacity to Improve Student Outcomes: Each SEA approved for ESEA flexibility committed to hold LEAs accountable for improving school and student performance, particularly in priority and focus schools. Each SEA seeking renewal of ESEA flexibility must describe its statewide strategy to support and monitor LEA implementation of the State's system of differentiated recognition, accountability, and support. This description must include the SEA's process for holding LEAs accountable for improving school and student performance.

Principle 3: Supporting Effective Instruction and Leadership

Each SEA approved for ESEA flexibility committed to implementing teacher and principal evaluation and support systems that use multiple measures of performance, including student growth as a significant factor. These systems must include other factors in addition to student growth, such as measures of professional practice (*e.g.,* observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys). These systems must be used to guide professional development for teachers, as well as identify excellent teachers. An SEA that is on track for full implementation of teacher and principal evaluation and support systems need only check assurance 15.a. on the ESEA flexibility renewal form and does not need to provide a narrative response to this item. An SEA that is requesting a one-year delay in incorporating student growth based on State assessments into educator ratings for teachers and principals of tested grades and subjects because of the transition to new assessments in school year 2014–2015 need only check assurance 15.b.i and 15.b.ii and also does not need to provide a narrative response to this item.

An SEA requesting other modifications to its teacher and principal evaluation and support system guidelines or implementation timelines that require additional flexibility that goes beyond the flexibility offered in the document titled *ESEA Flexibility* as well as the documents related to the additional flexibility offered by the Assistant Secretary in a letter dated August 2, 2013 (Teacher and Principal Evaluation and Support Systems Flexibility), must provide a narrative response to this item detailing:

a) The progress made to date in ensuring that each LEA is on track to implement a high-quality teacher and principal evaluation and support system designed to support educators and improve instruction;
b) The proposed change(s) and the SEA's rationale for each change; and
c) The steps the SEA will take to ensure continuous improvement of evaluation and support systems that result in instructional improvement and increased student learning.

SECTION III: ADDITIONAL AMENDMENTS (OPTIONAL)

As part of the process for continuous improvement, the Department expects each SEA approved for ESEA flexibility to continuously evaluate the implementation of its approved plans and processes, analyze data, and revise strategies to build on successes and address challenges. The Department therefore encourages each SEA to consider if changes are necessary to implement its currently approved flexibility request more efficiently and/or effectively, or to further align its implementation with other improvement efforts within the SEA. If an SEA wishes to make any additional amendments to its currently approved flexibility request to clarify or revise how the SEA and its LEAs will close achievement gaps, improve student achievement, and increase the quality of instruction, the SEA must include those amendments in its redlined request and identify on the renewal request form the page numbers on which amendments have been made. An SEA need not make any amendments beyond those discussed in Sections I and II above in order to receive renewal of ESEA flexibility. For any additional amendments the SEA makes to its currently approved flexibility request, the SEA must provide a rationale for the proposed change(s), either in the text of the ESEA flexibility request or on the ESEA flexibility renewal form.

In considering whether or not to make additional amendments to its approved ESEA flexibility request, an SEA should keep in mind that the Department will not approve any amendment that conflicts with the ESEA flexibility principles.

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LABEL	LIST OF ATTACHMENTS	PAGE
1	Notice to LEAs	171
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4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State's standards adoption process	See original request
5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State's standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)	See original request
6	State's Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	NA
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)	NA
8	A copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the "all students" group and all subgroups (if applicable)	See original request
9	Table 2: Reward, Priority, and Focus Schools	See original request and SDDOE webpage
10	A copy of the guidelines that the SEA has developed and adopted for local teacher and principal evaluation and support systems (if applicable)	NA
11	Evidence that the SEA has adopted all of the guidelines for local teacher and principal evaluation and support systems	NA
Please see Appendices in SD'S original 2012 ESEA Flexibility Waiver request for supporting documentation for granting of initial ESEA Flexibility Waiver.		

SECTION I: COVER SHEET, WAIVERS, ASSURANCES AND CONSULTATION

Each SEA must remove the Cover Sheet, Waivers, and Assurances pages from its currently approved ESEA flexibility request. It must replace those pages with the completed Cover Sheet, Waivers, and Assurances pages from this form as part of its renewal request.

COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: South Dakota Department of Education	Requester's Mailing Address: 800 Governors Drive Pierre, SD 57501
State Contact for the ESEA Flexibility Request Name: Abby Javurek-Humig Position and Office: Director, Division of Assessment and Accountability Contact's Mailing Address: 800 Governors Drive Pierre, SD 57501 Telephone: 605-773-3246 Fax: 605-773-3782 Email address: abby.javurek-humig@state.sd.us	
Chief State School Officer (Printed Name): Dr. Melody Schopp	Telephone: 605-773-5669
Signature of the Chief State School Officer: Dr. Melody Schopp X_____	Date: August 20, 2015
The State, through its authorized representative, agrees to meet all principles of ESEA flexibility.	

WAIVERS

By submitting this updated ESEA flexibility request, the SEA renews its request for flexibility through waivers of the nine ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements, as well as any optional waivers the SEA has chosen to request under ESEA flexibility, by checking each of the boxes below. The provisions below represent the general areas of flexibility requested.

☒ 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.

☒ 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.

☒ 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.

☒ 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.

☒ 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a school-wide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

☒ 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools that meet the definitions of "priority

schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*.

☒ 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools that meet the definition of "reward schools" set forth in the document titled *ESEA Flexibility*.

☒ 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

☒ 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

☐ 10. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

☒ 11. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA's State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools.

☒ 12. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not otherwise rank sufficiently high to be served under ESEA section 1113.

☐ 13. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver in addition to waiver #6 so that, when it has remaining section 1003(a) funds after ensuring that all priority and focus schools have sufficient funds to carry out interventions, it may allocate section 1003(a) funds to its LEAs to provide interventions and supports for low-achieving students in other Title I schools when one or more subgroups miss either AMOs or graduation rate targets or both over a number of years.

If the SEA is requesting waiver #13, the SEA must demonstrate in its renewal request that it has a process to ensure, on an annual basis, that all of its priority and focus schools will have sufficient funding to implement their required interventions prior to distributing ESEA section 1003(a) funds to other Title I schools.

Click here to enter page numbers where edits have been made and where new attachments have been added. Do not insert new text here – insert new text in redline into the revised request.

☐ 14. The requirements in ESEA sections 1111(b)(1)(B) and 1111(b)(3)(C)(i) that, respectively, require the SEA to apply the same academic content and academic achievement standards to all public schools and public school children in the State and to administer the same academic assessments to measure the achievement of all students. The SEA requests this waiver so that it is not required to double test a student who is not yet enrolled in high school but who takes advanced, high school level, mathematics coursework. The SEA would assess such a student with the corresponding advanced, high school level assessment in place of the mathematics assessment the SEA would otherwise administer to the student for the grade in which the student is enrolled. For Federal accountability purposes, the SEA will use the results of the advanced, high school level, mathematics assessment in the year in which the assessment is administered and will administer one or more additional advanced, high school level, mathematics assessments to such students in high school, consistent with the State's mathematics content standards, and use the results in high school accountability determinations.

If the SEA is requesting waiver #14, the SEA must demonstrate in its renewal request how it will ensure that every student in the State has the opportunity to be prepared for and take courses at an advanced level prior to high school.

Click here to enter page numbers where edits have been made and where new attachments have been added. Do not insert new text here – insert new text in redline into the revised request.

ASSURANCES

By submitting this request, the SEA assures that:

☒ 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of ESEA flexibility, as described throughout the remainder of this request.

☒ 2. It has adopted English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the State's college- and career-ready standards. (Principle 1)

☒ 3. It will administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)

☒ 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii) no later than the 2015–2016 school year. (Principle 1)

☒ 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)

☒ 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)

☒ 7. It will annually make public its lists of reward schools, priority schools, and focus schools prior to the start of the school year as well as publicly recognize its reward schools, and will update its lists of priority and focus schools at least every three years. (Principle 2)

If the SEA is not submitting with its renewal request its updated list of priority and focus schools, based on the most recent available data, for implementation beginning in the 2015–2016 school year, it must also assure that:

☒ 8. It will provide to the Department, no later than January 31, 2016, an updated list of priority and focus schools, identified based on school year 2014–2015 data, for implementation beginning in

the 2016–2017 school year.

☒ 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)

☒ 10. It has consulted with its Committee of Practitioners regarding the information set forth in its ESEA flexibility request.

☒ 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs. (Attachment 2)

☒ 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the SEA customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice. (Attachment 3)

☒ 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout its ESEA flexibility request, and will ensure that all such reports, data, and evidence are accurate, reliable, and complete or, if it is aware of issues related to the accuracy, reliability, or completeness of its reports, data, or evidence, it will disclose those issues.

☒ 14. It will report annually on its State report card and will ensure that its LEAs annually report on their local report cards, for the "all students" group, each subgroup described in ESEA section 1111(b)(2)(C)(v)(II), and for any combined subgroup (as applicable): information on student achievement at each proficiency level; data comparing actual achievement levels to the State's annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. In addition, it will annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively. It will ensure that all reporting is consistent with *State and Local Report Cards Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended Non-Regulatory Guidance* (February 8, 2013).

Principle 3 Assurances

Each SEA must select the appropriate option and, in doing so, assures that:

Option A	Option B	Option C
☐ 15.a. The SEA is on track to fully implementing Principle 3, including incorporation of student growth based on State assessments into educator ratings for teachers of tested grades and subjects and principals.	If an SEA that is administering new State assessments during the 2014–2015 school year is requesting one additional year to incorporate student growth based on these assessments, it will: ☐ 15.b.i. Continue to ensure that its LEAs implement teacher and principal evaluation systems using multiple measures, and that the SEA or its LEAs will calculate student growth data based on State assessments administered during the 2014–2015 school year for all teachers of tested grades and subjects and principals; and ☐ 15.b.ii. Ensure that each teacher of a tested grade and subject and all principals will receive their student growth data based on State assessments administered during the 2014–2015 school year.	If the SEA is requesting modifications to its teacher and principal evaluation and support system guidelines or implementation timeline other than those described in Option B, which require additional flexibility from the guidance in the document titled *ESEA Flexibility* as well as the documents related to the additional flexibility offered by the Assistant Secretary in a letter dated August 2, 2013, it will: ☒ 15.c. Provide a narrative response in its redlined ESEA flexibility request as described in Section II of the ESEA flexibility renewal guidance.

CONSULTATION

An SEA must provide a description of how it meaningfully solicited input on the implementation of ESEA flexibility, and the changes that it made to its currently approved ESEA flexibility request in order to seek renewal, from LEAs, teachers and their representatives, administrators, students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities, organizations representing English Learners, business organizations, institutions of higher education (IHEs) and Indian tribes.

As detailed on pages 21-22 and 22-24, the SEA again conducted extensive consultation with all stakeholder groups as listed above to ensure fulsome input on the proposed renewal. The SEA conducted consultations for more than a month prior to finalizing the ESEA Flexibility Waiver Renewal proposal. All LEAs were given the opportunity to submit comments and groups such as the Parent Advisory Council, the Teacher Advisory Council, the Accountability Work Group, and the Indian Education Advisory Council, among an extensive list of other stakeholders, were specifically briefed on the proposal and invited to comment. Teachers were well represented in the groups to which the SEA reached out.

SECTION II: CONTINUED COMMITMENT TO AND PROGRESS TOWARDS ESEA FLEXIBILITY PRINCIPLES

An SEA must provide a narrative response updating the SEA's currently approved ESEA flexibility request to address each of the items under Section II. Specifically, an SEA must address each of the Principles as described below through at least the end of the 2017–2018 school year (an SEA that is eligible for and requests a four-year renewal must address each of the Principles as described below through at least the end of the 2018–2019 school year).

For each of the following items, an SEA should make revisions in a redline version of its currently approved ESEA flexibility request, and indicate in the text boxes on this form the pages where relevant changes have been made. To the extent that an SEA has sufficiently addressed any requirement in its currently approved request, the SEA may reference the relevant pages and existing text in its approved request in response to that requirement.

Principle 1: College and Career-Ready Expectations for All Students

In its request for renewal of ESEA flexibility, each SEA must update its currently approved ESEA flexibility request to describe how it will continue to ensure all students graduate from high school ready for college and a career, through implementation of college- and career-ready standards and high-quality aligned assessments (general, alternate, and English language proficiency), including how the SEA will continue to support all students, including English Learners, students with disabilities, low-achieving students, and economically disadvantaged students, and teachers of those students.

South Dakota continues to implement rigorous content standards, having adopted Common Core in 2010. As noted on pages 35-40; 41; 45-46; 47-48; 51-5354; 55; 56-58; and 60; the SEA has worked over the past several years to help LEAs, schools, and teachers implement these standards and continues to do so to ensure all students graduate college, career, and life ready.

Page 61-62discuss South Dakota's transition to the Smarter Balanced assessments while also working as a member of the National Center and State Collaborative (NCSC) General Supervision Enhancement Grant Consortium to implement and administer an alternative assessment aligned to the Common Core standards. In support of these activities, districts have the option to take advantage of classroom assessments and an interim benchmark assessment, as described on page 62-63. The SEA is also pleased to be incorporating multiple college- and career-ready assessments, as noted on pages 63-64. A chart summarizing the assessments available is on page 65.

Principle 2: State-Developed Systems of Differentiated Recognition, Accountability, and Support

Each SEA must provide narrative responses for each of the items enumerated below. In providing these narrative responses, each SEA must describe its process for continuous improvement of its systems and processes supporting implementation of its system of differentiated recognition, accountability, and support. In describing its process for continuous improvement, an SEA should consider how it will use systematic strategies to analyze data and revise approaches to address implementation challenges in order to ensure that it and its LEAs are meeting the needs of all students.

2.A. Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support: In its request for renewal of ESEA flexibility, each SEA must demonstrate that a school may not receive the highest rating in the SEA's differentiated recognition, accountability, and support system if there are significant achievement or graduation rate gaps across subgroups that are not closing in the school.

South Dakota has refined its system of accountability over the past several years. A hallmark of that system has been ensuring that regardless of where a school may fall within the overall ranking of schools, a school may not receive the highest ranking if there are significant achievement or graduation gaps. This is guaranteed through one of the pathways through which a school can be identified as a Focus or Priority school – schools in which the performance of one subgroup within the larger Gap group is 75 percent lower than the Gap group for two consecutive years are identified as Focus schools; schools that have had graduation rates of less than 60 percent for two years are identified as Priority schools. More details are found on pages 66-67. In addition, appendix D contains the most recently available data for reward schools, demonstrating that none have significant achievement or graduation gaps.

2.D. Priority Schools: In its request for renewal of ESEA flexibility, each SEA must:

d) Submit either (i) its updated list of priority schools based on the most recent available data, for implementation beginning in the 2015–2016 school year, or (ii) an assurance that it will provide an updated list of priority schools based on school year 2014–2015 data no later than January 31, 2016, for implementation beginning no later than the 2016–2017 school year;
e) Provide its timeline for implementation of interventions aligned with all of the turnaround principles in all priority schools; and
f) Describe its process for identifying any schools that, after implementing interventions for three school years, have not made sufficient progress to exit priority status and describe how the SEA will ensure increased rigor of interventions and supports in these schools by the start of the 2015-2016 school year.

The SEA will make new Focus and Priority school determinations this fall following the administration of Smarter Balanced this spring. That will be provided by January 31, 2016, as assured on page 96. An updated timeline reflective of the adjustments South Dakota has made to further refine the process for Priority schools can be found on pages 102-105. Priority school status in South Dakota encompasses a four-year timeline, with one year of planning and three years of implementation. The first schools will be eligible to exit following the 2015-16 school year. Should a school not meet exit criteria after three years of implementation, the SEA, together with the School Support Team member, will increase oversight and assistance to the school in implementing its turnaround principles, as detailed on page 107. Schools not implementing the turnaround principles will be subject to sanction, as further outlined on pages 107 and 128-129.

2.E. Focus Schools: In its request for renewal of ESEA flexibility, each SEA must:

d) Submit either (i) its updated list of focus schools based on the most recent available data, for implementation beginning in the 2015–2016 school year, or (ii) an assurance that it will provide an updated list of focus schools based on school year 2014–2015 data no

later than January 31, 2016, for implementation beginning no later than the 2016–2017 school year;

e) Provide its process, including a timeline, for ensuring that its LEAs implement interventions targeted to a focus school's reason for identification; and

f) Describe its process for identifying any schools that have not made sufficient progress to exit focus status and describe how the SEA will ensure increased rigor of interventions and supports in these schools by the start of the 2015-2016 school year.

The SEA will make new Focus and Priority school determinations this fall following the administration of Smarter Balanced this spring. That will be provided by January 31, 2016, as assured on page 108. An updated timeline reflective of the adjustments South Dakota has made to further refine the process for Focus schools can be found on pages 112-113. Should a school not meet exit criteria after its planning year and year of implementation, the SEA, together with the School Support Team member, will increase oversight and assistance to the school in implementing its turnaround principles, as detailed on page 114. Schools not implementing the turnaround principles will be subject to sanction, as further outlined on pages 114 and 128-129.

2.F. Other Title I Schools: In its renewal request, each SEA must update its plan for providing incentives and supports to other Title I schools to include a clear and rigorous process for ensuring that LEAs provide interventions and supports for low-achieving students in those schools when one or more subgroups miss either AMOs or graduation rate targets or both over a number of years.

The SEA continues to provide incentives and supports to other Title I schools to ensure all students meet the aspiration of graduating college, career, and life ready. As noted on pages 117, South Dakota's system of a single overarching Gap group consisting of subgroups requires more schools to study the performance of and assist students in underperforming groups. The AMO cycle, as detailed on page 117-118, supports this. The SEA provides the statewide longitudinal data system through which schools can analyze reports and data to help to this end (page 117). In addition to these tools, the SEA provides regular monitoring, including Technical Assistance/Capacity Building Visits and Meetings, and a small and special school audit process which ensures that all public schools, regardless of mission or n size, are held accountable, as detailed on pages 118.

2.G. Build SEA, LEA, and School Capacity to Improve Student Outcomes: In its request for renewal of ESEA flexibility, each SEA must describe its statewide strategy to support and monitor LEA implementation of the State's system of differentiated recognition, accountability, and support. This description must include the SEA's process for holding LEAs accountable for improving school and student performance.

Pages 120-122 describe how South Dakota's Statewide System of Support begins with the SEA's "Statewide System of Recognition, Accountability, and Support" (SSRAS) team, which is an intradepartmental effort to monitor and ensure all schools and districts are adhering to the requirements of the waiver. All federal programs housed within the SEA maintain a regular monitoring cycle and the SEA's accreditation requirements ensure that the SEA is able to get a full picture of the work ongoing at schools and districts on a regular basis, in addition to the components that are monitored and analyzed more individually. The SEA also provides tools such as the SD LEAP (Indistar) program, multi-tiered System of Support to assist schools as noted on

pages 122. Page 122 describes the focus on teachers through the certification requirements and state standards for teaching (based on the Charlotte Danielson Framework). Finally, as described on pages 122-123 the SEA is helping schools and districts increase the college and career readiness of students through advanced coursework offerings. These supports are beyond the additional support given to "watch list schools" (those in danger of Focus or Priority designation, Priority schools, and Focus schools, as further detailed on pages 123-131.

Principle 3: Supporting Effective Instruction and Leadership

An SEA that checked option C under assurance 15 must provide a narrative response to this item detailing:

d) The progress made to date in ensuring that each LEA is on track to implement high-quality teacher and principal evaluation and support systems designed to support educators and improve instruction;
e) The proposed change(s) and the SEA's rationale for each change; and
f) The steps the SEA will take to ensure continuous improvement of evaluation and support systems that result in instructional improvement and increased student learning.

d. As detailed on pages 161, 162, 165, 177-178, and 182-183 of the redline submittal in the waiver, SD DOE conducted a coaching session with all districts in the 2013-14 school year. This session helped schools complete the Gap Analysis (information found on pages 162-163, 177-180, and 181-182 of the waiver). The Gap analysis tool gave districts guidance in planning for implementation during the 2014-15 learning year. In the summer of 2015, schools will resubmit this tool with a reflection of how the year went, and plans for how they will adjust for full implementation of teacher evaluation in the 2015-16 year. Districts will also submit a gap analysis planning document to show the steps being taken during the 2015-16 learning year for principal effectiveness at this time.

Additionally, pages 147-148; 151; 163-166; 170; 178; 182-3; and 185-189 detail the tremendous amount of training made available to districts to help both teachers and principals have the knowledge they need to implement the state model in their district. The statewide survey detailed on pages 162 and 178 serves as a check for the state to identify where learning and support gaps may exist. The research efforts detailed on pages 167 and 169-170, provide information about steps needed to ensure quality implementation and serve as a basis for the Commission on Teaching and Learning to recommend adjustments as the state works to refine the system to be an meaningful support that can result in instructional improvement and increased student learning.

e. SD DOE is currently operating without an approved Principle 3 due to the repeal of the state law cited in the initial 2012 waiver application (explained on pages 163-164 and 167-168). Since that time, SD has developed and started the implementation process for an evaluation system that pairs professional practice with student growth as measured by Student Learning Objectives. This system was designed with considerable input from the field and is continuously being reviewed by stakeholders across the state. Because this system was designed in the 2012-13 year, and piloted the first time in the 2014-15 year, SD DOE has used the 2014-15 year as a learning year for teacher evaluation and will use the 2015-16 year as a learning year for principal evaluation. Full implementation will occur immediately following the learning year. The staggered implementation allows the state to first ensure that high quality teacher evaluation is occurring and that principals are aware of the key role they play in the evaluation process before they are expected to be evaluated.

f. The statewide survey detailed on pages 162 and 178 serves as a check for the state to identify where learning and support gaps may exist. The research efforts detailed on pages 167 and 169-170 provide information about steps needed to ensure quality implementation and also serves as a basis for the Commission on Teaching and Learning to recommend adjustments to the system. As detailed on pages 163 and 192-194, the SD DOE will be checking to ensure quality implementation is occurring as part of the regular accreditation review cycle. Results of these reviews will help the SEA identify where adjustments need to be made and where more support may be needed. The purpose of the adjustments is to refine the system to ensure the results lead to continuous improvement of evaluation and support systems that result in instructional improvement and increased student learning.

SECTION III: ADDITIONAL AMENDMENTS (OPTIONAL)

If an SEA wishes to make any additional amendments to its currently approved ESEA flexibility request to clarify or revise how the SEA and its LEAs will close achievement gaps, improve student achievement, and increase the quality of instruction, the SEA must include those amendments in its redlined request and identify on the renewal request form the page numbers on which amendments have been made. An SEA need not make any amendments beyond those discussed in Sections I and II above in order to receive renewal of ESEA flexibility. For any additional amendments the SEA makes to its currently approved ESEA flexibility request, the SEA must provide a rationale for the proposed change(s), either in the text of the ESEA flexibility request or on the ESEA flexibility renewal form. In considering whether or not to make additional amendments to its approved ESEA flexibility request, an SEA should keep in mind that the Department will not approve any amendment that conflicts with the ESEA flexibility principles.

Flexibility Element(s) Affected by the Amendment	Page Number(s) Affected in Redlined Request	Brief Description of Requested Amendment	Rationale
2E	109-110	Focus school designation will be a two year process; one year for planning and one year for implementation.	The one-year timeline has proved untenable. Two years allows for a deep dive into the data to understand the where and why of the achievement gap.
2D	102; 124; 125; 131; 130	Removal of requirement that Priority districts participate in the Academy of Pacesetting Districts.	This requirement has proven duplicative of the work conducted through SD LEAP at the school level. Priority districts are small with overlapping leadership teams with schools; removing this requirement shifts the focus to the school level and allows districts to be more responsive to and support better priority and focus schools.

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State's Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

In 2010, a Teacher Standards Work Group was tasked (SDCL § 13-42-33 through 36) to develop state standards for teaching. This work group included representation from the following key stakeholder groups: teachers, principals, superintendents, school boards, parents, higher education, and state education associations (South Dakota Education Association, School Administrators of South Dakota and Associated School Boards of South Dakota). Of the group's 25 members, eight were active teachers. The group spent much of 2010 and 2011 entrenched in developing these standards, culminating with the recommendation for the statewide adoption of the Charlotte Danielson Framework for Teaching. The Teacher Standards Work Group set the foundation piece for future work related to revision of the state's accountability model which links teacher evaluation to student growth.

In September 2011, and prior to the United States Department of Education issuing its ESEA Waiver Flexibility package, South Dakota began the process of developing a new statewide accountability model. The South Dakota Department of Education (SD DOE) assembled a group of 23 individuals representing key stakeholder groups to provide recommendations regarding a next-generation accountability model for South Dakota. Those individuals represented the following groups: school administrators, teachers, tribal educators, legislators, higher education, business, the South Dakota Board of Education, and state education associations (South Dakota Education Association, School Administrators of South Dakota and Associated School Boards of South Dakota).

Specifically, the Accountability Work Group included three distinguished teachers: the 2011 South Dakota Teacher of the Year; the state's most recent Milken Educator Award winner; and a teacher who serves as an Ambassador for the U.S. Department of Education. Other participants included the president of the South Dakota Education Association, the chair of the state's Committee of Practitioners, a school Special Education Director, and a superintendent from one of the state's Native American districts. The diversity from this group led to rich discussions concerning all areas of education including accountability.

Prior to the submittal of the original waiver application, the group met four times. Since South Dakota's Waiver has been approved and implemented, the group met in December 2012 and in March, August, and November 2013.

The work of the Accountability Work Group served as the basis for the content of South Dakota's ESEA Flexibility Waiver application. The entire application is grounded in that group's discussion, ideas and feedback, as well as input from the field in general gathered during multiple public comment opportunities.

Teachers were well represented on the Accountability Work Group, and the Accountability Work Group provided the singular direction from which South Dakota's flexibility application was created. Current teachers accounted for four of the 23 slots on the work group, and the majority of the other participants

were former teachers (now administrators). Even the legislator who served on the group was a former teacher. Also on the work group were individuals representing high-needs communities.

To access more information about the Accountability Work Group, please visit http://doe.sd.gov/secretary/nexgen_accountability.aspx (active as of March 31, 2015).

Once the ESEA flexibility application had been completed and before it was released for official public comment, the application was presented to the Committee of Practitioners for its input in January and February 2012 prior to submission. Since the accountability system encompassed in the waiver was instituted in the state, this group has met multiple times to discuss progress and to offer input on changes needed to the system both related to USED monitoring as well as internal monitoring within the state.

In December 2012, SD DOE convened the Secretary's Advisory Council, a group of key education stakeholders from across the state whose duty is to advise the Department of Education, and specifically the Secretary of Education, on pressing educational issues. The group is comprised of school administrators and teachers, as well as representatives from higher education, private and tribal schools, and South Dakota's education associations. The informal group meets on an as needed basis and offers input on a variety of topics including the flexibility waiver. The group includes: Four superintendents and three principals from small, medium, and large districts in varying geographical locations across the state; a former teacher of the year who is still practicing in the classroom; Curriculum, Special Education and Assessment Directors from seven districts of varying sizes and geographical locations across the state; a representative from a Tribal/BIE school; a representative from a private school; a representative from the Board of Regents; a representative from a technical institute; and representation from four educational associations across the state. This group met in December 2012, March, August, and November 2013, and March 2014 to discuss issues surrounding education in the state and gave input into the state accountability system and proposed amendments to the system at these meetings. This group played an integral role in helping the state determine if it should be an Early Adopter of the Smarter Balanced Assessment that will be used for accountability purposes starting with the results of the 2014-15 school year. Public comments regarding the waiver amendments that were part of the SEA's one year extension request were shared with this group on May 12, 2014 before final submission to USED.

South Dakota anticipates significant continued involvement of teachers and principals particularly as it relates to Principal 3 of ESEA Flexibility Waiver: Supporting Effective Instruction and Leadership. In January 2013, the South Dakota Commission on Teaching and Learning was formed, and one of the group's first tasks was to help the state finalize high-quality teacher and principal effectiveness models that incorporated student growth as a meaningful measure within the evaluation process. They started with the framework created by the Teacher Evaluation and Principal Evaluation work groups in 2012.

The South Dakota Commission on Teaching and Learning is a partnership between the South Dakota Education Association, Institutes of Higher Education, and the South Dakota Department of Education. To arrive at recommendations conforming to state and federal requirements, the Commission on Teaching and Learning relied on input from teachers, school administrators, school board members, education stakeholders and officials from the South Dakota Department of Education. The group is comprised of 17 teachers, four (4) administrators, and representatives from local school boards, education associations, higher education, and the SEA. The group will continue to meet for the foreseeable future to help adjust the systems of teacher and principal effectiveness and to address other issues related to developing a continuum of support for teachers across the state. This group will continue to look at data and oversee the work of teacher and principal effectiveness that comprises Principle 3 of the waiver through at least the 2016-17 school year.

Throughout the process of writing, amending, implementing, and adjusting the state's flexibility waiver,

South Dakota has made good-faith efforts to reach out to key constituents regarding the flexibility application. Facing the challenges of geography (South Dakota is an expansive and sparse state) and limited time (due to the application deadline), South Dakota relied heavily on technology for that purpose.

SD DOE posted an initial summary of its proposed accountability model, which was the basis of the ESEA Flexibility Waiver, online in early December 2011. Educators were alerted to the proposal via the statewide K-12 education email system, a delivery system that encompasses nearly every teacher in the state (except for those in a handful of non-participating districts). At the same time, the state Secretary of Education hosted multiple teleconferences to solicit input on the proposal from key constituent groups.

The original waiver application, in its entirety, was posted for public comment again in January 2012 and was on the January 27, 2012, agenda of the South Dakota Board of Education, at which time the board endorsed the application. Plans for amending the waiver were taken to the board and were endorsed at the November 2013 meeting. The SD DOE continues to keep the board informed of information about the waiver and the state accountability work.

Additionally, the SEA posted proposed changes to the system to its website and created a short video explaining those changes on the website. This video was created and shared on the DOE main webpage in November 2013, and remained live on the Accountability page through the public comment period for the waiver extension process. Formal amendments were also posted here as well as having been posted for public comment on the main SEA's ESEA Flexibility webpage (http://doe.sd.gov/secretary/nexgen_accountability.aspx; active as of March 31, 2015).

SD DOE has had significant opportunities for teacher engagement in the system and continues to see significant opportunity for teachers to participate moving forward. During the 2012 legislative session, the legislature approved Governor Dennis Daugaard's $8.4 million "Investing in Teachers." As part of the governor's education reform package, the state also began a process of educational reform that included ~~path of~~ designing high-quality teacher and principal effectiveness systems and established a total of six work groups – with broad representation – to address education reform initiatives. Several of these work groups were instrumental in setting the stage for development of high-quality effectiveness systems. Those work groups are:

- Critical Teaching Needs Scholarship Board
- Local Teacher Reward Plan Advisory Council
- Local Teacher Reward Plan Oversight Board
- Teacher Evaluation Work Group
- Principal Standards and Evaluation Work Group
- South Dakota Education Reform Advisory Council

For more information about the Governor's Investing in Teachers education reform package, please visit http://doe.sd.gov/secretary/investinginteachers.aspx (active as of March 31, 2015).

SD DOE undertook a similar consultation process in the formulation of this renewal request. In February and March 2015, the SD DOE solicited input from the Accountability Work Group, the Committee of Practitioners, the Secretary's Advisory Council, the Indian Education Advisory Council, representatives of the Educational Service Agencies (ESAs), Institutes of Higher Education, the Teacher Advisory Council, and the Parent Advisory Council. The SD DOE also consulted with curriculum directors, special education directors, and assessment directors.

The Commission on Teaching and Learning (see above), a partnership between the teachers union, administrators, higher education, and ESAs was briefed on the draft during its annual meeting on February 20, 2015.

The South Dakota Board of Education (BOE) was briefed and provided comment on the draft waiver application during its March 16, 2015 meeting. The BOE had questions about the appropriateness of using multiple measures for teacher and principal evaluations, specifically as it relates to student growth. The SD DOE has given districts flexibility in determining the components of the Student Growth rating and believes that looking at multiple measures, rather than one assessment at a singular point in time, ultimately will lead to a more accurate evaluation.

In addition to consulting key stakeholders, the SD DOE also solicited public comment. The comment period was open for two weeks, from March 9-20, 2015. Please see appendix A for a summary of the comments received during this period. The SEA considered carefully the feedback received.

The SEA received comments from a representative of the South Dakota Board of Regents and a state legislator supporting the waiver renewal proposal.

The SD DOE also received public comment requesting that teacher and principal evaluation not be required, and comments asking that the state only require the evaluation system to be implemented in focus and priority schools. Given the requirements of the flexibility waiver, these are not options the state is moving forward with at this time. The state will continue to monitor the systems to understand potential capacity limitations and refinement needed and will re-evaluate at a later point in time. Additionally, comments were received suggesting that the state would be better of returning to NCLB or implementing a criterion-referenced system. The SEA notes that it must still adhere to the federal requirements of designating focus, priority, and reward schools but will monitor and after several years of implementation, re-evaluate its accountability system as a whole and whether the newly implemented system continues to be most effective for South Dakota schools and stakeholders.

The department sent the rewritten Principle 3 out for stakeholder review and received feedback from colleagues on the educator effectiveness team at the American Institutes for Research. Changes were recommended relating to clarity of the narrative and flow of the document, and these suggestions have been incorporated into the submitted version of Principle 3.

The Committee of Practitioners again reviewed the SD DOE's revised draft waiver at a meeting on March 25, 2015.

As is detailed above, South Dakota has had a tradition of soliciting significant input from stakeholders across the education spectrum, including from teachers. South Dakota will continue this tradition as it implements and revises its accountability model to ensure that it is working on behalf of all students across the state.

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

Recognizing the need for a more meaningful system of accountability, South Dakota had just begun the process of developing a new model when the U.S. Department of Education's ESEA flexibility package was announced in mid-September 2011.

South Dakota's Accountability Work Group started this process and encompassed 23 individuals representing key stakeholders: school administrators, teachers, tribal educators, legislators, higher education, business, the South Dakota Board of Education, and state education associations (South Dakota Education Association, School Administrators of South Dakota and Associated School Boards of South Dakota). Their objective was to provide recommendations regarding a next-generation accountability model for the state. Contributing members included Department of Education staff representing various programs, including assessment, special education, Title I, Title II, standards and curriculum, and data management.

The Accountability Work Group included broad representation from key stakeholder groups, including **high-need communities**. Specifically, the following individuals were chosen, in part, for the work group to represent the interests of high-need, and other specific, communities:

- Native American Educator from the Cheyenne-Eagle Butte school, located on the Cheyenne-River Indian Reservation. The school is a combination public-Bureau of Indian Education school.
- Superintendent of the Todd County School District. Todd County is a public school district located on the Rosebud Indian Reservation, and its student population is 97 percent Native American.
- Superintendents of the Sioux Falls and Rapid City School Districts, which between the two serve approximately 26 percent of the total Native American student population in South Dakota's public schools.
- Superintendent of the Sioux Falls School District also represents the interests of English language learners. That district serves the largest number of ELL students in the state.
- Special Education Director from school district in southeastern South Dakota
- President of the South Dakota Chamber of Commerce and Industry

To solicit input on its proposal and subsequent renewal request, South Dakota made good-faith efforts to reach out to key constituents regarding the flexibility and extension applications. Facing the challenges of geography (South Dakota is an expansive and sparse state) and limited time (due to the application deadline), South Dakota relied heavily on technology for that purpose.

SD DOE posted an initial summary of its proposed accountability model, which was the basis of the ESEA Flexibility Waiver, on its website in early December 2011. Educators were alerted to the proposal via the statewide K-12 education email system, which reaches a vast majority of educators – teachers and administrators – in the state. Recommended updates to the model were shared with key stakeholder groups and a summary of proposed changes was posted on the SD DOE website in January 2014, after adjustments from stakeholder feedback had been made.

At the same time, the state Secretary of Education hosted multiple teleconferences to solicit input on the proposal from key constituent groups. The aim of these conversations was to explain the state's proposal to date and to solicit meaningful comments and feedback from these key constituents. Below is the list of constituents consulted for input on the waiver request:

- Superintendents and Education Service Agency Directors

- Principals
- Curriculum, Assessment and Special Education Directors
- Regional Representatives of the South Dakota Education Association
- Commission on Teaching and Learning
- South Dakota Board of Education
- Members of the Media
- Representatives of tribal education departments
- Title I Directors and Title I personnel
- State Parent Teacher Association
- Accountability Work Group
- Committee of Practitioners
- Parent Advisory Group
- Teacher Advisory Council
- South Dakota Board of Regents

Specifically, it is important to note that the efforts did solicit of input from organizations representing **high-need** communities:

- Teleconferences specifically targeted **Special Education Directors**, Curriculum Directors and Assessment Directors
- Teleconferences specifically targeted Title Directors, including Title I and **Title III Directors**
- **Bureau of Indian Education line officers and tribal education contacts** were invited to participate in any of the offered teleconferences

Also at the same time, SD DOE-produced publications, the Ed Online and Online Zebra, included pertinent information concerning South Dakota's new accountability system. The publications are distributed electronically to all school administrators statewide and all teachers statewide (respectively), and posted for the public to access via SD DOE's website. A video summary of proposed updates was recorded and placed on the DOE website in December 2013 after consultation with key stakeholder groups had been completed. For its renewal application, the SD DOE again published a summary in the Ed Online and recorded an accompanying video. This can be found at: http://doe.sd.gov/pressroom/educationonline/2015/mar/ (active as of March 31, 2015).

Throughout the waiver process the state's Director of Indian Education, who is housed within the South Dakota Department of Education, communicated with Bureau of Indian Education (BIE) Line Offices, as well as the three existing Tribal Education Departments, regarding the waiver and proposed new accountability model, specifically soliciting their input. No adverse reaction was communicated from those groups.

The Director of Indian Education also shared the proposed accountability model with the Indian Education Advisory Council. The council represents all nine tribes in South Dakota along with American Indian educators from all parts of the state. In addition, the Office of Indian Education hosts an annual Indian Education Summit in the fall, and the proposed new model of accountability has been one of the breakout sessions at that event. In short, communication with BIE and tribal contacts about accountability will continue on a regular basis.

The feedback gathered during the outreach efforts during the initial waiver application and subsequent extension, noted above spurred the South Dakota Department of Education to review and revise its proposal. The following items summarize some of the most common concerns heard from members of

the Accountability Work Group and during the outreach period.

-- Growth

A growth component was included in South Dakota's proposed accountability model from the start. That decision was made due to very vocal feedback from the Accountability Work Group and from comments SD DOE has been receiving for years.

Under South Dakota's original accountability model, there was no recognition for academic growth. The Accountability Work Group spent quite a bit of time discussing growth models, and while there was not a clear-cut preference for the type of model, there was strong support for growth to be included. In the end, South Dakota has opted to delay implementation of a growth model until the new assessments being adopted in the 2014-15 school year can be used to set a baseline to track growth projections. This delay will allow SD DOE time to research and develop a model that is valid, reliable and appropriate for the state's needs.

In 2013, a Growth Model work group was convened that included teachers, administrators, leaders of professional education organizations, higher education, and other key stakeholder groups from across the state. Between March and September, the group had a series of five meetings in which they studied and made recommendations for a research-based model of growth to be used in the state accountability system as next generation assessment results become available. The group partnered with the Regional Educational Lab (REL) charged with working with the state, and considered seven types of potential systems for inclusion in the system. The group reconvened in the spring of 2014 to look at projections for the two models left in consideration and recommended the state proceed with designing a final model based on Student Growth Percentiles (SGPs) to be included as part of the School Performance Index calculation at the Elementary and Middle School levels. In using the SGP model, each student across the state will be compared to his or her academic peers – that is, those students across the state who, in the past, have performed similarly on previous assessments. In addition to identifying those students who are achieving high growth when compared to their peers, the growth model will allow for projections to determine what proportion of students are on track to reach or remain at or above the state's designated "proficient" level on the state assessment.

The growth model will be rolled out with the release of the 2015-16 school year report cards. The 2014-15 assessments will serve as the baseline for this indicator. Half of the points for the indicator will be based on the growth for the lowest 25 percent of students in a school or district; half the points will be based on the growth for all students. The additional focus placed on underperforming students through the point structure devised for this indicator ensures that those students are not "masked" by the performance of the student population at large.

SD DOE will continue to work with REL, key stakeholders from the growth model work group, as well as other volunteers from the K-12 community.

-- Unduplicated counts of students

This particular issue was one that the Accountability Work Group identified as a priority. Under the previous system, students in multiple subgroups were counted multiple times in the calculation of AYP. This negatively impacted AYP calculations, when a student scoring below proficient was counted numerous times in numerous categories. Work group members agreed that students should be counted just one time for accountability purposes, but reported out by subgroup so schools can continue to use the information to determine where they need to focus efforts. The creation of an unduplicated "Gap Group" resulted in more than 1,000 groups of students in schools across the state that would not have otherwise been captured for accountability calculations being included in the system. In addition, beginning with the results of the 2014-15 assessments, the Student Achievement indicator will build to three years' worth

of achievement data to help paint a more accurate picture of what is happening in the state's many small, rural schools.

--Graduation Rate

The South Dakota Department of Education received numerous verbal comments from members of the work group and during the teleconferences with the Secretary of Education that the current method for calculating graduation rate has the counterintuitive effect of punishing schools that work with students who don't finish high school in four years. From these conversations came the concept of using a "completer rate" for School Performance Index calculations. This rate would give schools credit for students who may not graduate in a four-year time period and/or who complete a high school experience in line with the requirements of a GED, for example. The inclusion of the completer rate has helped SD DOE to identify some bright spots, particularly for alternative high schools working with high risk students. While these programs are unlikely to have high four-year-cohort graduation rates, there are several in the state that had more than an 80 percent completer rate, showing that these programs are enabling students to complete a diploma in more than four years or to complete a GED program.

--College and Career Readiness

In the College and Career Readiness indicator, the SD DOE had requests to find a way to include graduates who enrolled in the military. SD DOE has not been able to find a solution to this issue but continues to pursue options.

The State Board of Education also requested that an additional measure of Career Readiness be considered as opposed to relying solely on college ready assessments such as the ACT to demonstrate that students were leaving secondary school ready for post-secondary or the workforce. In the 2013-14 school year SD DOE partnered with the South Dakota Department of Labor to pilot the use of the National Career Readiness Certificate (NCRC), also known as the ACT WorkKeys assessment. Beginning with the 2014-15 school year, schools can choose to use this assessment as an additional measure of Career Readiness. The points for the College and Career Ready indicator will increase from 25 to 30 beginning with the 2015-16 school year report card; for schools using the NCRC, 20 points will be based on College Ready measures; 10 will be awarded based on the Career Ready measure (NCRC). (Because the NCRC is not a fully accessible assessment, SD DOE cannot require its administration. Therefore, for schools opting not to administer the NCRC, all 30 points for the indicator will derive from the College Ready measures).

In response to feedback from stakeholders, the SD DOE is also incorporating additional assessments into the College Ready portion of the indicator, giving students multiple avenues to demonstrate college readiness. For the 2015-16 report card, students can show college readiness by meeting cut scores established by the South Dakota Board of Regents (BOR) on either the ACT or the Accuplacer; in 2016-17, the Smarter Balanced assessment will comprise a third avenue. Folding in the Smarter Balanced assessment into this indicator will also show a more complete picture of college readiness than was previously gleaned from only counting the optional ACT assessment.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

☐ Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and

2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

South Dakota is a rural state with vast stretches of sparsely occupied land. Of the 151 public school districts, two school districts account for more than one-fourth of the 129,772 K-12 students, and 109 of the 151 districts have less than 600 students K-12. This unique geography has a distinct impact on the state's educational system.

When No Child Left Behind (NCLB) came into existence, South Dakota did not have a state accountability system in place, and therefore, adopted most of the NCLB tenets as its own. This waiver process has provided SD DOE the opportunity to create a system that makes sense for South Dakota and supports continuous improvement for all schools.

This opportunity comes at a time when SD DOE has embarked on a thoughtful and targeted plan with one overarching outcome: **Students who are college, career, and life ready.** To achieve that end, SD DOE will focus on these essential indicators of an effective educational system:

Quality Standards and Resources
On Nov. 10, 2010, the state Board of Education adopted the Common Core standards in English language arts and math. These rigorous Common Core State Standards pave the way for the creation of a rich curriculum which develops students who are more likely to be **college, career and life ready.** Through the use of Smarter Balanced assessments, ~~in 2015~~ the state has formally adopted Common Core aligned assessments.

Effective Teachers and Leaders
In 2010, South Dakota law makers laid the groundwork for efforts related to effective teachers and leaders. The Legislature directed the Board of Education to develop state standards for teaching and to create a model evaluation instrument. The law also required regular teacher evaluation. In 2012 the law regarding the state accountability system was updated to, among other things, establish a process for both teacher and principal evaluation (South Dakota Codified Law 13-3-69).

In January 2012, Gov. Dennis Daugaard introduced a bill that would implement a statewide evaluation system for teachers with four levels of performance. The bill also called for establishment of standards for principals and a statewide evaluation system for principals, and it phased out continuing contract status for any teachers who had not earned it by July 1, 2012. While House Bill 1234 passed the South Dakota Legislature, it was overturned via referred vote in November 2012. Since that time, SD DOE has partnered with the South Dakota Education Association, School Administrators of South Dakota and the Associated School Boards of South Dakota to create a Commission on Teaching and Learning (CTL).

This commission's first task was to take the work that had already been done regarding high quality

teacher and administrator effectiveness systems and carry it to completion. This included ensuring that the state model systems were aligned to state standards for teaching and that these systems looked at student growth at the classroom and school levels and that they would include as a significant measure growth on state assessments in tested grades and subjects once data on the next generation of assessments becomes available.

These systems were piloted in the 2013-2014 school year and the results of a research project in partnership with the University of South Dakota surrounding this pilot have been used to inform planning for full implementation statewide through the 2016-17 school year. SD DOE resubmitted its application for Principle Three of the waiver to reflect the work done in that area. The application was submitted to US ED in June 2013 and feedback was received in February 2014. The 2014 extension application included an amendment to address concerns and to provide clarity around these systems. In 2014-15 all districts began the process of planning for implementing teacher evaluation systems, gearing towards full implementation in 2015-16. The 2015-16 school year will be planning for implementation of principal evaluation systems in 2016-17. SD DOE will continue to work with state institutes of higher education to research and monitor implementation.

To support these evaluation efforts as well as implementation of the Common Core, the Governor also proposed a statewide professional development effort backed by $8.4 million. This effort was called Investing in Teachers and will be utilized through 2016 to offer support to teachers, counselors, and administrators in the implementation of high-quality academic and professional standards. This funding has been used to offer six modules of Common Core training to teachers across South Dakota, to conduct science academies, and has been used by administrators to fund college coursework for administrators in the areas of Common Core and the South Dakota Framework for Teaching.

These funds have also been used to help develop and offer training surrounding teacher and principal effectiveness systems through the pilot year, and will be used to train administrators and teachers in the pieces of the systems, including student growth through 2015-16. Additionally, the SD DOE is providing each public school district a day of coaching to assist with the planning and identification of steps needed to be prepared to implement high quality teacher effectiveness systems. The objectives for this coaching day include:

- Building understanding of the Educator Effectiveness Timelines, Requirements, and Recommendations
- Completion of a Teacher Effectiveness Requirements Checklist
- Building understanding of training and coaching opportunities available
- Completion of the Teacher Effectiveness Gap Analysis and Planning Guide
- Building an understanding of resources available to support planning for Principal Effectiveness systems.

Going forward, high quality teacher and principal effectiveness systems will remain a critical part of the state's comprehensive accountability system, though schools will not receive points for the performance of their teachers within the School Performance Index. School Climate will also be removed from the School Performance Index calculations, but will remain a critical piece of the work that is done with Priority schools.

Career Development Tied to Workforce Needs

Each high school student in South Dakota is required to have a Personal Learning Plan (PLP). A PLP helps students to strategically choose high school courses, work-based learning and other experiences that will best prepare them for their academic and career goals. With the South Dakota Virtual School,

students can incorporate "virtual" courses into their schedules. Students also can take advantage of reduced-tuition dual credit courses offered through South Dakota technical institutes and universities.

Students can explore industries and careers through career camps and secure internships in high-need industries through the Dakota Seeds program. SD DOE provides middle and high school students throughout the state with access to "SDMyLife," an online academic and career planning system. Through SDMyLife, students have tools available to help them make informed decisions about furthering their education and pursuing potential careers. Students can use the system to create their PLPs, prepare for the ACT, research careers and post-high school education options, and access a host of resources related to potential employment.

Through approved Career and Technical Education programs, students can earn industry-recognized certifications that give them a jump start to postsecondary education programs or entry-level careers following high school. The National Career Readiness Certificate is available for juniors and seniors to document their workplace readiness skills in the areas of Applied Mathematics, Reading for Information, and Locating Information.

Monitoring and Oversight

Since March 2012, SD DOE has taken great strides towards coordinating efforts and creating a shared system of responsibility within the state Department of Education. In March 2012, SD DOE engaged the Education Delivery Institute (EDI) to conduct a capacity review of SD DOE. This review included observations, focus groups, and interviews with DOE staff and with key stakeholders from across the state. The results of the review helped shine a light on where the department most needed to focus to bring a sense of cohesion and shared accountability to the work being done in the state. This process resulted in the decision to create a "Delivery Unit" within the department to help manage work and keep programs on track.

EDI and Delivery Unit Overview

In the fall of 2012, SD DOE began work with EDI to establish a process and system to increase the number of students graduating high school **college, career, and life ready.** A Delivery Unit was created within SD DOE in the fall of 2012 to oversee this work.

South Dakota works in partnership with EDI to integrate and utilize the delivery approach to establish and maintain focus by establishing high-impact goals for student success, determining high-impact strategies to achieve the goals, and creating clear plans to bring these intentions to life and drive the day-to-day work. This approach produces results by focusing on four fundamental questions: What are we 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?

SD DOE developed and is focused on these seven goal areas to achieve its aspiration: "***All students graduate college, career, and life ready.***"

1. Students enter 4th grade proficient or advanced in reading.
2. Students enter 9th grade proficient or advanced in math.
3. Increase the academic success of Native American students.
4. Students graduate high school ready for postsecondary or the workforce.
5. Students have access to high quality standards and instruction.
6. Students are supported by effective teachers and leaders.
7. Students enter schools that provide an environment conducive to learning.

Through this partnership, EDI has worked with South Dakota to develop the following routines:

- Identify important indicators of success by collecting data and determine action plans;

- Establish a system of continuous improvement by analyzing data and making needed corrections;
- Partner with other states as part of a professional learning network;
- Establish an internal Delivery Unit to facilitate planning, data analysis, and continuous improvement.

The Delivery Unit typically plays five roles:

- **Plans and planning**: Delivery Unit ensures that priority goals and a plan to achieve those goals is established.
- **Monitoring and reporting**: Delivery Unit sets up the right routines to consistently monitor progress.
- **Evaluation and follow-up**: Delivery Unit works with goal leaders and teams to arrive at a shared view of progress.
- **Capacity-building**: Delivery requires a shift in mindsets and the Delivery Unit "teaches" delivery to DOE staff.
- **Communication and relationship management**: Delivery Unit manages relationships and influences without authority.

EDI provides K-12 education leaders with a range of services to help implement reforms and deliver student results. EDI is composed of expert facilitators, practical problem-solvers, and strategic advisors. A model of partnership is used to transfer these skills to the leaders they work with. SD DOE will continue to work on delivery through the creation of formal delivery plans to meet the identified goals above, and the Delivery Unit will continue to bring focus to these areas after the completion of the formal plans.

Beyond the creation of the Delivery Unit, SD DOE has created several other internal structures and processes to increase collaboration and create a shared sense of accountability across divisions and offices. First and foremost has been the creation of the Statewide System of Recognition, Accountability, and Support Team (SSRAS).

SSRAS

One of the initial findings from the preliminary EDI capacity review was that in many instances, SD DOE was not as effective as it hoped to be – not because of poor systems of support, but because of a lack of internal clarity. As SD DOE began the path towards implementing ESEA flexibility, there were good systems being utilized, but there was not a cohesive understanding of how the systems worked together. The first step in creating a cohesive picture was to develop an internal Statewide System of Recognition, Accountability and Support (SSRAS) group, which contains key personnel from all areas inside SD DOE. This group meets every other week to ensure that data is being examined and concerns with the accountability system are being addressed in a cohesive manner. This group has worked to create work plans, to modify Focus and Priority school guidance, to better define how the SEA works with watch list schools, to clarify and guide work with School Support Team members (SSTs), to identify opportunities to offer regional trainings, and to ensure that SD DOE is supporting Priority and Focus schools in implementing systems of support and interventions that are based on best practices and aligned to the turnaround principles. Work within the department is much less "siloed" as a result of this group.

The work of this group has helped to add clarity to the work being done surrounding school accountability and is helping to draw the focus back to how the interventions being implemented are helping to meet the delivery goals. At the recommendation of this group, SD DOE worked with the North Central Comprehensive Center – McREL, to develop an evaluation of SSTs and of the

Improvement process that is used in conjunction with data from SDSTARS and SDLEAP to determine the effectiveness of the system.

Year-one feedback highlighted that there were inconsistencies both in the knowledge base of SSTs and in what SSTs felt was expected of them. SD DOE has worked to better lay out expectations and to set up regular routines for coordinating with SSTs and has structured the support system to provide regional SSTs to Focus Schools in order to provide them with more direction and guidance. Because a model principal evaluation system was not in place, SD DOE provided guidance to the field about requirements for principal evaluation as they relate to the turnaround process. The process for identifying and working with districts in need of turnaround (Priority districts) was also revamped to better define the role that LEAs play. Feedback and internal assessments from year-one monitoring indicated that the SEA needed to work on better laying out the internal monitoring and support process, and new monitoring guidance has been created that explains the requirements. Additionally, regional trainings helping schools understand what it means to be a Focus School and regional data retreats are being made available to interested Focus Schools. Starting with the 2014-15 school year, SSTs come together with the SD DOE three times yearly to assess progress that Focus and Priority schools are making and provide concrete, constructive feedback to the schools and districts. This result has been a transparent evaluation process and ideally, a "no surprises" assessment of progress at the end of the year when SD DOE makes determinations on whether a school advances to the next year of implementation.

Internal Monitoring Work with SSTs

The process by which SD DOE works with and engages SSTs was updated to reflect the needs of monitoring. SSTs are now required to meet quarterly with cross-departmental SD DOE staff to ensure focus of their work. SD DOE met with SSTs prior to the start of the school year to outline expectations and to educate about available resources. Staff from every SD DOE division came and shared information with SSTs about the initiatives and supports their programs offer and explained how systems work together to support school effectiveness. SSTs submit quarterly reports to SD DOE's Title I team regarding progress and critical areas of concern in the schools they are responsible for and the Title I team brings concerns and successes to the next SSRAS meeting.

Additionally, the SSRAS helped to identify individuals across the department to come together with SSTs three times a year after Focus and Priority school deadlines for school turnaround plans had passed. Key SD DOE personnel from all divisions meet with SSTs and technical advisors to review data and to discuss implementation successes and challenges. Teams of three to five individuals look at the submissions of Focus and Priority schools across the state and provide meaningful feedback to SSTs and to schools about the progress they have been making. This is the initial review used by SD DOE to help determine if schools are on track to be implementing all of the required components outlined for the schools designated as Focus or Priority. The data review includes looking at the school turnaround plan as well as looking at school and district self-assessments of progress towards goals, objectives, and progress monitoring data the schools provide. As schools work on the process of implementing high quality interventions, SSTs are expected to review the turnaround plan and provide meaningful comments and feedback, and their comments and the adjustments that schools make based on these comments are evaluated at this time. At the end of the year, schools will work with SD DOE to review the effectiveness of their SST and to review the progress they have made over the academic year.

Report Card and Data Team

While reviewing the data that is provided by Focus, Priority, and watch list schools via a cross-divisional lens has been beneficial, SD DOE determined that the calculation of accountability statuses and the production of school Report Cards would also benefit from collaboration. The SSRAS worked to identify a team of individuals across all divisions that can aid in this work. Accountability measures touch the work that all divisions are responsible for and are used in many cases as indicators to track

progress towards meeting the state's delivery goals. SD DOE has a team that meets weekly to visit with the vendor the state uses to support the state longitudinal data system and online report card applications. This team is tasked with ensuring that their divisions are providing the needed information to keep the report card process on task and on time. When issues arise surrounding data files or business rules, this group makes a recommendation that is taken to the SSRAS for approval. As assessment and other accountability data is finalized, the report card work group sets aside time to review data after the collection windows close and works to ensure data is validated and critical deadlines are met.

Staffing, achievement, high school completion, attendance, ACT and GED data is shared with LEAs in the SDSTARS system. This team reviews the data, and key program staff help check for reasonableness and accuracy as preliminary results are generated within the Report Card system. This process occurs during a two-week time period during the summer. The first week is spent verifying, validating, and working with the vendor to clean the data and get it into a preliminary version of the Report Card application. Once this occurs, LEAs are given a pre-appeal window to look at reports and validate their data is correct. As appeals come in, this group, in conjunction with the SSRAS, evaluates appeals and works to ensure that appropriate updates are made. Once this happens, preliminary Report Cards, including accountability classifications and AMOs, are generated, and the group spends another week carefully reviewing the Report Card data before it is officially released to the schools and the public.

In summary, South Dakota's accountability model takes a thoughtful, balanced approach to incorporating the indicators of a strong education system outlined above and has been built with collaboration from key stakeholder groups. The system continues the tradition of annual public reporting of disaggregated student outcome measures in required content areas. However, it goes beyond the use of a single measure of student proficiency and encompasses multiple indicators which are critical pieces in preparing students for the 21st century.

This robust model offers a more credible and meaningful system of accountability. With its emphasis on continuous improvement, it sets a high bar for ongoing reflection and goal setting.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B
☒ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4, page 126)	☐ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process.

	(Attachment 4) ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)

1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

As the SD DOE moves forward, its efforts will be thoughtful, targeted and clear, with one overarching outcome: Students who are college, career and life ready. To achieve that end, SD DOE is focusing on the building blocks of the education system: Healthy School Environment, Quality Standards and Instruction, Effective Teachers and Leaders, Career Development. The state has set several critical goals along the way to help measure progress towards this aim and is aligning its work to support these goals:

- All students will leave third grade proficient in reading;
- All students will leave eighth grade proficient in math;
- Academic achievement will increase for Native American Students;
- All students will graduate high school ready for post-secondary and the workforce.

In addition to specific statewide programs and interventions that are being used to directly address these goals, SD DOE has identified vital support systems that lay the groundwork for success in these areas and is focusing on building and strengthening these systems:

- High quality standards and instruction
- Effective teachers and leaders
- Environment conducive to learning
- Families that are engaged

Led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), the Common Core State Standards present a national perspective on academic expectations for students, kindergarten through high school, in the United States. These college-and career-ready standards have been adopted by 43 states, the District of Columbia, four territories, and the Department of Defense Education Activity and were designed to align with college and work expectations, contain rigorous content, and require application and higher order thinking. These standards also align with our

state's emphasis on quality standards and instruction.

The South Dakota Board of Education adopted the Common Core State Standards in English language arts and math on Nov. 29, 2010. South Dakota believes these standards are essential for students; challenging them to think deeper, apply their skills, and better prepare them for today's world.

Going forward, per South Dakota Codified Law 13-3-48, the Secretary of the SD DOE will prepare and submit for approval of the South Dakota Board of Education a standards revision cycle and content standards for kindergarten through grade twelve. On November 17, 2014, the State Board of Education adopted a new standards revision cycle which includes the review of English language arts starting with public hearings in 2017-2018 school year and math standards in 2018-2019. The standards revision cycle can be found on the following website: http://doe.sd.gov/ContentStandards/documents/StrdTimel.pdf (active as of March 31, 2015). The SEA plans to ensure students are meeting college and career readiness standards for English language arts and math.

The SEA has outlined a standards revision process to follow when revising any standards. As part of the standards revision process, standards workgroups are established through an open application process. Each work group can be small depending on the work or range from 25-50 participants. Participants can include teachers (K-12, Special Education, and English Language Learners), administrators, curriculum directors, postsecondary institutions, parents, and representatives of business, industry, the school board. Throughout the process, the work group solicits feedback from K-12 teachers and other stakeholders. The process can be found on the following website: http://doe.sd.gov/ContentStandards/documents/RevProces.pdf (active as of March 31, 2015). Upon completion of the revisions, the State Board of Education must conduct four public hearings in the following cities: Aberdeen, Pierre, Rapid City, and Sioux Falls. These sites, spread across the state, were specifically chosen so that public from all corners of the state can attend the hearings in person.

The SEA is committed to continuing to supporting school districts in the implementation of the new Common Core State Standards.

As previously mentioned, the Governor's Investing in Teachers funding of $8.4 million for professional development has provided districts the needed support to implement Common Core standards. The state has developed a plan to support districts as they transition to the new standards through teacher and administrators professional development and providing instructional resources.

Over a three-year period culminating in December 2014, the SEA has supported teachers in implementing the standards by providing 25,396 training days (# of participants x days attended) for the English language arts and math standards. The state will continue to monitor progress of implementation and to support administrators and teachers using a variety of methods:

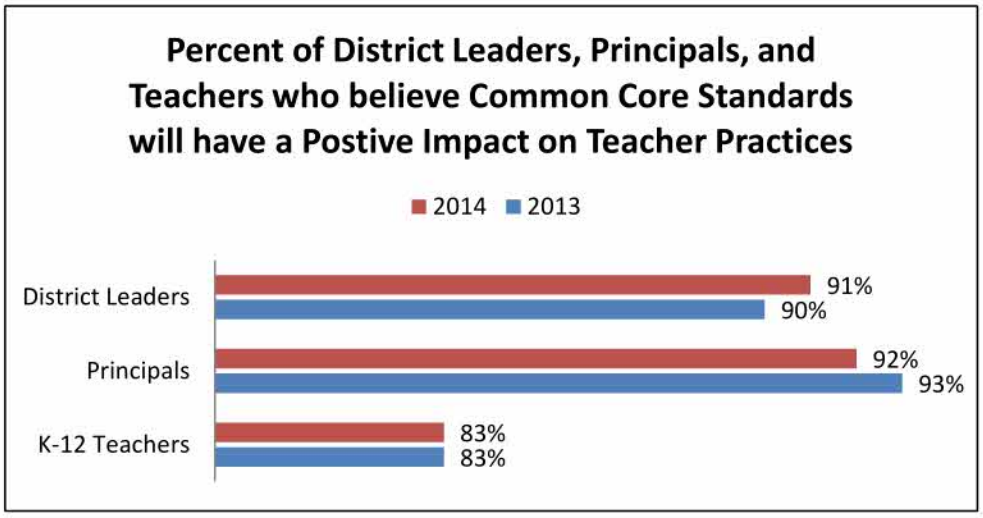
1. Annual statewide surveys and district leadership retreats
2. Professional learning opportunities for teachers and administrators
3. Making available instructional coaches to select schools
4. Supporting the development of instructional resources
5. Communicating regularly and effectively
6. Paying particular attention to the needs of students with disabilities, ELL students, and Native American students
7. Providing opportunities for students to gain skills to be college content ready

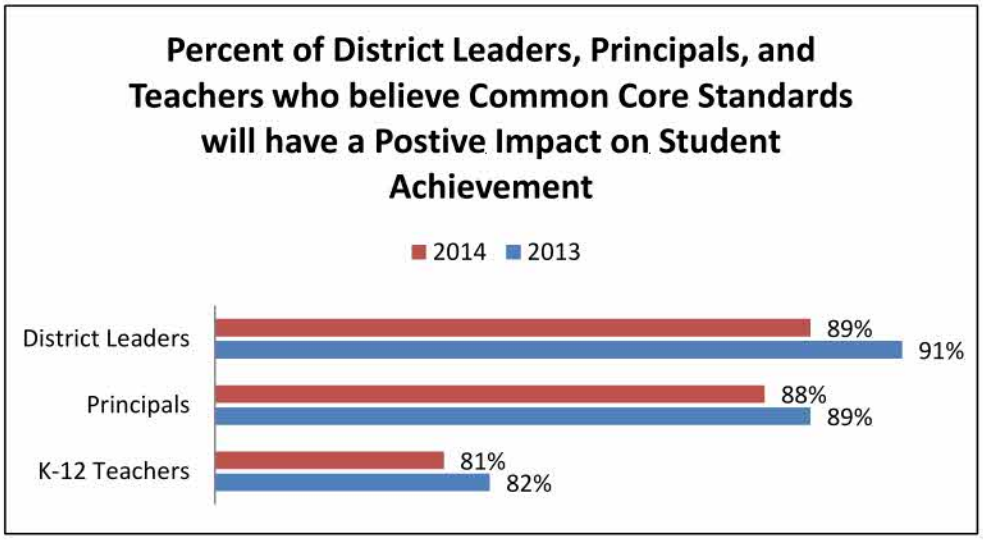
Conduct annual statewide surveys and district leadership retreats

In the summer of 2013, SD DOE received a grant from the Helmsley Charitable Trust to support implementation of Common Core Standards. As part of the grant, SD DOE completed a capacity review regarding implementation of Common Core in July 2013. Various groups of administrators, teachers, educational partners, universities, and Education Service Agencies were interviewed to gain feedback. The state reviewed the feedback from the stakeholders and utilized a rubric to determine state progress towards implementation.

The SEA utilized the Helmsley Trust funds to gain feedback to better understand the progress being made across the state, to assist state and district leaders in future planning and most importantly, to celebrate best practices and growth. The SEA conducted a statewide survey of teachers, principals, and superintendents in the fall of 2013 and again in the fall of 2014, and plans to continue this survey to help evaluate progress for the foreseeable future.

South Dakota teachers, administrators, and district leaders continue to have strong support for the new standards in English language arts and math.





Individual district reports were created for all districts that had at least ten teachers respond to the survey. In the spring of 2014, the SEA worked with Educational Service Agents to schedule district leadership retreats for each district to analyze their district data and begin planning for next steps to support their teachers in implementation in Common Core standards and Teacher Effectiveness. Districts were encouraged to bring a team consisting of the superintendent, principals, curriculum director, special education representation, and teachers to the retreats. In 2015, districts can either attend a regional district leadership retreat or conduct their own district leadership retreat. The retreat allowed district leadership teams to review their district data from the statewide survey and engage in discussions that will help teams make plans for the future and outline specific action steps. The districts were encouraged to bring their district professional development plans and make any modifications needed based on their discussions.

The SEA will continue to gather feedback from teachers, principals and district leaders on an annual basis and conduct regional district leadership retreats.

Provide teachers and administrators with professional learning

The SEA has set aside Investing in Teachers funding from the $8.4 million to allow districts to implement training based on their individual district needs. The SEA allocated a set number of days/trainers to each district. Districts can work with local education service agencies to provide professional learning or coaching for implementation of the standards or teacher effectiveness system through May of 2016. The SEA worked with all the regional service agents to build and train staff on specific professional learning topics. Districts can schedule the professional learning or coaching from the "state sponsored menu of options" in their own district or work with neighboring districts to offer regional professional learning in which teachers from other districts can participate. Districts can also work with a service agent to provide additional professional learning that is not covered in the "state sponsored menu of options."

The number of days/trainers each district is allocated is determined by the size of the district.

- 111 small school districts are provided seven days of professional learning/coaching.
- 14 medium districts are allocated 14 days/trainers.
- 12 medium/large districts are provided 21 days/trainers.
- Two largest districts are provided 28 days/trainers.

The current "state sponsored menu of options" for the new standards is listed below. The state will add additional professional learning topics to the "menu" based on district needs and analysis of local assessment data. The SEA encourages districts to go deep into a subject area and align the professional learning with the district goals.

IMPLEMENTATION OF COMMON CORE (ELA, Math, 6-12 Literacy)

- Mathematics Instruction Supporting the Secondary CCSS (Grades 6-12): 2 days
- Understanding Number Concepts & Cognitive Guided Instruction (Grades K-5): 4 days
- Concepts of Rational Numbers; Fractions, Decimals, and Percents (Grades 3-8): 4 days
- Proportional Reasoning (Grades 5-8): 4 days
- Foundational Reading Skills: 5 days
- Close Reading – Informational Text: 1+ days
- Text Based Questions: 1+days
- Literacy Integration (Grades 6-12 non ELA/math): 1+ days
- Higher Order Thinking: Webb Leveling: 2 days
- Beyond Data Retreats: Extending Data Use to Impact Student Learning: 2 days

- Curriculum Alignment & Gap Analysis: 2+ days
- SD Assessment Portal: ½+ day
- Creating High Quality Assessment Items: 1+ day

Recognizing the vital role that teacher preparation programs play in developing the next generation of educators, SD DOE has taken specific measures to bring higher education into the transition process. Representatives from the state's teacher preparation programs are engaged in the Common Core State Standards professional development series for teachers. These instructors are incorporating the Common Core State Standards and associated instructional approaches into their pre-service programs.

The SEA received additional funding from the Helmsley Charitable Trust to support a cross-state 6-12 grade math collaborative. The ultimate goal of this project is to develop, strengthen and support the professional community of middle school and secondary teachers of mathematics across the four-state region (Iowa, Montana, North Dakota, and South Dakota). The project would increase the capacity of state, district and school leaders to lead, support, and monitor teaching and learning aligned with the CCSS in mathematics. At the heart of the process is a professional development plan that supports the work of coaches, teachers, and principals as they build a common vision of what it means to teach and align instruction to the CCSS in mathematics and a shared understanding of how to lead this challenging work.

Cross-state Collaborative Outcomes:

- Build a common vision of participating secondary mathematics teachers and leaders in what it means to teach to and align instructional materials to the CCSS in mathematics with a focus on the following areas: a) the cognitive demands of tasks; b) design features of effective mathematics lessons with embedded assessment tasks; c) students' problem solving; d) productive discussions; and e) developing a culture of equity in a classroom setting so that all students are mathematically served.
- Develop deep pedagogical content knowledge and robust habits of reflective classroom practice by immersing participants in rich mathematical learning experiences
- Provide educators with opportunities to learn from each other within and across roles as they develop expertise and independence with instructional approaches;
- Contribute to the building of a collaborative learning community, and, as a result, increased intellectual and social capital;
- Based on the capacity and input of the teachers in this project, develop a plan for expanding the learning from this project with other secondary teachers in the four-state region.

Implement instructional coaches in selected schools

The SEA is also providing additional support by offering reading and math instructional coaches to select schools. The SEA analyzed three years of state summative reading test data of third grade students to determine schools to invite to participate in the reading instructional coaching program. The SEA analyzed the average of state summative math data for grades four through eight to determine the schools to invite to participate in the math instructional coaching program. After reviewing the data, the SEA invited schools to participate that had the highest need in reading and math and that were not Focus and Priority schools. Currently 16 schools are participating in the instructional reading coaching program for grades K-3 and nine schools are participating in the instructional math coaching program for grades 4-8.

The instructional reading coaching program provides K-3 teachers professional learning in foundational reading skills (phonemic awareness, phonics, fluency, vocabulary, and comprehension)

and in-classroom coaching once a month. The program also requires teachers to administer a local assessment to measure the foundational reading skills and use the data to drive instruction. The first year of the program will focus on supporting solid tier one instruction for all students while year two will support the transition to a Response to Intervention (RtI) model.

The instructional math coaching program provides math teachers in grades 4-8 professional learning in the following:

1. Designing math lessons in three acts (launch, explore, communicate) to develop a classroom with strong student discourse through the incorporation of the five practices: Anticipating, Monitoring, Selecting, Sequencing, and Connecting
2. Strengthening the use and type of deeper level questioning
3. Implementing Formative Assessments
4. Cultivating Classroom Culture and Grouping Students
5. Engaging Students in Productive Struggle and Rigorous Tasks

The instructional math program also requires teachers to administer a local assessment to be used to analyze student progress. Like the reading coach program, the math coaches provide classroom coaching and feedback at least six times a year.

Starting in the 2015-2016 school year, the SEA will align the instructional math coaching program goals to the goals of South Dakota Counts program. The South Dakota Counts program is funded by federal Title I B or Math and Science Partnership (MSP) funds. If MSP funds are awarded to the SEA, this will allow the state to provide continued support to schools/teachers and expand the number of participating schools for math.

The SEA will analyze local assessment data and impact on teachers on an annual basis to determine effectiveness. If the data prove effect, the SEA will then develop a plan to secure additional funding to support the instructional coaching program.

The Title office, Special Education office, and Learning & Instruction (standards/curriculum) division are working together to support schools with instructional coaches and to build capacity within the districts. The state will continue to build capacity of coaches and district interventionists in the understanding of foundational reading skills, data use skills, and quality math instruction.

Support the development of instructional resources

SD DOE has partnered with Education Service Agencies and Technology, Innovation and Education to provide teachers multiple instructional resources to support implementation of the Common Core standards.

1. The first resource more than 1,000 teachers collaborated to develop are the disaggregated (unpacked) standards. The disaggregated standards provide teachers a deeper understanding by unpacking the standards into the Know, Understand, and Do (KUD) of the standard, plus a list of vocabulary and sample real world applications. The KUDs can be utilized to develop formative assessment, lessons, units, etc.
2. The second resource developed for teachers across the state is a website (http://myOER.org; active as of March 31, 2015) to house curated open educational resources. A group of teacher-leaders curated 5,777 open educational resources using the Tri-State rubric.
3. The state also created checklists and blueprints for both English language arts and math for each grade. The checklist gives teachers a yearlong overview of what standards are explicitly

taught and assessed in each Instructional Focus (IF). By seeing the whole year, teachers see how many times a standard is taught and assessed helping teachers work with students who are not mastering the skills. The blueprints are divided into IFs and serves as the framework on which teachers should build their units. The blueprint gives possible titles, a suggested time, and lists all the standards to be explicitly taught and mastered. All the instructional resources are listed on the following website: http://sdccteachers.k12.sd.us/home (active as of March 31, 2015).

4. Many districts in South Dakota are implementing a standards-based report card. To support districts that would like to voluntarily implement a standards-based report card, the state pulled together a work group of teachers to develop statewide descriptors for English language arts and math. The descriptors were then uploaded into the district edition of the state's student information system. Districts can use the descriptors as written or revise them. The descriptors can be found on the following webpage: http://doe.sd.gov/octe/SBRC.aspx (active as of March 31, 2015).

Carryout a Communication Plan

The SEA developed a communication plan to support districts and inform the public about Common Core. A public Common Core website: http://commoncore.sd.gov/ (active as of March 31, 2015) was developed along with various resources districts can use locally. The SEA also developed a communication toolkit for districts: http://doe.sd.gov/toolkit.aspx (active as of March 31, 2015).

A series of videos showcasing classroom teachers and their thoughts about the Common Core standards were created for the public Common Core website. SD DOE plans to create resources to help districts and the public to better understand the standards and to utilize local classroom teachers to assist with this. For example, additional videos showcasing how the standards come to life in the classroom will be created and posted on the Common Core website.

As part of the communication plan, the SEA created a parent advisory committee. The Parent Advisory Council provides a connection among South Dakota families, communities and the SD DOE. The council's role is to provide input and perspective to the SD DOE regarding K-12 education efforts at the state level. The council is not statutorily authorized or empowered; it is advisory in nature. The council provides a vehicle to build strong family, local and state partnerships.

The membership of the Parent Advisory Council encompasses parent-representatives from across geographic regions and from small, medium, and large school districts. It also includes several legislators.

The council is expected to meet twice a school year, once in the fall and once again in the spring. Meetings are held in Pierre. http://doe.sd.gov/secretary/parent-advisory-council.aspx (active as of March 31, 2015).

Support students with disabilities, ELL students and address needs of Native American Students

SD DOE is continuing to analyze the learning and accommodation factors necessary to ensure that students with disabilities and ELL students have the opportunity to access learning content aligned with the Common Core standards. With both of these populations, our primary approach is to help *all* teachers understand their responsibility to serve these students and to empower teachers by embedding differentiated strategies that benefit these and all other students.

To this aim, the SD DOE Title I, Title III, and Special Education sponsored a joint conference in the

summer of 2014, which included a day that specifically focus on better enabling teachers to differentiate instruction for all students in their classrooms, including students with disabilities. Additionally, South Dakota is collaborating with four of its IHEs on a five-year grant project funded by the CEEDAR Center that will work to structure supports and educational opportunities across the pre-service and in-service continuum to better enable general education teachers to work with students with disabilities in general education classrooms. These programs will also provide in-service teachers and leaders with sustained, effective learning opportunities to be more effective educators.

Several secondary strategies that focus on the needs of specific groups of students are also under way or planned. To address the needs of students with significant cognitive disabilities, South Dakota has joined the National Center and State Collaborative (NCSC), a consortium of 24 states which is developing a new system of supports including assessment, curriculum, instruction and professional development to help students with significant cognitive disabilities graduate high school ready for postsecondary options. NCSC will create a framework aligned with the Common Core standards that uses scaffolded learning progressions to bring these students towards an understanding of the Common Core concepts. The basis of these scaffolded learning progressions, known as Core Content Connectors, were made available to states beginning in the 2012-13 school year, and were followed by lesson plans on key Common Core concepts.

As a NCSC partner state, South Dakota has convened a 40-member Community of Practice (COP)—including LEA special education supervisors, special education teachers, SD DOE staff, and other stakeholders (e.g. advocacy groups)—which participates in the NCSC work group focusing on professional development. After NCSC completes its field test in the 2014-15 school year, South Dakota will adopt the new assessment system and related materials.

The SD DOE is working closely with our NCSC project liaison to disseminate the NCSC mathematics curriculum and instructional materials throughout the state.

The South Dakota COP came together in September 2012 for a full day of training on NCSC mathematics resources. Teachers were introduced to the Mathematics Instructional Families and developed a conceptual and literal understanding of the materials and their application for instructions. They gave valuable feedback to assist in the roll-out of the materials for statewide dissemination.

The statewide roll-out of NCSC math materials occurred in January of 2013 in four venues across the state: Rapid City, Pierre, Aberdeen and Sioux Falls. Over 300 special education teachers and other educational professionals received training on the resources. Several COP members volunteered to co-train and gave personal testimonies about the use of the materials.

South Dakota teachers volunteered to pilot Math Activities with Scripted Systematic Instruction (MASSIs) in 2012-2013 as well. All of the COP members participated in the MASSI webinars and follow-up conversations. Eleven of the COP members piloted the actual MASSIs in their classrooms and provided feedback to UNC Charlotte including, but not limited to, providing videotapes of South Dakota teachers using the MASSIs in their classrooms with students.

In addition, a South Dakota Augmentative and Alternative Communication (AAC) work group was established following a NCSC communication summit and met monthly throughout the 2013 year. This group has been instrumental in building the communication portion of South Dakota's transitional action plan. The AAC work group has some COP cross-over membership and also includes: an autism specialist, several occupational and speech therapists, and other specialized educational supporters. The sole focus of this group is to build communicative competence throughout the state. In the 2013-14 year, they are distributing a state-wide survey to established prioritized needs to help build trainings

and personalized classroom supports. In 2014, SD DOE partnered with the South Dakota Speech Language Hearing Association to provide a training to educators and Speech Language pathologist in the area of Universally Designed Lessons. The workshop explored concepts of Universal Design for Learning (UDL) and implementation of UDL with AAC in the special education classroom. Participants learned about current research and best practices as we examine communication during student – teacher interactions in structured classroom activities. The AAC workgroup conducts monthly topical webinars in the area of Augmentative and Alternative Communication to increase the awareness of educators in the importance of identifying students primary mode of communication, which will increase their educational outcomes and opportunities.

The NCSC initiative and the materials were presented at breakout sessions at the state CEC conference in March 2013. The sessions focused on augmentative and alternative communication, NCSC overview, and the mathematics instructional resources.

Two trainings were held in September 2013, focusing on communication competence and taking a deeper dig into the math materials. More than 300 special education teachers and other education professionals received training during these sessions and the COP members served as moderators and gave personal testimonies about the use of the materials in their classrooms.

Statewide roll-out of NCSC English language arts materials to support student access to grade level content of the Common Core State Standards was held in January 2014 in four venues: Rapid City, Pierre, Aberdeen and Sioux Falls. These sessions were co-led with COP members and provided a broad view of the English language arts materials. A total of 181 teachers participated in these sessions.

In April of 2014, South Dakota participated in Pilot 1 for the NCSC grant, with 179 teachers and 352 students participating. The teachers had to participate in eight online modules and pass a final quiz with an 80% or better in order to administer the Pilot 1 assessment. In the spring a writing evaluation study was conducted and writing piloted in which eight teachers from South Dakota participated.

In October of 2014, South Dakota also participated in Pilot 2, in which 86 teachers and 105 students volunteered for the assessment. Test administers had to complete 14 modules for this pilot, while testing coordinators had to complete eight modules. The student participated in a random assignment, where they were either tested in the areas of reading and math or reading and writing.

In October of 2014, two trainings were offered in UDL. The sessions focused on teaching teachers how to create universally designed lessons, which are an important part of the instruction and assessment systems that are being rolled out, with a specific focus on identifying and breaking down barriers for students with the most significant cognitive disabilities. There was significant time allocated for teachers to develop their own UDL lessons and work in teams to plan for instruction as well as to draw from the expertise of SD DOE members and outside consultants. The trainings were held in Sioux Falls and Rapid City, teachers were provided with content and instructional strategies to help better educate students with severe cognitive disabilities by focusing on the principles of UDLs. Many COP members participated in the training to act as experts in field and provide better insight to our teachers, a total of 213 teachers participated in these sessions.

NCSC has an online professional development library that is available to all teachers at https://wiki.ncscpartners.org/index.php/Main_Page (active as of March 31, 2015). South Dakota has provided webinars and in person trainings on how to access and us the resources available. As of the fall of 2014 the site statistics recorded 841 users with 1804 sessions accessed.

To address the needs of English language learners, South Dakota hosted two World Class Instructional

Design and Assessment, or WIDA-sponsored workshops in the 2013-14 school year. These workshops are designed to build capacity at the local level for teachers of English language learners (ELLs). The first workshop addressed lesson planning and identified techniques that classroom teachers can utilize to work with ELLs. The second training addressed formative language assessment of ELLs; ongoing training in collaboration with WIDA will continue. Additionally, special Common Core and Student Learning Objective trainings are being scheduled specifically for the state's Hutterite Colony schools to help address the unique needs of ELL student populations in these areas.

The SD DOE also specifically addressed the needs of Special Education and ELL teachers in the training provided on Student Learning Objectives (SLOs) (for more details on SLOs, please see Principle 3). During the summer of 2014, the SD DOE trained more than 5800 teachers in 13 cities across South Dakota; a component of that training specifically addressed how to write SLOs to support the participation of students with disabilities in the general education curriculum and ensuring all teachers are accountable for the academic growth of students with disabilities. In addition, the SEA offered trainings specific to ELL and SPED teachers, respectively. As a further reference, a portion of the SLO Handbook (see http://doe.sd.gov/oatq/documents/SLObook-D.pdf; active as of March 31, 2015) speaks to the unique nature of special education and provides guidance to teachers to craft SLOs appropriately for students with disabilities to ensure, where appropriate, they are held to the same high college and career ready standards as their general education peers.

To address the needs of Native American learners, South Dakota has adopted the Oceti Sakowin Essential Understandings and Standards, which are a set of core concepts identified by a representative group of American Indian educators and elders determined to be essential to understanding and teaching the history and culture of South Dakota's Dakota, Lakota and Nakota peoples, or the Oceti Sakowin. The state is working towards implementing these standards across content areas inclusive of the Common Core standards.

SD DOE worked to create units aligned to the Common Core standards in English language arts at each grade level for each of the seven Oceti Sakowin Essential Understandings and Standards. The units were completed and rolled out during the Indian Education Summit, and have been embedded in to the state's myOER.org resources. These are available to all teachers to access. As part of this process, SD DOE engaged in a partnership with the Smithsonian's National Museum of the American Indian to identify artifacts and resources from the museum's collection to assist the state's educators in building learning opportunities that allow Native American students to see themselves in the curriculum.

Upon completion of the units in ELA, SD DOE has been working to expand the project, as funds and resources allow, to create units in mathematics, as well as other content areas. Infusion of concepts from the Essential Understandings into ELA, math and other content areas provides an additional gateway for Native American students, specifically, to access the Common Core and other state standards in a manner that is engaging and relevant to them.

The next step in the process of rolling out the Oceti Sakowin Essential Understandings has been the creation of a pilot mentoring program called WoLakota. The WoLakota project supports students in several high-need schools across the state, including two Priority schools, pairing trained mentor-teachers with new teachers and providing *Courage to Teach* circles to tend to the 'hearts' of each. Mentors support the embedding of the Oceti Sakowin Essential Understandings (OSEU) into practice, complementing the Common Core. The OSEU address the achievement gap of American Indian students by embracing their identity, and promote cultural understanding among non-native students and teachers. The WoLakota Project, an SD

DOE-sponsored initiative supporting American Indian education, is currently in a pilot year of development. Early on in the project, it became apparent that there were several young principals who could also use mentoring support in one of the Priority Schools that was piloting the WoLakota project. The project was expanded to provide mentoring opportunities for these administrators as well.

Currently, the resources that have been created to support the WoLakota Project can be found on the project website – www.wolakotaproject.org (active as of March 31, 2015). A bank of professionally edited videos of American Indian elder interviews and songs is at the core of the project, bringing the voices of the elders to the teachers and classrooms of South Dakota. These resources are currently being used not only in the pilot program, but also throughout the state as awareness of the resources grows. These videos have become an invaluable resource. More videos and resources are being curated as the program continues.

Provide opportunities for students to gain skills to be college content ready

Recognizing that *access alone* will not be enough to ensure college- and career-readiness in every student's case, SD DOE and the South Dakota Board of Regents (SD BOR) have developed a safety net at the high school level to identify and support students who need to further hone their English and math skills. Working collaboratively, SD DOE and SD BOR will identify students whose junior-year ACT scores indicate that they will require remediation upon entering the state's university system. Starting in the spring of 2015, the SEA will also utilize the results of the statewide summative assessment to identify students. SD BOR has agreed to use the results of the Smarter Balanced assessment as guidelines to place students into college level coursework. SD DOE and SD BOR will contact these students and their parents to present available options. One of the options will be accessing high-quality coursework through the state-operated South Dakota Virtual School to assist the students in building their skills before leaving high school. Starting in the fall of 2014, 15 school districts offered the college ready coursework in math as an in-district course for identified senior students. Students take an Accuplacer diagnostic exam to identify the skills needed. Students will then work through the My Foundations Lab coursework and finish the course by taking a second Accuplacer placement exam. Passing scores on the Accuplacer are accepted by SD BOR universities in the state as proof that a student is ready to participate in credit bearing courses in math and English. Students who do not have this opportunity may still take the online course and if they pass the test, are reimbursed the $125 course fee.

South Dakota Virtual School offers a full menu of courses required for high school graduation, including remedial courses and credit recovery courses, as well as first-time credit. All of the courses are aligned to the state's academic standards, inclusive of the Common Core standards in English language arts and math, and are taught by a highly qualified teacher. Many of the courses are available in eight different languages and courses are also accessible for students with visual and/or auditory impairments. Many rural districts take advantage of these courses, including Advanced Placement courses, to broaden the offerings for their students.

- *Does the SEA intend to analyze the linguistic demands of the State's college- and career-ready standards to inform the development of ELP standards corresponding to the college- and career-ready standards and to ensure that English Learners will have the opportunity to achieve to the college- and career-ready standards? If so, will the results be used to inform revision of the ELP standards and support English Learners in accessing the college- and career-ready standards on the same schedule as all students?*

South Dakota's analysis of ELP standards in corresponding to the college and career ready standards began with an alignment study conducted through the World Class Instructional Design and

Assessment (WIDA) Consortium to ensure high quality support for English learners and their teachers. South Dakota joined the World-Class Instructional Design and Assessment (WIDA) consortium in 2008. SD DOE partnered with WIDA to conduct an analysis of the ELP standards and updated them in 2012 to align to the Common Core State Standards. This information was shared with USED during the Part B monitoring process.

In order to assess the alignment and linkage of this new set of WIDA-based ELP standards with those of the Common Core State Standards, an independent alignment study was prepared for the WIDA consortium (http://www.wida.us/Research/agenda/Alignment/; active as of March 31, 2015). Results, released in March 2011, indicate strong alignment between the WIDA ELP standards and the Common Core State Standards for English language arts and mathematics.

As a member of the WIDA consortium, South Dakota provides districts the WIDA-ACCESS Placement Test (W-APT™), which may also be used as a screener for identification purposes. ACCESS for ELLs is administered annually as mandated in [Section 1111(b) (7)]. These tools provide measures for assessing how well English learners are learning content needed to fully understand the state's academic standards, which are aligned to the college- and career-ready standards.

- *Does the SEA intend to analyze the learning and accommodation factors necessary to ensure that students with disabilities will have the opportunity to achieve to the college- and career-readiness standards? If so, will the results be used to support students with disabilities in accessing college- and career-ready standards on the same schedule as all students?*

The Special Education Programs office (SEP) began conducting a broad data analysis review for purposes of Phase I for Indicator 17, the State Systemic Improvement Plan. SEP reviewed data in a variety of different ways and from various sources, including all 618 data submissions, the State Performance Plan Indicator data along with types of related services students received. The team narrowed the data points of interest to the area of reading proficiency of students with Specific Learning Disabilities.

In conjunction with a broad analysis of data, the team also began a broad review of the SD DOE infrastructure, specifically looking at the SEA's initiatives and goals aligning with contractor expertise; the consensus of this statewide review was that the focus would be on reading. Because the key considerations of the infrastructure analysis were the years of Reading in Response to Intervention work, Multi-Tiered Systems of Support including Positive Behavior Interventions and Supports, the SD DOE's overall goal of "all students entering 4th grade will be proficient or advance in reading," along with several other initiatives focused on reading, the stakeholder groups and SEP planning team determined that the data point identified (reading proficiency of students with Specific Learning Disabilities) would fit within these existing initiatives and would align with existing infrastructure efforts.

A stakeholder group was brought together to conduct a more in-depth data analysis. The group conducted data analysis around students with disabilities reading proficiency scores. The group reviewed data disaggregated by:

- Ethnicity/Disability/Educational Service Agency (ESA)
- Female/Male
- Demographics/Native American/Disability Category
- Middle School and High School dropout?
- Why Resource Room and Separate class not doing as well?
- Performance related to Professional Attendance? Highly Qualified Staff?
- Why numbers of students dropping out as get older (exit)? Disability Category / Grade

- Placement agency/General Education Setting/Proficiency
- ESA/Male verse Female
- Female Native American/Male Native American proficiency
- Other Health Impaired/Emotional Disturbance/Specific Learning Disability

Data questions which were noted/identified as possible needs:

- Is there information on reading instruction, teacher effectiveness and summer slide?
- Possible New Data collection
- Collecting Child Count data on which area of Specific Learning Disabilities does student qualify
- How to measure reading proficiency and benchmark/progress in Preschool to grade 3
- Other data points that could be used and limitation of access (Dibbles/AIMS/etc.)
- Strategies used in Early Intervention
- Prior Response To Intervention pilot districts doing better? They are closing the Native American Gap
- Native American and other ethnicities
- Instruction: general education and resource room – Is there a difference?

After the data analysis by the stakeholder group, the group decided to support one of the Office of Special Education Program recommendations to focus on improving the reading proficiency for students with specific learning disabilities by the 3rd grade statewide assessment.

Second Stakeholder Meeting and internally in the SD DOE:

Special Education Programs provided stakeholders information on proficiency levels of students with IEPs on each reading standard according to the Statewide Assessment. There were no patterns on proficiency levels related to different grade levels or cohort groups. Information also included data on statewide accommodations related to reading; for example, almost 60 percent of our students with disabilities receive "read aloud" as an accommodation on the statewide assessment.

The Response to Intervention Coordinator provided the group with information on reading issues identified in the pilot districts. Districts had to work through conducting, understanding, and utilizing data to determine appropriate targeted interventions. Once teachers received instruction to analyze data, they learned to group students according skills they needed to develop. Teachers then received professional development in instruction of reading through CORE Foundational Reading. Once they understood the strengths and weakness in their instruction, teachers could better intervene with the students in their classroom. RTI data showed that students then made growth whether a general education student or student with a disability.

Description of Concerns:

Since the assessment data file only includes whether a student is on an IEP and does not include a student's demographic information such as disability category, the child count and assessment file were merged. Due to the assessment file including more students than child count, some of the students' disability categories could not be matched.

Description of Stakeholder Involvement:

The main stakeholder group for the State Systemic Improvement Plan (SSIP) was selected based on several factors. The state Special Education Program office (SEP) ensures that the entire state geographic area is covered along with different district sizes in order to adequately represent the

diversity in South Dakota. Personnel were selected which represented special education administrators, superintendents, current special education professors from IHEs, parents, educational agencies, educational cooperative staff, reading interventionists, special education teachers, behavior specialists, Birth to Three (Part C) representative, Title office, Division of Learning and Instruction, the State Library, Division of Education Services and Supports director, State Performance Plan coordinators, Parent Connections (PTI Center), contractors specializing in behavior and instruction and SEP staff.

Phase 2 of the SSIP will move into development of the multi-year plan which includes working with identified pilot districts to identify infrastructure development, supports for LEAs in implementing evidence-based practices, and developing an evaluation plan. The final phase will involve evaluating and reporting on progress and scaling up the initiative.

South Dakota has completed a follow-up accommodation study to one completed in 2007 to analyze areas of improvement and additional professional development. The results have been reviewed with staff from the National Center on Educational Outcomes in conjunction with a General Supervision and Enhancement grant. A plan of action was developed to address the study recommendations. One of the focus areas within the action plan included ensuring IEP teams select accommodations that enable students to progress in the general curriculum and demonstrate knowledge on statewide assessments. To help achieve this goal, South Dakota integrated the Common Core State Standards into IEPq, which is a program designed to assist IEP teams in writing higher quality IEPs aligned to academic and functional standard areas based on grade level content. With the college and career ready standards built into this system, IEP teams are better able to support students with disabilities in accessing the Common Core State Standards.

As a member of Smarter Balanced at the University of California, Los Angeles, SD DOE conducted a review of accommodations available for the Smarter Balanced assessment and completed a crosswalk with the South Dakota Accommodations Manual, which includes accommodations allowed on the prior state assessment, the Dakota STEP. Information gleaned from this activity was used to develop professional development for teachers to ensure they are appropriately identifying accommodations needed for students to access instruction and demonstrate knowledge on the statewide assessment.

Face-to-face and webinar based trainings have been provided to ensure teachers are informed of the new designated supported and document accommodations outlined Smarter Balanced at the University of California, Los Angeles. Webinar trainings are recorded and posted on SD DOE's website for districts to utilize. Conference sessions are also being conducted making sure teachers learn about the changes within the online assessment environment. SD DOE is partnering with DakotaLink to provide technical assistance and support to districts with hearing impaired and visually impaired students to ensure the accommodations features are working such as the refreshable Braille, the Braille embosser, and text-to-speech..

Through its partnership with NCSC, South Dakota has assisted in the development of an alternate assessment aligned to the Common Core State Standards. The assessment was piloted in the 2013-14 school year. South Dakota plans to use this assessment to analyze student achievement in grades 3-8 and 11 and to use this data for accountability purposes starting in the 2014-15 school year.

In April 2014, South Dakota participated in Pilot 1 for the NCSC grant with 179 teachers and 352 students participating. The teachers had to participate in eight online modules and pass a final quiz with an 80 percent or better in order to administer the Pilot 1 assessment. In October of 2014, South Dakota participated in Pilot 2, in which 86 teachers and 105 students volunteered for the assessment. Test administers had to complete 14 modules for this pilot, while testing coordinators had to complete eight modules. The student participated in a random assignment, where they were either tested in the

areas of reading and math or reading and writing.

SD DOE participated in the NSCS accommodation committee defining the accommodations and assessment feature that are embedded within the online assessment system. Many of these accommodations and assessment features are embedded within the testing environment and may be different for each question. As the pilot data is evaluated by NSCS changes to the accommodations and assessment features will be revised.

South Dakota was awarded a Technical Assistance Grant with the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center. Working collaboratively with CEEDAR and four South Dakota institutions of higher education (IHEs), the state will revise teacher and leader preparation programs to ensure that graduates are prepared to use evidence-based practices in integrated ways to help students with disabilities reach college- and career-ready standards. These programs will also provide in-service teachers and leaders with sustained, effective learning opportunities to be more effective educators. The state's work on these reform efforts will be based on individual state needs, contexts, existing initiatives, and resources. The SEA and IHEs will convene a leadership team to serve as the primary mechanism for building and sustaining reform efforts.

The CEEDAR grant has included work with the IHEs to increase competencies of graduates to work with diverse student populations. As part of the grant IHEs are partnering with SD DOE to create a shared set of competencies between general education and special education programs. This will create a certificate which would also transfer to the special education endorsement program if graduates wanted to complete it at a later date.

- *Does the SEA intend to provide professional development and supports to prepare principals to provide strong, supportive instructional leadership based on the new standards? If so, will this plan prepare principals to do so?*

The $8.4 million Investing In Teachers statewide training effort aimed at South Dakota educators has helped to address the needs of principals as well as teachers. The effort is a four-pronged professional development initiative targeting these key audiences:

- K-12 teachers of English language arts and mathematics (Common Core State Standards)
- Science teachers
- School counselors
- School administrators

The effort focuses heavily on Common Core State Standards training for teachers and administrators, as well as training on the state's new teacher standards (Charlotte Danielson Framework for Teaching) and associated evaluation.

Beginning in the summer of 2013, the emphasis of the Investing in Teachers leadership training started to shift to teacher and principal evaluation. However, the Common Core will continue to be woven into this next phase of training. The 2014-15 school year is focusing on teacher evaluations and the 2015-16 school year will focus heavily on the principal evaluation process.

The SEA conducts monthly webinars with curriculum directors and principals. The webinars are designed to provide mini-professional learning session and information relating to implementation of the standards. The SEA highly recommends principals attend the "state sponsored professional learning" mentioned previously that districts choose. The SEA will also host regional principal professional learning on an annual basis.

- *Does the SEA propose to develop and disseminate high-quality instructional materials aligned to with the new standards? If so, are the instructional materials designed (or will they be designed) to support the teaching and learning of all students, including English learners, students with disabilities, and low achieving students.*

South Dakota's local education agencies have the responsibility for determining which instructional materials best meet the needs of their students. The role of SD DOE is to establish academic content standards, and to provide guidance on current best practices and pedagogy and alignment of instructional materials, rather than restrict instructional material selection. SD DOE worked with district curriculum directors to develop an evaluation tool for districts to locally appraise instructional materials. The department's efforts in this area focus on the systematic approach to implementation and alignment of standards, so that programs and practices are available to meet the needs of all learners, at every level in every content area. Going forward, districts are able to request additional assistance in curriculum alignment and Gap analysis to ensure their materials and classroom resources are aligned to college and career ready standards. Additionally, high-quality resources have been made available to all teachers via http://myOER.org (active as of March 31, 2015). These resources were curated with some of the best teachers in South Dakota and have been made available to any interested teacher in the state.

As a member of NCSC, educators from South Dakota have also been highly involved in the development of curriculum and instructional materials aligned to the state Common Core Standards for mathematics and English language arts. SD DOE's primary goal is to implement a research-based, systematic approach to instruction to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for meaningful post-secondary options. The high-quality instructional materials and Common Core connectors being developed by NCSSC have been field tested by SD COP members and are also appropriate for use with other low achieving students. Therefore, SD DOE will expand all related professional development activities to include educators that work with students who have mild to moderate disabilities as well as students who are engaged in intervention programs designed for below grade level achievers.

In October of 2014, two trainings were offered in the area of universal design for lessons. The sessions focused on teaching teachers how to create universally designed lessons, which are an important part of the instruction and assessment systems that are being rolled out, with a specific focus on identifying and breaking down barriers for students with the most significant cognitive disabilities. There was significant time allocated for teachers to develop their own UDL lessons and work in teams to plan for instruction as well as to draw from the expertise of SD DOE members and outside consultants. The trainings were held in Sioux Falls and Rapid City, teachers were provided with content and instructional strategies to help better educate students with severe cognitive disabilities by focusing on the principles of UDL's. Many COP members participated in the training to act as experts in field and provide better insight to our teachers, a total of 213 teachers participated in these sessions.

NCSC has an online professional development library that is available to all teachers at https://wiki.ncscpartners.org/index.php/Main_Page (active as of March 31, 2015). South Dakota has provided webinars and in person trainings on how to access and us the resources available. As of the fall of 2014 the site statistics recorded 841 users with 1804 sessions accessed.

- *Does the SEA plan to expand access to college-level courses or their prerequisites, dual enrollment courses, or accelerated learning opportunities? If so, will this plan lead to more students having access to courses that prepare them for college and a career?*

South Dakota continues to offer Advanced Placement (AP) courses. In particular, the South Dakota Virtual School and the Learning Power program, offered via the Virtual School, have played a significant role in the success of AP coursework in South Dakota. Research shows a strong correlation between AP success and college retention and completion.

Participation in Advanced Placement exams has risen steadily in South Dakota since 2006-07, when 1,948 students took at least one AP exam. In 2014, 5,631 exams where taken with 70% of the students receiving a three or higher. The SEA reimburses districts for exams of economically disadvantages students, eliminating the cost as a barrier to complete AP coursework.

Through the Learning Power program, which is offered exclusively online, students across the state have access to the following AP courses:

- AP Calculus AB
- AP English Literature & Composition
- AP English Language & Composition
- AP Biology
- AP Physics B
- AP Statistics
- AP Chemistry

Courses are available on a first-come, first-served basis. The program, which is a partnership with the National Math and Science Initiative, has provided $100 cash awards to students who pass the Learning Power courses.

Northern State University's E-Learning Center also plays an important role in delivering college prep and AP courses statewide.

SD DOE will continue to foster use of South Dakota Virtual School and online AP as an accessible, affordable option for students, families and school districts. South Dakota is committed to encouraging students to take a wider selection of Advanced Placement classes utilizing the South Dakota Virtual School. In turn, students will be better prepared for postsecondary coursework. This program is continually being expanded and is being used by many rural districts that do not have the resources to offer AP classwork within the district. The courses are taught by some of the most exemplary teachers in the state, and the pass rate for AP exams taken after completing a SD Virtual School course are equivalent to and in many instances higher than the pass rates for exams taken by students in some larger districts who have the capacity to offer AP exams on site.

In 2014, the South Dakota legislature approved funding for a reduced-tuition dual credit program. Starting with the Fall 2014 semester, 11th and 12th grade students could enroll in a wide variety of general education and technical courses at the state's ten public universities and technical institutes. Students can take the postsecondary courses either in-person or online and receive both high school and postsecondary credit for their work. The program has been received very well by schools and students. In the first available semester, more than 1,000 students from more than 100 public districts, eight private schools, one tribal school and 14 homeschoolers completed 1,460 courses. Educators, students and their families saved over $900,000 thanks to the state's support for the reduced-tuition program. For Spring 2015, course enrollments are expected to grow by 59 percent.

Additionally, the universities and technical institutes have developed concurrent courses, which are taught by qualifying secondary instructors who have been trained to teach postsecondary curriculum in

their local district. Students who take concurrent credit courses pay approximately $40 per credit and earn both high school and postsecondary credit (as they do through dual credit courses).

The South Dakota Board of Regents established a series of policies in the 1990s that governed acceptance of dual credit coursework taught in a high school by a high school teacher. These policies, implemented to make sure that the system accepted in transfer only those courses that were truly college-level courses, required the institution offering the dual credit course to enter into an agreement with the Regental system, which stipulated that a common set of best practices were being followed. Within the system, Northern State University's Rising Scholars program was granted the authority to serve as the system's provider of this type of dual credit programming, including the authorization to use the third-party (reduced) tuition rate since the teachers are being paid by the school district.

The best practices established by the Board outline what have become the national standards for dual credit programming offered by high school teachers in a high school setting. These include:

- The course follows a course syllabus established by the credit-granting college/university.
- The high school-based dual enrollment course is taught by a qualified high school instructor holding a master's degree in discipline or, at a minimum, holding a master's degree with 15 or more graduate hours in the discipline being taught.
- A faculty member in the discipline of the course from the credit-granting college/university is assigned to and actively engaged as a mentor for the high school instructor.
- All students meet established admissions standards and are admitted to the college/university awarding credit. In addition, any course-specific prerequisites are met.
- The students are required to demonstrate the same levels of mastery as is required of college students who take the course on campus. The mentor will review assignments, quizzes, tests, and grading rubrics to make sure this is done.

➢ *Does the SEA intend to work with the State's IHEs and other teacher and principal preparation programs to better prepare: Incoming teachers to teach all students, including English language learners, students with disabilities, and low-achieving students to the new college- and career-ready standards; and Incoming principals to provide strong, supportive instructional leadership; on teaching the new standards? If so, will the implementation of the plan likely improve the preparation of incoming teachers and principals?*

Recognizing the vital role that teacher preparation programs play in developing the next generation of educators, SD DOE has taken specific steps to bring higher education into the transition to the Common Core State Standards. Representatives from all of the public universities' teacher preparation programs are engaged in the Common Core State Standards professional development series for teachers. These instructors will incorporate the Common Core State Standards and associated instructional approaches into their pre-service programs.

SD DOE also has joined forces with the South Dakota Board of Regents, which oversees the state's public universities, to redesign the teacher preparation programs at those institutions. This process was initiated by Secretary of Education Dr. Melody Schopp and Executive Director of the South Dakota Board of Regents Dr. Jack Warner in the fall of 2011. Initial discussions have centered around a program redesign with the following features:

- A 3 + 1 model with candidates involved in a three-year campus program and a one-year

residency program in a PK-12 school.

- The credit breakdown would follow the 120-credit model that is being proposed for future university majors.
- A "co-teaching" model would be implemented to ensure a seamless transition from the university to the PK-12 schools.

In addition, the two entities secured a Bush Foundation grant to initiate a review of the universities' educational leadership programs. That review and its outcomes will be critical in influencing the leadership component of future professional development for school administrators. Training would support school administrators in their roles as instructional leaders, particularly as it relates to Common Core implementation and related instructional strategies, and the evaluation of teachers based on the new state standards for teaching (Charlotte Danielson Framework for Teaching) and using evidence-based observation. The South Dakota Framework for Effective Principals has been adopted by the educational leadership redesign program as the starting point for setting standards for their redesigned program. While it is anticipated that the IHEs involved may choose to add to the framework, the six domains included in the framework will be included in the preparation of all administrators coming through the program.

CEEDAR grant has included work with the Institutes of Higher Education (IHEs) to increase competencies of graduates to work with diverse student populations. As part of the grant IHEs are partnering with SD DOE to create a shared set of competencies between general education and special education programs. This will create a certificate which would also transfer to the special education endorsement program if graduates wanted to complete it at a later date.

These steps should help to ensure that individuals leaving the state's public universities are better prepared for the realities of today's classrooms and schools, and their training aligned with current statewide initiatives.

➢ *Does the SEA plan to evaluate its current assessments and increase the rigor of those assessments and the alignment to the State's college- and career-readiness standards, in order to better prepare students and teachers for the new assessments through one or more of the following strategies:*

- *Raising the State's academic achievement standards on its current assessments to ensure that they reflect a level of post-secondary readiness, or are being increased over time to that level of rigor? (E.g., the SEA might compare current achievement standards to a measure of post-secondary readiness by back-mapping from college entrance requirements or remediation rates, analyzing the relationship between proficient score on the State assessments and the ACT or SAT scores accepted by most of the state's 4 year public IHE;s or conducting NAEP mapping studies.)*

- *Augmenting or revising current State assessments by adding questions, removing questions or varying formats in order to better align with the state's college- and career-ready standards?*

- *Implementing another strategy to increase the rigor of current assessments, such as using the "advanced" performance level on state assessments instead of "proficient" performance level as the goal for individual student performance or using college-preparatory assessments or other advanced tests on which IHE's grant course credits to entering college students to determine whether their students are prepared for post-secondary success?*

- *If so, is this activity likely to result in an increase in the State's current assessments and their alignment with college- and career-ready standards?*

The transition to college-and career-ready standards from South Dakota's previous set of academic

standards required substantial thinking, planning and effort on the part of local school districts. In recognition of the magnitude of this effort, South Dakota embedded some Common Core State Standards-aligned test items into its statewide assessment during the 2011-12 and 2012-13 testing cycles. Based on performance on the embedded items, educators have been able gain insight into how their students would perform if the new consortium assessment were given at that point in time. The results are housed in the states South Dakota Assessment Portal (SDAP), a secure site that allows teachers to access information about the performance of their students on the state assessment. Starting in 2012-13, a benchmarking exam consisting of retired common core aligned items from the state assessment was made available during four secure testing windows for districts to take advantage of, both to help districts measure growth of students and to help districts understand where Gaps in the implementation of standards may be occurring. Additionally, the SDAP offers teachers the ability to either design their own classroom assessments using teacher-created questions or to choose state-owned multiple choice items that have been aligned to every Common Core standard. SD DOE expanded the array of technology enhanced items as well as open-ended constructed response items available to teachers, and aligned to Common Core State Standards and entered the publicly released NAEP items into the portal for teachers to use. Many of the released NAEP items were converted to technology enhanced items along with the constructed-response items that have always been part of the NAEP assessment. In 2014, SD DOE contracted with ESA staff to develop a turn-key workshop on the use of the SDAP that is now available to districts as part of the professional development menu of options.

SD DOE is also making available to all districts the Smarter Balanced Digital Library, a suite of resources created and vetted by outstanding educators across the nation surrounding authentic formative assessment practices. SD DOE is also providing access to Smarter Balanced interim assessments if districts choose to use them.

1.C Develop and Administer Annual, Statewide, Aligned, High-Quality Assessments that Measure Student Growth

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B	Option C
☒ The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition. i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)	☐ The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.	☐ The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the

	i. Provide the SEA's plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.	Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)

South Dakota is a Governing Member of Smarter Balanced at the University of California, Los Angeles. To achieve the goal that all students leave high school ready for college and careers, Smarter Balanced at UCLA is committed to ensuring that assessment and instruction embody the Common Core State Standards and that all students, regardless of disability, language, or subgroup status, have the opportunity to learn this valued content and show what they know and can do. The assessment system was field tested in the 2013-2014 school year and all of South Dakota's students took the field test as an opportunity to test the technology infrastructure of the state and to experience the content and cognitive demand of the new assessments. Smarter Balanced will be administered live during the 2014-2015 school year.

During the development phase of the Smarter Balanced assessment system, as defined in the Governance Document, each state is required to take an active role in supporting the work of the consortium; South Dakota was a member of the Transition Work Group and Formative Assessment Practices and Professional Learning Work Group. With the completion of the work plan set forth in the original Race to the Top grant, the work of Smarter Balanced and the roles of Governing Members shifts to active engagement in Smarter Balanced discussions and activities as well as adhering to policies and procedures of Smarter Balanced.

Summative Assessment:
One of the core components of Smarter Balanced is computer adaptive assessments administered after completion of 66 percent of the school year in grades 3-8 and completion of 80 percent of the school year in grade 11 in the areas of English language arts and mathematics. These assessments will be designed to provide valid, reliable, and fair measures of students' progress toward attainment of the knowledge and skills required to be college and career ready.

South Dakota administered the Smarter Balanced field test statewide in the 2013-2014 school year instead of the Dakota STEP assessment. Beginning in the 2014-2015 school year, results of the mathematics and English language arts assessments in grades 3-8 and 11 will be used for accountability purposes.

While Smarter Balanced is one option related to assessment, it is not the only answer for South Dakota. The state has identified several significant areas related to assessment that require the state's ongoing attention and development:

Alternate Assessment for students with significant cognitive disabilities
South Dakota is a member of the National Center and State Collaborative (NCSC) General Supervision Enhancement Grant Consortium. Through the grant project, an alternative assessment aligned to the Common Core State Standards was developed for a census pilot in the 2013-2014 school year. South Dakota plans to use this assessment for accountability purposes in grades 3-8 and 11 beginning in the 2014-2015 school year. Until that time, the state will continue to administer the Dakota STEP-A assessment in grades 3-8 and 11. The state committed not only to the alternate assessment being developed by NCSC, but to participating thoroughly in all grant activities that support implementation. In particular, SD DOE personnel have participated in RFP writing, review and selection, participation criteria, content review teams, Assessable Portable Item Profile (APIP) review teams, writing studies, bias review teams, post governance meetings and the accommodations committee.

Classroom Assessments
South Dakota plans to take full advantage of the formative tools and interim assessments available through Smarter Balanced. In addition, the state has developed an online bank of items called the South Dakota Assessment Portal. This portal is a bank of test items that educators are able to access throughout the school year to assess student mastery of standards and to inform instruction. Local education agencies can access classroom assessments and end-of-course exams within this state-sponsored system.

SD DOE first aligned all the Assessment Portal items to the Common Core State Standards. Several work groups have been created to increase the item bank for English language arts and mathematics in grades K-12. While committed to this process, the primary challenges remain capacity and funding. Currently, the item bank has items aligned to all Common Core standards and to the state science, social studies, and health standards. Going forward, SD DOE hopes to embed more high quality technology enhanced items and constructed response items with scoring rubrics into the system as well as embedding assessment items aligned to state content standards across all other subjects. Teachers can also use the portal to create their own items and assessments and several districts have brought teachers together to collaborate in user groups to create and design common pre- and post- unit assessments. This system will continue to be supported and will supplement what is available via Smarter Balanced.

Benchmark Assessment
Starting in the 2012-2013 school year, South Dakota made available to districts the option to give Interim Benchmark Assessments during four secure testing windows for students in grades 3-8 and 11. These assessments were constructed from retired state assessment items that had quality item statistics and that were aligned to the Common Core State Standards. South Dakota is utilizing the Smarter Balanced interim assessments in 2014-2015.

Career Readiness Assessment
The state began providing funding for school districts to offer the National Career Readiness Certificate (NCRC) in the 2012-13 school year through a pilot project. Interest from school districts and reception from business has grown since that time.

The assessments leading up to certifications are offered to all interested 11th and 12th grade students at no charge. The NCRC recognizes recipients' work-readiness skills in the areas of Applied Mathematics, Reading for Information, and Locating Information. Certifications are awarded at the bronze, silver, gold and platinum levels and align to careers in all industries, across all education levels.

The participating South Dakota high school students have earned the NCRC at a higher rate than the

national average across all age groups. In 2012-13, 1,500 students completed the assessments leading to certification; 91.73 percent successfully earned National Career Readiness Certification. In 2013-14, 2,055 students completed the assessments and 91.78 percent of them earned certification. To date in the 2014-15 school year, participation by school districts and students is out-pacing the prior year.

The National Career Readiness Certification equips students with verification of their skills so as they seek internships or employment, they are able to talk to employers about the value they bring to the position. As a development tool, students can better understand how their skills line up with the requirements of careers they are interested in while they still have the opportunity to explore career options or improve their skills.

Beginning with the report cards released after the 2015-16 school year, SD DOE will incorporate results from the NCRC into the College and Career readiness key indicator as a measure of career readiness for the first time. Including the NCRC assessment into the accountability system recognizes the valuable tool NCRC results can be for students and adds a measure of career readiness, as opposed to only college readiness, to the College and Career Readiness key indicator.

Multiple Paths to College Readiness

SD DOE and the South Dakota Board of Regents (SD BOR) have developed a safety net at the high school level to identify and support students who need to further hone their English and math skills. Working collaboratively, SD DOE and SD BOR will identify students whose junior-year ACT scores indicate that they will require remediation upon entering the state's university system. Starting in the spring of 2015, the SEA will also utilize the results of the statewide summative assessment to identify students. SD BOR has agreed to use the results of the Smarter Balanced assessment as guidelines to place students into college level coursework. SD DOE and SD BOR will contact these students and their parents to present available options. One of the options will be accessing high-quality coursework through the state-operated South Dakota Virtual School to assist the students in building their skills before leaving high school. Starting in the fall of 2014, 15 school districts offered the college ready coursework in math as an in-district course for identified senior students. Students take an accuplacer diagnostic exam to identify the skills needed. Students will then work through the My Foundations Lab coursework and finish the course by taking a second Accuplacer placement exam. Passing scores on the Accuplacer are accepted by SD BOR universities in the state as proof that a student is ready to participate in credit bearing courses in math and English.

SD Common Core Assessment Transition Plan

	Year 4 2014-2015	Year 5 2015-2016	Year 6 2016-2017	Year 7 2017-2018
Common Core Summative Assessment	Smarter Balanced Assessment covers Common Core State Standards	Smarter Balanced Assessment covers Common Core State Standards	Smarter Balanced Assessment covers Common Core State Standards	Smarter Balanced Assessment covers Common Core State Standards
Special Education Assessment	National Center & State Collaborative Assessment	National Center & State Collaborative Assessment	National Center & State Collaborative Assessment	National Center & State Collaborative Assessment
CCSS Classroom Assessment	SD Assessment Portal	SD Assessment Portal	SD Assessment Portal	SD Assessment Portal

Interim Assessment	Smarter Balanced	Smarter Balanced	Smarter Balanced	Smarter Balanced
Formative Assessment Strategies	Smarter Balanced Digital Library	Smarter Balanced Digital Library	Smarter Balanced Digital Library	Smarter Balanced Digital Library
College & Career Readiness Assessment	ACT; Smarter Balanced*; Accuplacer**; NCRC**	ACT; Smarter Balanced*; Accuplacer**; NCRC**	ACT; Smarter Balanced*; Accuplacer**; NCRC**	ACT; Smarter Balanced*; Accuplacer**; NCRC**

* First included on the 2016-17school year report card
** First included on the 2015-16 report card

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A.i Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA's differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

South Dakota began the process of developing a new statewide accountability model in September 2011. The Department of Education assembled a group of 23 individuals representing key stakeholder groups to provide recommendations regarding a next-generation accountability model for South Dakota. Those individuals included: school administrators, teachers, tribal educators, state board members, legislators, and representatives of higher education and state education associations. As SD DOE implemented ESEA flexibility, several quality systems and programs were in place, but had not been developed into a cohesive system in which components were clearly aligned. The first step taken to help develop a cohesive system of accountability was to develop an internal Statewide System of Recognition, Accountability, and Support (SSRAS) team. This team contains key personnel from all areas inside SD DOE and meets every two weeks to examine data and address any concerns with the state accountability system. This group is responsible for pulling together materials for US ED monitoring and has been the driving force behind all changes to and monitoring of the state accountability system. This group helped to modify the guidance to and process through which SD DOE works with Priority and Focus schools; define the process by which the state works with watch list and other Title I schools; define the role of and process by which SSTs are monitored; identify needs and opportunities for regional trainings and support; and to ensure that SD DOE is supporting Priority and Focus schools in implementing the key tenants of a multi-tiered system of support that is both based on best practices and is aligned to the turn-around principles. As this group has monitored the progress of schools under the accountability system and has gathered input from the field, recommendations have been made to adjust the system to make it more meaningful as the state moves forward.

<u>System of Differentiated Recognition</u>

South Dakota's accountability classification system recognizes the top 10% of schools in the state as Exemplary and Status Schools and will recognize those 5% making the most gains as Exemplary High Progress schools (once two years of assessment data under the Smarter Balanced assessments is in place).

The classification system identifies those Title I schools that are in the bottom 5% or who had two years of graduation rates less than 60% as Priority schools, and identifies those Title I schools in the bottom 10% of performance for Gap Group students or those schools in which the performance of one subgroup is 75% lower than the Gap Group for two consecutive years as Focus Schools. Focus and Priority schools are not allowed to exit their classifications if they are not implementing needed interventions or if they are not meeting AMOs for their Gap group students.

Schools closest to Priority and Focus status, those in which the performance of a subgroup is 75% lower than the Gap group for the first time, those in which the graduation rate is less than 60% for the first time, and those whose teacher effectiveness and growth data are at odds are put on a watch list and are contacted by SD DOE for technical assistance opportunities. Based on data results, schools are offered specific areas of technical assistance and may be selected for additional monitoring by SD DOE program staff.

Ensuring Reward Schools have no Significant Gaps

South Dakota's system of differentiated recognition has ensured from the outset that no school with significant achievement gaps across subgroups that are not closing is or may be classified as Exemplary. This is accomplished through the criteria (detailed above) for identifying Focus and Priority schools. Those criteria are designed specifically to designate Title I schools with significant achievement gaps as Focus or Priority schools and therefore deliver the supports (detailed further in sections 2.D. and 2.E) needed to close those gaps. In addition to the criteria South Dakota has established preventing this occurrence, the data also bears this out. See also Appendix D for the most recently available data which demonstrates that South Dakota's Exemplary schools do not have significant achievement or graduation gaps that are not closing.

A Well-Rounded System Designed to Help Close Gaps

South Dakota's next-generation accountability model takes a thoughtful, balanced approach to defining the indicators of a strong education system. Rather than focusing on student proficiency on a single assessment, it encompasses multiple indicators, including student growth, that are critical pieces in preparing students for the rigors and challenges of the 21st century world.

The model continues to hold schools accountable for student proficiency and closing achievement gaps through continued annual public reporting of disaggregated student outcomes in English language arts and mathematics. However, this more robust model reaches beyond the once-a-year summative assessment to offer a more credible and meaningful model. The expectation is that the model will be used to inform school administrators, teachers, and the public as to how schools and students are progressing. And with its emphasis on continuous improvement, it sets a high bar for ongoing reflection of the achievement of the school goals.

SD DOE makes available data to district-identified accountability teams that allows the district to drill down to individual student level data to help understand where performance gaps may be. SD DOE also makes available publicly school level Report Cards that report aggregated data in cases where there are 10 or more students in a group or subgroup. Data for groups in which there are fewer than 10 students are not reported publicly. SD DOE also makes available publicly Annual Measurable Objectives (AMOs) for all schools and student groups in the state, as well as providing public lists of school classifications and School Performance Index Points (SPI).

School Performance Index

The state's accountability model is based on a School Performance Index with three key indicators:

1) **Student Achievement** – based on percent of students scoring at or above proficient expectations on the state assessment of English language arts and mathematics (grades 3-8 and 11)

2) **Academic Growth** (Elementary and Middle School) – use indicators to evaluate students' academic achievement over time and determine whether that progress is reasonable or appropriate

OR

High School Completion (High School) – based on two components: four-year cohort Graduation Rate and a Completer Rate

3) **Attendance** (Elementary and Middle School) – percent of enrolled students meeting the state's target attendance rate of 94 percent

OR

College and Career Readiness (High School) – based on components as outlined later in this document

The SPI is a 100-point index. A numeric value is assigned to each of the three indicators on the SPI. These values are added to create a final Overall Score. Two distinct models are used: one for High School accountability and one for Elementary and Middle School accountability.

School Performance Index

High School

SCHOOL YEAR	INDICATOR #1: **Student Achievement**	INDICATOR #2: **High School Completion**	INDICATOR #3: **College and Career Readiness**	
2014-15	Math points: 25 ELA points: 25	Completion points: 12.5 Graduation points: 12.5	College math ready points: 12.5 College ELA ready points: 12.5 Career Ready points: N/A	
2015-16 and beyond	Math points: 20 ELA points: 20	Completion points: 15 Graduation points: 15	30 points total -- Schools will fall into one of the following categories:	
			Math ready: 10 points ELA ready: 10 points Career ready: 10 points	Math ready: 15 points ELA ready: 15 points Career ready: 0 points

Elementary and Middle School

SCHOOL YEAR	INDICATOR #1: **Student Achievement**	INDICATOR #2: **Academic Growth**	INDICATOR #3: **Attendance**
2014-15	Math points: 40 ELA points: 40	Points: n/a	Points: 20
2015-16 and beyond	Math points: 20 ELA points: 20	Math points: 20 ELA points: 20	Points: 20

INDICATOR #1: Student Achievement

Through 2013-14, only one year of state assessment data had been used to award points for student achievement. Upon introduction of next-generation assessments in 2014-15, the state will begin adding years of data until three years of achievement data are being considered in 2016-17. The newest year will

be added and the oldest year of data dropped as points are being awarded for this indicator. This will allow for a more consistent picture of student performance at the many small schools in the state that, due to their small size, are more susceptible to fluctuations from one or two outlying students.

At the High School level (50 points in 2014-15; 40 points in 2015-16 and beyond), the student achievement score is based on the percent of students scoring at or above the cut score denoting proficiency on the statewide assessment in English language arts and mathematics delivered in 11th grade.

At the Elementary and Middle School levels (80 points in 2014-15; 40 points in 2015-16 and beyond), the student achievement score is based on the percent of students scoring at or above the cut score denoting proficiency on the statewide assessment in English language arts and mathematics in grades 3-8.

Points are given for two separate groups – the "Non-Gap" group and the "Gap" group. Points for the Non-Gap and Gap groups are based on the percent of students in each group and summed to determine the final score for student achievement.

What is the Gap Group?

The Gap Group is an **aggregate count of student groups in South Dakota that have historically experienced achievement gaps.** SD DOE considered three years of Student Achievement data (performance on the statewide assessment in English language arts and math) prior to the 2011-12 academic year to determine which subgroups made up the Gap group. Through the 2013-14 year, the accountability system included the following student groups in its Gap group: Black, Native American, Hispanic, Economically Disadvantaged, Students with Disabilities, and Limited English Proficient. Following the new assessment in the 2014-15 year, the data will again be examined to determine if the composition of this group should remain the same or if it should be updated to include any of the new racial/ethnic classifications of Hawaiian/Pacific Islander, Asian, or Two-or More races.

To calculate the combined student Gap Group, unduplicated counts of students who score at or above proficient expectations on the statewide assessment and are in the identified student groups are summed. This yields a **single number** of proficient or higher students.

- No student counted more than one time
- All students in included groups counted once

Example: Unduplicated Count

- Addy – Special Education and Economically Disadvantaged subgroups. – Scored at the level denoting proficient (level 3).
- Marcus – Limited English Proficient and Economically Disadvantaged subgroups. – Scored below the level denoting proficient (level 2).
- Cheyenne – Native American. – Scored above the level denoting proficient (level 4).

Based on the above, an unduplicated count would show three total students with two of the students (Addy and Cheyenne), or 66.67%, counting as proficient or higher in the Gap group.

What is the Non-Gap Group?

The Non-Gap Group includes all students not in the Gap Group. Those scoring at or above proficient expectations in the Non-Gap Group would count towards the points awarded in the student achievement calculation.

The minimum N-size is 10 for each group. Using an aggregated Gap Group means almost every school in the state will have a focus on students in Gap Groups. Individual subgroups of students will still be disaggregated and reported, but not used for computing the total points for the student achievement indicator.

Example: Student Achievement Calculation*

*Weighting of Gap group and Non-Gap group depends on student population

Calculating Achievement

Step 1: Divide maximum allowable index points in half to allow equal weight for English language arts and math.

Step 2: Calculate the # of students that fall into the Gap group and Non-Gap group.

Step 3: Calculate the % of students that fall into the Gap group and Non-Gap group by dividing each by the total number of students.

Step 4: Take the overall possible points (step 1) times the % of students (step 3) in each group to get the weighted points for each group.

Step 5: Calculate the % scoring at or above the cut score denoting proficiency for each group.

Step 6: Calculate the score for each group by multiplying the % scoring at or above the cut score denoting proficiency (step 5) times the weighted points for each group (step 4).

Step 7: The sum of these is the points for the Student Achievement indicator.

Step:		1	2	3	4	5	6	7
		Overall Index points possible	Number of Students	% of Students	Weighted Points	% Scoring at or above Proficient Expectations	Score	Total Points for Student Achievement
Math	Gap	25	71	26.20%	6.55	58.00%	3.80	
	Non-Gap		200	73.80%	18.45	83.00%	15.31	
ELA	Gap	25	71	26.20%	6.55	62.00%	4.06	
	Non-Gap		200	73.80%	18.45	88.00%	16.24	
Total		**50**			**50.00**			**39.41**

By using a single subset group encompassing all students that have historically experienced achievement gaps and a minimum N size of 10, SD DOE saw that schools across the state were accountable for an additional 1,052 subgroups. This result reflects the small rural nature of the state's public school districts.

As an example: In 2011, High School XYZ had six Native American students, nine economically disadvantaged students, five SPED students and no students in other subgroups that make up the Gap group who took the state assessment. Under the prior system, High School XYZ was not held

accountable for any of the subgroups. By aggregating the numbers and lowering the N size, as outlined in this model, High School XYZ will now be held accountable for three additional sub-groups and 11 additional students (unduplicated count). This real-life example is repeated in schools across the state.

Under the previous accountability system, small student counts have allowed schools to ignore small groups of students. By putting the historically underperforming subgroups into a single Gap group, more schools will be held accountable. The use of a Gap and Non-Gap Group within the SPI will not mask the performance of, or detract attention from, the performance of students in the ESEA subgroups.

Performance for each ESEA subgroup that meets the minimum N size will continue to be reported out for all schools. In addition, AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the "all students" group and in each subgroup, including the Gap and Non-Gap Groups, who are not proficient within six years will be set and publicly reported. These AMOs will be set at the school level to give each school a target each year to support continuous academic improvement.

When determining points for the Student Achievement indicator on the School Performance Index, SD DOE has chosen to weight the Gap and Non-Gap Groups by the percentage of students in each group. SD DOE believes this calculation offers the most accurate representation of what is actually happening in a school. Weighting one of the groups more heavily would actually skew the numbers, and depending upon the individual school's make-up, the weighting could dramatically change the results. For example, South Dakota has some schools that serve only Gap students. By weighting the Gap and Non-Gap Groups at a 50-50 ratio or any ratio, these schools would be at an unfair advantage, since they would have no score (0 points) for their Non-Gap Group.

Another option would be to run the Student Achievement calculation on individual students, rather than individual students within the context of the Gap and Non-Gap groups. While the numbers come out similar in this scenario, this calculation removes the intended focus on Gap Group performance.

The Student Achievement calculation method outlined above provides schools with two lenses to review data: first, the lens of the Gap and Non-Gap Groups, and second, the lens of progress towards AMO targets in each ESEA subgroup. For these reasons, SD DOE believes its system strikes a balance between giving weight to each individual student's performance and maintaining a focus on Gap Group performance.

As a safeguard to ensure that no single ESEA subgroup within the larger Gap Group is ignored, schools in which one ESEA subgroup meets the minimum reporting size and is performing at a rate 75% below the Gap group at that school will be placed on an internal SD DOE "watch list" and contacted for technical assistance opportunities. If the group remains performing at this level for two consecutive years, the school will be identified as a Focus school if it is not already classified as a Priority or Focus school. SD DOE has chosen 75% as a starting point in order to assure that our capacity to serve Focus Schools is satisfactory. Once the state has several years of experience with the new system, SD DOE will re-evaluate this percentage. This safeguard became effective in the 2012-2013 school year, though no schools not already identified as Priority or Focus schools were added for this reason.

In order for a school to receive points in the Student Achievement indicator, it must assess at least 95% of the students enrolled in the tested grades.

INDICATOR #2: Academic Growth OR High School Completion Rate

At the Elementary and Middle School levels (0 points in 2014-15; 40 points in 2015-16), a growth

calculation will be used for accountability purposes beginning in 2015-2016. The results of the new assessment in 2014-2015 will be used to set the baseline for measuring growth.

South Dakota convened a Growth model work group in the spring of 2013 and has worked with its Regional Educational Lab and the work group to review South Dakota's needs and determine the best growth model to be used in the state. After extensive discussion with peers, stakeholders, and REL, SD DOE decided the Student Growth Percentile model best represented the students in the state. This model accords well with South Dakota's data, including generating useful data for both small and large schools. This consideration was key given the diversity of schools across the state.

The results of the 2014-15 Smarter Balanced assessments will be used to set the baseline for the growth model, which will then be introduced for the 2015-16 school year report cards. Students will be compared to their academic peers, i.e. students who performed similarly, from across the state, rather than to all students in their grade. This allows for a truer picture of how students are growing, irrespective of their starting point. Individual student reports will be provided to teachers and parents will provide information about whether students are on track to become or to remain proficient.

Half of the points for the indicator will be based on the growth of the lowest quartile of students in a school or district; half will be based on the growth of all students in the school or district. If a school has less than 40 students with two or more years of test scores, the lowest quartile growth will not be factored in separately. Instead, all of the points will come from the growth of all students.

The benefit to awarding points based on the lowest quartile of students in a school or district rather than on the basis of Gap and Non-Gap group is that all schools will be held accountable for making growth with their lowest performing students. Some schools in South Dakota are 100 percent Gap; some are 100 percent Non-Gap. However, all schools by definition have a lowest quartile.

At the High School level, the High School Completion Rate (25 points prior to 2015-16; 30 points in 2015-16 and beyond) is calculated using two indicators: High School Graduation Rate based on the four-year cohort model and a Completer Rate as defined below. The two items are weighted equally.

Completer Rate – Percent of students who, in the current school year, have attained a diploma or GED.

The Completer Rate is calculated as follows:

Example: Calculation of Completer Rate, School Year 2014-15:

HS Diploma = 100 + GED = 7 in SY 2014-15 (Total = 107)
Dropouts = 7 + HS Diplomas = 100 + GED = 7 in SY 2014-15 (Total = 114)

107/114 = 93.86% completion rate

The example below shows the remainder of the calculation for a final High School Completion Rate, assuming this indicator is worth 25 points.

Example: Calculation of High School Completion
Step 1: Calculate weighted points for each factor by multiplying weighted % for each factor by total possible points

Step 2: Calculate the rate for each factor

Step 3: Calculate the score for each factor by multiplying the rate times the weighted points for each group

Step 4: The sum of these is the points for High School Completion Indicator

Step:		1	2	3	4
	Weighted as %	Weighted Points (2014-15)	Rate as %	Score	Total points for Indicator
High School Completion Rate	50%	12.50	93.86%	11.75	
Four-year Cohort Graduation Rate	50%	12.50	93.46%	11.68	
Total	**100%**	**25.00**			**23.43**

SD DOE chose to weight the High School Completion Rate as it did for two primary reasons: 1) Several years ago, the state raised its compulsory attendance age to 18. Since then, schools and districts have stepped up and developed programs and options to ensure that students who previously may have dropped out have access to the supports they need to successfully complete their high school careers. 2) The state's Accountability Work Group strongly recommended that the new accountability model honor this work and give schools credit for committing to see that all students finish high school, whether they do it the "traditional" way or another appropriate route. This opinion was echoed strongly and repeatedly by school administrators during the public input process.

Information on the four-year cohort model graduation rate at the "all students" level and at each subgroup level, including the Gap and Non-Gap Groups, will still be reported out so that schools can determine where to focus their efforts to increase graduation rates.

For the initial identification of Reward, Priority, and Focus schools in the fall of 2012, High School Completion Rate was calculated using only one indicator: the four-year cohort graduation rate. All subsequent calculations have used the two indicators as described above. When first used based on the 2012-2013 school year, the completer rate allowed SD DOE to see some bright spots, especially in relation to several alternative programs in the state where schools had worked with at-risk students and successfully enabled more than 80% of students to reach completion outside the normal four-year cohort model.

INDICATOR #3: Attendance OR College and Career Readiness

Attendance (Elementary and Middle School; 20 points)
At the Elementary and Middle School levels, the indicator was based on the average daily attendance rate of all students through the 2013-2014 academic years. Starting with the 2014-2015 year, SD DOE instead is looking at the percentage of students who reach at least a 94% attendance rate. Research shows that students reaching this goal have higher rates of academic success. As the SSRAS team reviewed data from the first few years of the new accountability system, it became evident that using average daily attendance allowed attendance concerns for pockets of students to be outweighed by near perfect attendance of other students. As a result, the SEA had not been targeting as much support for attendance building strategies such as increased family engagement as effectively as it could have been. Looking at the percentage of students meeting attendance goals provides a data point that more accurately helps both the SEA and local educators understand where chronic attendance concerns that can impact student

achievement and success exist. A school's attendance percentage will be multiplied by the total points for this category to calculate a score for this Indicator.

Example: At School A, 90% of students have attended 94% or more of their enrolled days and 10% of students have attended less than 94% of the time they have been enrolled at the school. If total points for this indicator are 20, School A's score for this indicator would be 18(20*.9).

Information on attendance rate at the "all students" level and at each subgroup level, including the Gap and Non-Gap groups, will still be reported out so that schools can use this information to determine where to focus their efforts to improve attendance rates.

College and Career Readiness (25 points before 2015-16; 30 points in 2015-16 and beyond)

Currently the College and Career Readiness score has been based solely on ACT performance. Beginning in the 2015-2016 school year, the points for College and Career Readiness will increase to 30 and high schools will have an additional option to include a career readiness measure as a part of this calculation. If a school or district chooses not to use the career readiness assessment for their students, all points will come from college readiness.

At the High School level, the College and Career Readiness (CCR) score is based on the factors noted below. Each of the factors receives an equal share of the points available.

For the 2014-15 School Year:

1. Percent of the previous year's graduating cohort whose ACT math sub-score is 20 or above (using the highest score if the ACT is taken more than once)
2. Percent of the previous year's graduating cohort whose ACT English sub-score is 18 or above (using the highest score if the ACT is taken more than once)

Note: No separate career ready assessment

For the 2015-16 School Year:

Schools will have the option to administer a career ready assessment, the National Career Readiness Certificate/ACT WorkKeys exam for either the 11th or 12th grade class at a public high school. In order for a school or district to earn points from this assessment, students must score at the Bronze level or higher. In addition, students will be able to demonstrate college readiness in English and math through the ACT and an additional assessment, the Accuplacer. Students can earn points towards this indicator by meeting or exceeding the Board of Regents (BOR) cut scores set for each.

For schools administering the NCRC career ready assessment, one-third of the points will come from the results of assessments measuring college readiness in English; one-third from math; and one-third from the NCRC. For schools opting not to administer this assessment, all points will come from the college ready measures in English and math.

With the NCRC:

1. One-third of the points result from percent of previous year's graduating cohort who met or exceeded the BOR cut score on ACT or Accuplacer in math.
2. One-third of the points result from the percent of previous year's graduating cohort who met or exceeded the BOR cut score on ACT or Accuplacer in English.
3. One-third of the points result from the percent of previous year's graduating cohort who earned a Bronze level or higher on the NCRC. Multiply by 1/3 the total possible points for the CCR indicator.

Without the NCRC:

1. One-half of the points result from percent of previous year's graduating cohort who met or exceeded the BOR cut score on ACT or Accuplacer in math.
2. One-half of the points result from the percent of previous year's graduating cohort who met or exceeded the BOR cut score on ACT or Accuplacer in English.

For the 2016-17 School Year:
In addition to the new assessments introduced into the 2015-16 school year calculation, in 2016-17 students will be able to demonstrate college readiness in English and math through scores on the Smarter Balanced assessment that most will have taken as 11th graders.

With the NCRC:
1. One-third of the points result from the percent of the previous year's graduating cohort who met or exceeded the BOR cut score on the Smarter Balanced assessment, ACT, or Accuplacer in math.
2. One-third of the points result from the percent of previous year's graduating cohort who met or exceeded the BOR cut score on the Smarter Balanced, ACT, or Accuplacer in English.
3. One-third of the points result from the percent of previous year's graduating cohort who earned a Bronze level or higher on the NCRC. Multiply by 1/3 the total possible points for the CCR indicator.

Without the NCRC:
1. One-half of the points result from percent of previous year's graduating cohort who met or exceeded the BOR cut score on the Smarter Balanced, ACT, or Accuplacer in math.
2. One-half of the points result from the percent of previous year's graduating cohort who met or exceeded the BOR cut score on Smarter Balanced, ACT, or Accuplacer in English.

Example: Calculating College and Career Readiness Calculation (CCR)
Step 1: Calculate weighted points for each factor by multiplying weighted % for each factor by total possible points.
Step 2: Calculate the rate for each factor.
Step 3: Calculate the score for each factor by multiplying the rate times the weighted points for each group.
Step 4: The sum of these represents total possible points for College and Career Readiness.

CCR Calculation for 2014-2015 School Year					
Step:		**1**	**2**	**3**	**4**
Factor:	Weighted as fraction	Weighted Points (2014-15)	Rate as %	Score	Total points for Indicator
% ACT Score 20 or above for Math	½	10	67.00%	6.70	
%ACT Score 18 or above for English	½	10	69.00%	6.90	
Total	**100%**	**20**			**13.60**

CCR Calculation for 2015-2016 School Year – with Optional NCRC					
Step:		**1**	**2**	**3**	**4**
Factor:	Weighted as fraction	Weighted Points (2015-16)	Rate as %	Score	Total points for Indicator
% Meeting BOR math cut score on ACT or Accuplacer	1/3	10	60.00%	6.00	
% Meeting BOR	1/3	10	72.00%	7.20	

English cut score on ACT or Accuplacer					
% Earning Bronze level or above on NCRC	1/3	10	90.00%	9.00	
Total	**100%**	**30**			**22.20**

CCR Calculation for 2015-2016 School Year – without Optional NCRC					
Step:		**1**	**2**	**3**	**4**
	Weighted as fraction	Weighted Points (2015-16)	Rate as %	Score	Total points for Indicator
% Meeting BOR math cut score on ACT or Accuplacer	1/2	15	60.00%	9.00	
% Meeting BOR English cut score on ACT or Accuplacer	1/2	15	72.00%	10.80	
No NCRC results	0	0	0	0	
Total	**100%**	**30**			**19.80**

CCR Calculation for 2016-2017 School Year – with Optional NCRC					
Step:		**1**	**2**	**3**	**4**
Factor:	Weighted as fraction	Weighted Points (2016-17)	Rate as %	Score	Total points for Indicator
% Meeting BOR math cut score on Smarter Balanced, ACT or Accuplacer	1/3	10	62.35%	6.24	
% Meeting BOR English cut score on Smarter Balanced, ACT or Accuplacer	1/3	10	75.36%	7.54	
% Earning Bronze level or above on NCRC	1/3	10	92.56%	9.26	
Total	**100%**	**30**			**23.04**

CCR Calculation for 2016-2017 School Year – without Optional NCRC					
Step:		**1**	**2**	**3**	**4**
	Weighted as fraction	Weighted Points (2016-17)	Rate as %	Score	Total points for Indicator
% Meeting BOR math cut score on Smarter Balanced, ACT, or Accuplacer	1/2	15	62.35%	9.35	
% Meeting BOR English cut score on Smarter Balanced, ACT, or Accuplacer	1/2	15	75.36%	11.30	
No NCRC results	0	0	0	0	

Total	100%	30			20.65

Phase-In of School Performance Index

2011-12 Existing accountability model used for final year

2012-13 School Performance Index in place with the following indicators:

- High School Level: Student Achievement, High School Completion, College & Career Ready
- Elementary and Middle School Levels: Student Achievement, Attendance

2013-14 **Hold** 2012-13 designations steady, publicly report all other data except student achievement on the Smarter Balanced field test.

2014-15 **Set baseline for** Growth Model at the Elementary and Middle School level using new assessment data
Reset Gap Group composition if needed
Reset AMO targets based on new assessment, then reset every six years thereafter

2015-16 **Add** Growth Model at the Elementary and Middle School levels
Add Accuplacer to College Readiness Indicator
Add NCRC/Work Keys assessment as a Career Readiness option for schools choosing to give Career Ready assessment
Add the 2015-16 assessment results to the 2014-15 assessment results to build to two out of the target three years of results considered for the student achievement indicator.

2016-17 **Add** Smarter Balanced assessment to College Readiness Indicator to allow students to have three different pathways to show readiness to take credit bearing English and math classes.
Add the 2016-17, 2015-16, and 2014-15 school years' assessment results to build to three years of assessment results considered for the student achievement indicator.

2017-18 **Drop** the 2014-15 school year assessment results from the student achievement indicator to maintain three years' worth of assessment results.

The following charts indicate the points per indicator on the School Performance Index. The points per indicator will change as additional pieces of the index are phased in through the 2016-17 school year.

SPI INDEX & INDICATORS: High Schools

At the High School level, the School Performance Index will include the following key indicators:

School Year	2014-15	2015-16	2016-17	2017-18
Academic Achievement	Total Points: 50 ELA: 25 Math: 25 Awarded on percent scoring at or above	Total Points: 50 ELA: 25 Math: 25 Awarded on percent scoring at	Total Points: 50 ELA: 25 Math: 25 Awarded on percent scoring at	Total Points: 50 ELA: 25 Math: 25 Awarded on percent scoring at

	proficient expectations Weighted for Gap/Non-Gap Spring 2015 Smarter Balanced and NCSC assessments	or above proficient expectations Weighted for Gap/Non-Gap Spring 2015 and 2016 Smarter Balanced and NCSC assessments	or above proficient expectations Weighted for Gap/Non-Gap Spring 2015, 2016, and 2017 Smarter Balanced and NCSC assessments	or above proficient expectations Weighted for Gap/Non-Gap Spring 2016, 2017, and 2018 Smarter Balanced and NCSC assessments
College and Career Readiness	Total Points: 25 College Math ready (ACT): 12.5 College ELA ready (ACT): 12.5	Total Points: 30 College Math ready: 10 or 15 points Met ACT or Accuplacer cut scores College ELA ready: 10 or 15 points Met ACT or Accuplacer cut scores Career Ready: 10 or 0 points 2015 graduates earning bronze or higher on NCRC	Total Points: 30 College Math ready: 10 or 15 points Met Smarter Balanced, ACT, or Accuplacer cut scores College ELA ready: 10 or 15 points Met Smarter Balanced, ACT or Accuplacer cut scores Career Ready: 10 or 0 points 2016 graduates earning bronze or higher on NCRC	Total Points: 30 College Math ready: 10 or 15 points Met Smarter Balanced, ACT or Accuplacer cut scores College ELA ready: 10 or 15 points Met Smarter Balanced, ACT or Accuplacer cut scores Career Ready: 10 or 0 points 2017 graduates earning bronze or higher on NCRC
Graduation and Completion	Total Points: 25 4 year cohort graduation rate: 12.5 Completer rate: 12.5	Total points: 30 4 year cohort graduation rate: 15 Completer rate: 15	Total points: 30 4 year cohort graduation rate: 15 Completer rate: 15	Total points: 30 4 year cohort graduation rate: 15 Completer rate: 15

SPI INDEX & INDICATORS: Elementary & Middle Schools

At the Elementary and Middle School levels, the School Performance Index will include encompass the following key indicators:

School Year:	2014-15	2015-16	2016-17	2017-18
Student	Total Points: 80	Total Points: 80	Total Points: 80	Total Points: 80

Achievement	ELA: 40 Math 40 Awarded on percent scoring at or above proficient expectations Weighted for Gap/ Non-Gap Spring 2015 Smarter Balanced and NCSC assessments	ELA: 40 Math 40 Awarded on percent scoring at or above proficient expectations Weighted for Gap/ Non-Gap Spring 2015 and 2016 Smarter Balanced and NCSC assessments	ELA: 40 Math 40 Awarded on percent scoring at or above proficient expectations Weighted for Gap/ Non-Gap Spring 2015, 2016, and 2017 Smarter Balanced and NCSC assessments	ELA: 40 Math 40 Awarded on percent scoring at or above proficient expectations Weighted for Gap/ Non-Gap Spring 2016, 2017, and 2018 Smarter Balanced and NCSC assessments
Academic Growth	New AMOs and growth baseline set based on Spring 2015 Smarter Balanced; no points awarded	Total: 40 points Math Growth: 20 points ELA Growth: 20 points	Total: 40 points Math Growth: 20 points ELA Growth: 20 points	Total: 40 points Math Growth: 20 points ELA Growth: 20 points
Attendance	Total: 20 points Based on percent of students meeting attendance goal	Total: 20 points Based on percent of students meeting attendance goal	Total: 20 points Based on percent of students meeting attendance goal	Total: 20 points Based on percent of students meeting attendance goal

Reporting Mechanism/Report Card

SD DOE is developing its statewide longitudinal data system, which provides the data and the format to publicly report the elements of the School Performance Index, as well as all other required federal reporting. SD DOE's vendor has been "at the table" as the proposed accountability model was developed, and therefore, has a clear understanding of the state's needs. SD DOE continues to use a "dashboard" reporting system that clearly outlines each indicator, as well as total SPI score and any supplemental elements, in a format that is easy to understand and transparent. A copy of the current online Report Card can be accessed at http://doe.sd.gov/reportcard/index.aspx (active as of March 31, 2015).

Only data for schools and subgroups in which there are 10 or more students is reported publicly. In the instance that a school had fewer than 10 students in tested grades, the data is still generated and placed into a private report card for districts to access, but the information is not provided for public access to maintain the security of student data. In all districts, district-level Accountability teams are given access to a private version of the report card that includes data from all students (not just for subgroups meeting the public reporting requirement), and that allows teams to drill down to see information down to the individual student level.

In the instance that a school has fewer than 10 students, or in which a school's primary focus is not an academic one (e.g. special schools set up to meet behavioral needs of students), a SD DOE team meets and reviews the most recent three years' worth of data to determine if the school is making necessary

progress and to assign the school an accountability classification. In this way, all schools are held accountable for meeting the needs of their students.

AMO Targets and Goals

To hold schools accountable, South Dakota uses a combination of its School Performance Index and unique school-level AMOs based on the goal of reducing by half the percentage of students in the "all students" group and in each subgroup, including the Gap and Non-Gap groups, who are not proficient within six years. AMOs are set separately for English language arts and math. AMO goals are set for these subgroups at each school, in annual increments called targets, to give that school a unique trajectory that recognizes where the school started in terms of student proficiency and to support continuous academic improvement among its students. Assessment data from the 2011-12 school year served as the base year for setting AMO targets and goals. AMOs will be reset after the first set of Smarter Balanced data becomes available for the Spring 2015 assessments and every six years thereafter. The most recent three years of data will be examined at this time to make sure the Gap group is still comprised of those student groups who exhibit the greatest performance gaps in the state.

Each year, SD DOE will calculate a School Performance Index (SPI) score for each school in the state. The scores will be rank ordered from highest to lowest so schools can evaluate their performance compared to schools across the state. The SPI score will be used to determine the state's Reward and Priority schools. There will be no state-established goals or targets associated with the SPI.
Digging deeper into the Student Achievement indicator of the SPI, SD DOE will then set unique AMO goals and targets for each school in the "all students" group and for each subgroup, including the Gap and Non-Gap groups. These goals, and associated annual targets, are based on reducing the number of students who are not proficient as noted above. The minimum N size of 10 will apply for reporting purposes.

AMO goals and targets will be set as follows:

STEP 1: In the base year of each six-year cycle, calculate the percentage of students in the school who test below proficient expectations.

STEP 2: Divide this percentage in half. This is the school's goal for reducing, within six years, the percentage of students who are not proficient.

STEP 3: Subtract this amount from 100%. This is the inverse of the above and represents the school's goal for percentage of students testing at proficiency expectations or above in six years.

STEP 4: Divide the amount in Step 2 by six. This is the school's annual target for increasing the percentage of students who are proficient.

STEP 5: Calculate the percentage of students in the base year who test at or above proficiency expectations.

STEP 6: To determine the AMO in Year 1, add the base year percentage of students testing at or above proficient expectations to the annual target for increasing the percentage of students who are proficient.

STEP 7: To determine the AMO in Years 2-6, add the annual target to the previous year's AMO.

This procedure will be repeated for each school for its "all students" group and in each subgroup, including the Gap and Non-Gap Groups.

SAMPLE CALCULATION: AMO targets –

Elementary School

Goal = Reduce by half the percentage of students in the "all students" group and in each subgroup who are not proficient within six years.
TF = Too few; less than 10 students in subgroup

Math						Annual Measurable Objectives - Percent -at or above proficient expectations					
Subgroups	% Basic and Below Basic	Amount to Reduce By in 6 Years	% Prof/Ad Goal in 6 Years	Annual Increase	Base	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All Students	17%	8.5%	91.5%	1.42%	83.0%	84.42%	85.84%	87.26%	88.68%	90.10%	91.52%
White	9%	4.5%	95.5%	0.75%	91.0%	91.75%	92.50%	93.25%	94.00%	94.75%	95.50%
Black or African American	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
Asian	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
Pacific Islander	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
Native American	41%	20.5%	79.5%	3.42%	59.0%	62.42%	65.84%	69.26%	72.68%	76.10%	79.52%
Hispanic	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
Two or more races	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
Economically Disadvantaged	27%	13.5%	86.5%	2.25%	73.0%	75.25%	77.50%	79.75%	82.00%	84.25%	86.50%
Students with Disabilities	47%	23.5%	76.5%	3.92%	53.0%	56.92%	60.84%	64.76%	68.68%	72.60%	76.52%
Limited English Proficiency	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
Other Groups											
Male	16%	8.0%	92.0%	1.33%	84.0%	85.33%	86.66%	87.99%	89.32%	90.65%	91.98%
Female	18%	9.0%	91.0%	1.50%	82.0%	83.50%	85.00%	86.50%	88.00%	89.50%	91.00%
Migrant Students	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
Gap	**29%**	**14.5%**	**85.5%**	**2.42%**	**71.0%**	**73.4%**	**75.8%**	**78.3%**	**80.7%**	**83.1%**	**85.5%**
Non-Gap	**6%**	**3.0%**	**97.0%**	**0.50%**	**94.0%**	**94.5%**	**95.0%**	**95.5%**	**96.0%**	**96.5%**	**97.0%**

Reading						Annual Measurable Objectives - Percent -at or above proficient expectations					
Subgroups	% Basic and Below Basic	Amount to Reduce By in 6 Years	% Prof/Adv Goal in 6 Years	Annual Increase		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All Student	17%	8.5%	91.5%	1.42%	83.0%	84.42%	85.84%	87.26%	88.68%	90.10%	91.52%
White	11%	5.5%	94.5%	0.92%	89.0%	89.92%	90.84%	91.76%	92.68%	93.60%	94.52%
Black or African American	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
Asian	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
Pacific Islander	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
Native American	37%	18.5%	81.5%	3.08%	63.0%	66.08%	69.16%	72.24%	75.32%	78.40%	81.48%
Hispanic	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
Two or more races	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
Economically Disadvantaged	20%	10.0%	90.0%	1.67%	80.0%	81.67%	83.34%	85.01%	86.68%	88.35%	90.02%

Students with Disabilities	47%	23.5%	76.5%	3.92%	53.0%	56.92%	60.84%	64.76%	68.68%	72.60%	76.52%
Limited English Proficiency	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
Other Groups											
Male	19%	9.5%	90.5%	1.58%	81.0%	82.58%	84.16%	85.74%	87.32%	88.90%	90.48%
Female	14%	7.0%	93.0%	1.17%	86.0%	87.17%	88.34%	89.51%	90.68%	91.85%	93.02%
Migrant Students	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF	TF
Gap	**26%**	**13.0%**	**87.0%**	**2.17%**	**74.0%**	**76.2%**	**78.3%**	**80.5%**	**82.7%**	**84.9%**	**87.0%**
Non-	**9%**	**4.5%**	**95.5%**	**0.75%**	**91.0%**	**91.8%**	**92.5%**	**93.3%**	**94.0%**	**94.8%**	**95.5%**

CLASSIFICATION OF SCHOOLS

Under the proposed accountability model, there are five classifications of schools that determine recognition or support.

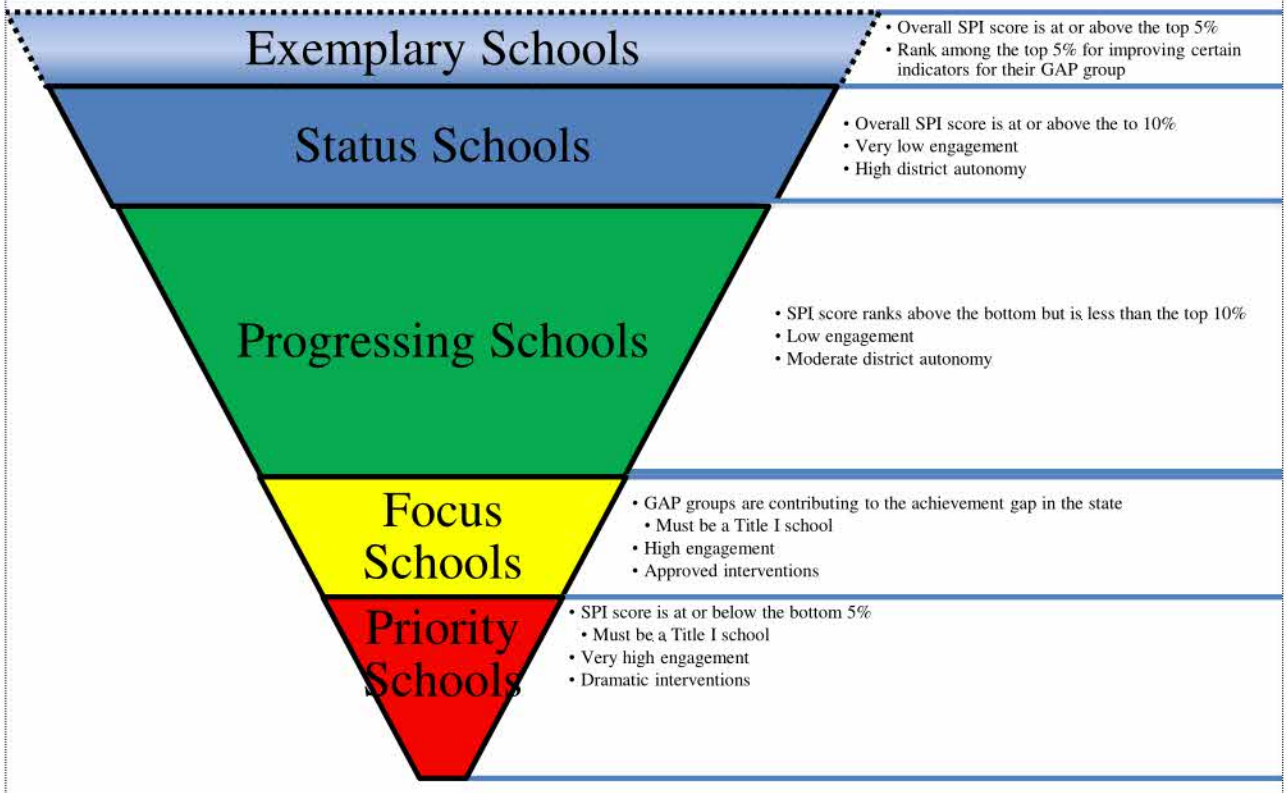
- **Exemplary Schools:** Exemplary Schools include both 1) high-performing schools whose Overall Score on the School Performance Index is at or above the top 5%. 2) high-progress schools that rank in the top 5% for improvement of Student Achievement and Attendance rate for their Gap Group (elementary and middle school levels); and Student Achievement and Graduation rate for their Gap Group (high school level) over a period of two years. **All public schools are eligible** for this classification**.** Exemplary high progress status will not be assigned at the elementary and middle school levels until two years of growth data relating to new assessments become available.

- **Status Schools:** Schools whose total score on the SPI is at or above the top 10 percent.

- **Progressing Schools**: Schools whose total score on the SPI is greater than the bottom 5% but are less than the top 10%.

- **Focus Schools:** Focus Schools are those that are contributing to the achievement Gap in the state. The calculation to determine Focus Schools looks specifically at Student Achievement and Attendance rate of the Gap Group at the elementary and middle school levels; and Student Achievement and Graduation rate of the Gap Group at the high school level. The Focus School classification applies to Title I schools. The total number of Focus Schools must equal at least 10 percent of the Title I schools in South Dakota.

- **Priority Schools**: Schools whose total score on the SPI is at or below the bottom 5%. The total number of Priority schools must be at least five percent of the Title I schools in the state. Each district with one or more of these schools must implement, for three years, meaningful interventions aligned with the turnaround principles. This classification applies to Title I schools and Title I eligible high schools whose graduation rate is below 60% for two consecutive years.



Recognition and Support

South Dakota's reward schools, which are the Exemplary Schools indicated on the graph above, have high district autonomy to encourage continued excellence. In addition, a statewide branding effort designed to draw attention to their outstanding performance and/or growth is in place.

Priority schools receive intensive, state- and district-level support to include, among other things: utilization of SD LEAP, or Indistar; assistance developing a school turnaround plan; support of a School Support Team (SST) member assigned to the school; a data retreat where the four-lens data analysis process aligned to the seven turnaround principles (lenses include: student data, professional practices data, program & structures data, and family & community data) is used to strengthen the instructional program based on student needs; and ongoing data analysis and support throughout the year. Priority school status is at least a four-year designation: one year for planning and at least three years of full-implementation of interventions aligned to all seven turnaround principles. Priority schools are required to attend a two-day Regional Data Retreat sponsored by SD DOE, if offered, at least once during the four-year designation. If a Regional Data Retreat is not available, Priority schools must contract with a state certified Data Retreat Facilitator to conduct a retreat at the school. For the other years, School Leadership Teams may choose to either attend the Regional Data Retreats sponsored by SD DOE, if offered, or the school can contract with a state-certified data retreat facilitator to hold a full, two-day data retreat every year of the Priority school designation. If a district would like to conduct data retreats with an in-house facilitator after attending at least one Regional Data Retreat, the facilitator must attend training to become certified by the state to conduct retreats for schools. The district or school must also have approval from SD DOE to conduct an in-house retreat. Priority schools must show they are implementing interventions aligned to all seven turnaround principles to be considered fully meeting a year of Priority school implementation. Progress towards goals and implementation is monitored by SSTs.

Focus schools receive state- and district-level support, including support for the SDLEAP (Indistar) analysis of effective practices, a designated SST member, and a data retreat where the four-lens data analysis process (student data, professional practices data, program and structures data, and family and community data) is used to strengthen the instructional program based on student needs and ongoing data analysis throughout the academic year. Webinars and other technical assistance will be offered to allow schools to target their high-need areas as shown by the data reviewed during the retreat and school year. The Focus School classification is at least a two-year status, one year for planning, and at least one year for full implementation. Focus Schools are required to attend a two-day Regional Data Retreat sponsored by SD DOE, if offered, prior to their implementation year. If a Regional Data Retreat is not available, Focus schools must contract with a state certified Data Retreat Facilitator to conduct a retreat at the school. If the school is making progress, but has not advanced out of Focus School status, a data retreat lead by a state-certified data retreat facilitator must be held at least every other year. If a district would like to conduct their data retreats with an in-house facilitator after attending at least one Regional Data Retreat, the facilitator must be certified by the state to conduct data retreats and the district must have approval from the SD DOE.

Districts with three or more schools and in which 50% or more of their schools are identified as Focus and/or Priority, will be considered Priority districts. As such, they will have additional requirements and supports at the district level to help build the capacity of the district to lead and drive the necessary changes at schools. As part of the additional requirements, districts will be assigned a technical advisor to help direct the use of Title funding and to oversee implementation of interventions. Each Focus or Priority school in a Priority district must participate in a full, two-day data retreat led by an approved facilitator every year. If SD DOE determines that the school continues to need more intense data analysis and technical assistance, the school may be required to attend Title I hosted off-site data retreats instead of conducting an in-house retreat.

Schools that are Status or Progressing will have a variety of resources provided to ensure continued growth of their students. All schools accepting Title I or Title II dollars will need to complete a needs analysis and assure within the consolidated application process that this analysis has taken place. SD DOE webinars that provide technical assistance in areas such as family engagement, differentiated instruction, ELL students, homeless students, Title I best practices, and other relevant topics are available and are continuously evaluated and updated.

Progressing schools deemed high-risk of being identified as Focus or Priority schools will be placed on an internal SD DOE watch list, and will be encouraged to attend state-sponsored data retreats, if available, and assistance on implementing various interventions will be made available to these schools. All schools in the state are invited to work with the SD DOE to strengthen Family Engagement. Priority and Focus schools must invite families to participate in the school's school improvement process and activities and provide opportunities to engage parents in the process. Families and the community are an essential piece to the school improvement process. District and leadership teams must include families and communities in the work of school improvement. Family engagement is a shared responsibility of families, schools, and communities. The research on family and community engagement correlates family engagement with student achievement. Family and community engagement strategies should be intentionally aligned with student learning and achievement. As a reform strategy, family and community engagement should be systemic, integrated, and sustained.

ESEA Section 1118 requires all Title I Schools to have parent involvement policies at the district and school level as well as a school home compact. These documents should be developed with a purposeful link to learning and achievement. The documents should be developed with families and with the intention to create a solid foundation for communication and partnerships between school staff and

families. When schools and communities support sustained family engagement linked to learning there is a direct correlation to improved outcomes for students.

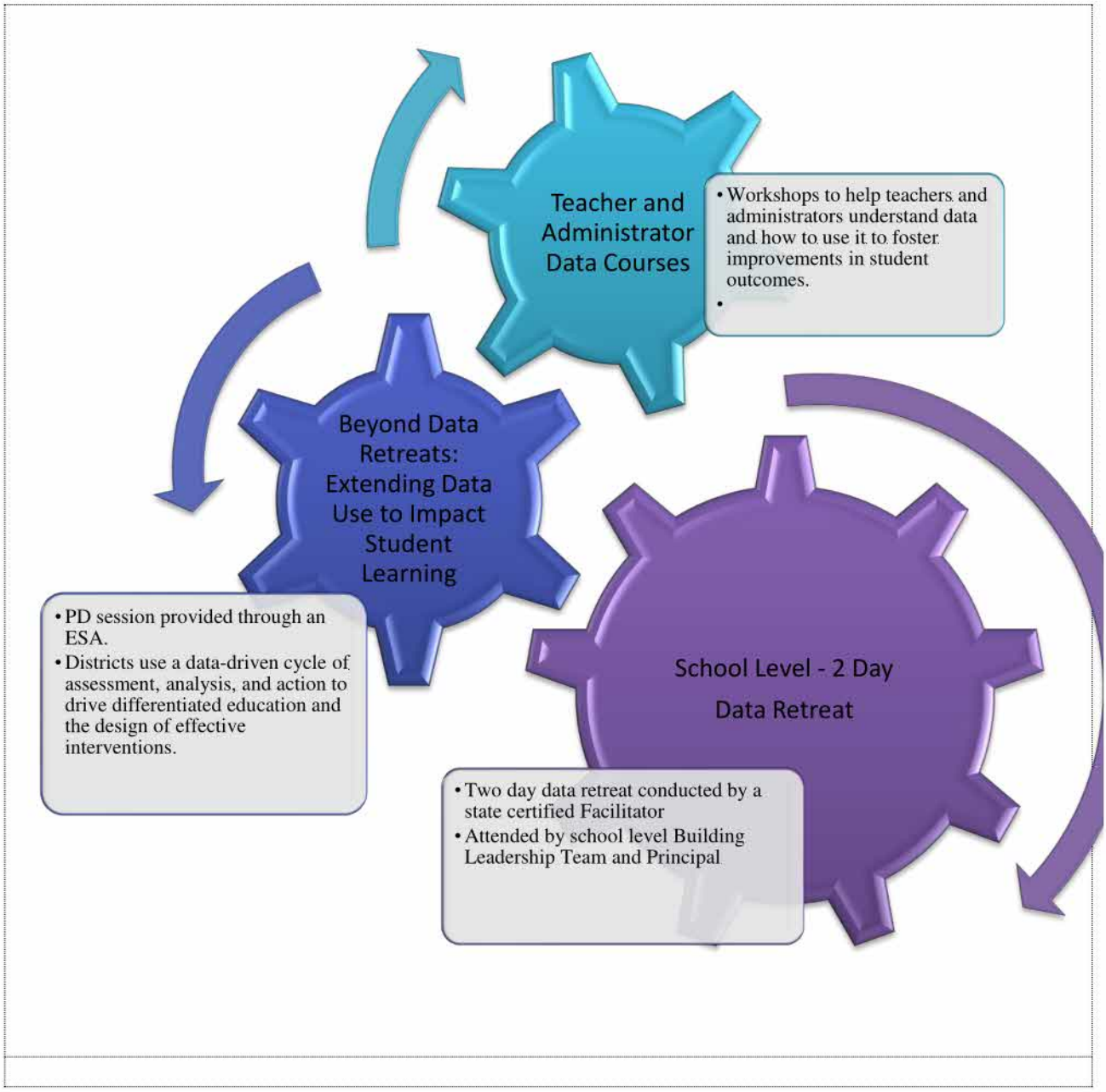
For the 2014-15 school year, the SD DOE is offering select schools access to instructional coaches. Reading coaches are assisting K-3 teachers and math coachers are working with educators in grades 4-8. The SEA invited schools to participate in the program based on proficiency rates from the statewide assessment. Teachers participating in the program have five days of professional development in a group setting with the coaches, who then observe the teachers in the classroom and work with them one-on-one. Benchmark assessments are a key component to help teachers assess their students' needs and progress and therefore be better able to differentiate instruction where appropriate. Tied to the state's content standards, this program gets at the heart of helping students who need it the most by supporting the teachers who serve them.

In addition to the SSTs and technical advisors assigned in Priority schools and districts, SSTs will also work with identified Focus schools. The goal of the SST and technical advisor positions is to individualize supports at both the LEA and school level. The SSRAS evaluates success and impact of interventions based on internal data, school turnaround data, and monthly reports provided by the SSTs. Results of year-one data are used to design regional training opportunities for year-two Focus and Priority schools. Regular meetings with key stakeholders are used to disseminate information about data, multi-tiered support systems, and other key programs. SD DOE has partnered and collaborated with state institutions of higher education to provide economical opportunities for teachers and administrators to take coursework and earn credit in critical areas such as: academic standards, teacher and principal effectiveness, and data-driven decision making. SD DOE is continually revising its processes as it regularly looks at and uses data to drive technical assistance and supports to LEAs and schools.

Title I Data Retreats

In the past, school-level data retreats meant meeting as a whole staff to disaggregate data down to the student level and defining bubble students. Some schools evolved the process into "data digs" where only student achievement was reviewed, forgetting that there are three other lenses of data that should be involved in a data retreat. In today's world of Focus and Priority schools, SPI scores, increased emphasis of student growth and an overall understanding of the programs available at schools, the evaluation and use of data is even more important than ever. To make the continuous analysis of data to drive instruction more effective, the previous ways of looking at data during a two-day data retreat have changed. Today, there is a smooth integration of looking at the four lenses of data aligned with the seven turnaround principles, creating Student Learning Objectives and implementing other initiatives.

The use of data to drive interventions and instructional change is critical to ensure differentiated instruction and relevant interventions are taking place in the schools. School/Building Leadership Teams should be the decision makers in the school, using relevant and current data to drive what is happening in the school. SD DOE offers several ways for schools to engage in continuous data analysis: 1) School level, two-day data retreats (Required of Priority and Focus schools, optional for Other Title I schools, highly suggested for watch list schools); 2) professional development led by ESAs (every district has an ESA contact who is trained to help them use the data in the state longitudinal data system) ; and 3) classes on using data to guide school improvement and/or instruction.



2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

Option A	**Option B**
☒ The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.	☐ If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must:

	a. provide the percentage of students in the "all students" group that performed at the proficient level on the State's most recent administration of each assessment for all grades assessed; and b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

Insert text for Option B here.

2.B Set Ambitious but Achievable Annual Measurable Objectives

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

Option A	Option B	Option C
☐ Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the "all students" group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☐ Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☒ Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups. i. Provide the new AMOs and an explanation of the method used to set these AMOs. ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below. iii. Provide a link to the State's report card or attach a copy of the average statewide

		proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the "all students" group and all subgroups. (Attachment 8 page 153)

The South Dakota accountability system is built upon the continuous improvement model which, by definition, improves education continually and forever by improving the quality of student achievement. This continuous improvement model allows South Dakota to set realistic, statistically-based goals that push schools to constantly improve.

Method

South Dakota's next-generation accountability model takes a thoughtful, balanced approach to defining the indicators of a strong education system. Rather than focusing on student proficiency on a single assessment, it encompasses multiple indicators, including student growth, that are critical pieces in preparing students for the rigors and challenges of the 21st century world.

The proposed model will continue to hold schools accountable for student proficiency and closing achievement gaps through continued annual public reporting of disaggregated student outcomes in English language arts and mathematics. However, this more robust model reaches beyond the once-a-year summative assessment, to offer a more credible and meaningful model. The expectation is that the model will be used to inform school administrators, teachers and the public as to how schools *and* individual students are progressing. And with its emphasis on continuous improvement, it sets a high bar for ongoing reflection and goal setting.

The accountability model is based on a School Performance Index, which consists of three key indicators:

1) Student Achievement
2) Academic Growth (Elementary and Middle School) OR High School Completion (High School)
3) Attendance (Elementary and Middle School) OR College and Career Readiness (High School)

AMO Targets and Goals

To hold schools accountable, South Dakota uses a combination of its School Performance Index and unique school-level AMOs based on the goal of reducing by half the percentage of students in the "all students" group and in each subgroup, including the Gap and Non-Gap groups, who are not proficient within six years. AMOs will be set separately for English language arts and math. AMO goals will be set for these subgroups at each school, in annual increments called targets, to give that school a unique trajectory that recognizes where the school started in terms of student proficiency and to support continuous academic improvement among its students. Assessment data from the 2011-12 school year serves as the base year for setting AMO targets and goal through the 2013-14 year. Data from the 2014-15 year will be used to set new AMOs based on the Smarter Balanced assessment.

Each year, SD DOE will calculate a School Performance Index score for each school in the state. The scores will be rank ordered from highest to lowest, so schools can evaluate their performance compared

to schools across the state. The School Performance Index score will be used to determine the state's Reward and Priority schools. There will be no state-established goals or targets associated with the SPI.

Digging deeper into the Student Achievement indicator of the SPI, SD DOE will then set unique AMO goals and targets for each school in the "all students" group and for each subgroup, including the newly created Gap and Non-Gap groups. These goals, and associated annual targets, are based on reducing the number of students who are not proficient as noted above. The minimum N size of 10 will apply for reporting purposes.

AMO goals and targets will be set as follows:

- STEP 1: In the base year of each six-year cycle, calculate the percentage of students in the school who test below the cut score denoting proficiency.
- STEP 2: Divide this percentage in half. This is the school's goal for reducing, within six years, the percentage of students who are not proficient.
- STEP 3: Subtract this amount from 100%. This is the inverse of the above and represents the school's goal for percentage of students testing at or above the cut score denoting proficiency in six years.
- STEP 4: Divide the amount in Step 2 by six. This is the school's annual target for increasing the percentage of students who are proficient.
- STEP 5: Calculate the percentage of students in the base year who test at or above the cut score denoting proficiency.
- STEP 6: To determine the AMO in Year 1, add the base year percentage of students testing at or above the cut score denoting proficiency to the annual target for increasing the percentage of students who are proficient.
- STEP 7: To determine the AMO in Years 2-6, add the annual target to the previous year's AMO.

This procedure will be repeated for each school for its "all students" group and in each subgroup, including the Gap and Non-Gap groups.

2.C REWARD SCHOOLS

2.C.i Describe the SEA's methodology for identifying highest-performing and high-progress schools as reward schools . If the SEA's methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

South Dakota recognizes schools whose students achieve at very high levels, and once two years of growth data is available, will recognize schools that make significant progress in closing the achievement Gap. By recognizing outstanding performance and high growth, SD DOE sets a standard of excellence for all schools striving for the highest level of achievement. **All public schools will be eligible.**

South Dakota public schools are eligible for recognition in one of two categories:

1) Exemplary High Performing Schools: Schools that score at or above the top 5% of schools as

measured by Overall Score on the School Performance Index (SPI).

Under this model, a numeric value is assigned to each of the three indicators on the Index. These values are added to create a final Overall Score.

Two distinct Performance Indexes are utilized:
1) one for High School accountability, and
2) one for Elementary and Middle School accountability.

School Performance Index

INDEX & INDICATORS: High Schools
At the High School level, the School Performance Index will include the following key indicators:

- **Student Achievement** based on state assessments of math and English language arts. This is weighted based on the composition of the Gap and Non-Gap groups, and will build to include three years of assessment data after the state transitions to the Smarter Balanced assessment in the spring of 2015.
- **High School Completion** based on both four-year cohort graduation rates and on the total number of students receiving degrees or GEDs before they age out of the system.
- **College and Career Readiness** based on the percentage of students in the previous year's graduating cohort who have demonstrated they are ready to enter credit-bearing math and/or English courses in South Dakota Board of Regents colleges (via ACT, Smarter Balanced or Accuplacer scores), and an optional measure based on the percentage of graduating students who earned at least a Bronze level certificate on the NCRC exam.

INDEX and INDICATORS: Elementary & Middle Schools
At the Elementary and Middle School levels, the School Performance Index will include encompass the following key indicators:

- **Student Achievement** based on state assessments of math and English language arts. This is weighted based on the composition of the Gap and Non-Gap Groups, and will build to include three years of assessment data after the state transitions to the Smarter Balanced assessment in the spring of 2015.
- **Attendance** based on the percent of enrolled students meeting or exceeding the state's target attendance rate of 94 percent.
- **Student Growth** based on growth on the state assessments of math and English language arts. The baseline for growth will come from the results of spring 2015 assessments, when the state transitions to the Smarter Balanced assessment.

2) Exemplary High Progress Schools: Schools that rank in the top 5% for improvement of Student Achievement and Attendance rate for their Gap group (Elementary and Middle School); and Student Achievement and Graduation rate for their Gap group (High School) over a period of two years. **All public schools are eligible** for this classification**.** This classification will not take effect until two years of growth on the new assessments can be measured.

SD DOE assures that no school with a significant achievement gap, as determined by the Focus or Priority school calculations, will be classified as a Reward school. See appendix D for the most recently available data on school performance, which demonstrates that no reward schools have significant achievement or graduation gaps.

2.C.ii Provide the SEA's list of reward schools in Table 2.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

South Dakota's reward schools, both Exemplary and Status Schools, will have high district autonomy to encourage continued excellence. In addition, Exemplary Schools receive special recognition through a statewide branding effort designed to draw attention to their outstanding performance and/or growth. SD DOE has developed a special seal or logo for Exemplary Schools to display on school materials (letters, newsletters, websites, etc.) and onsite in their buildings (stickers on door entrances, banners, outdoor signage, etc.) Schools earning Exemplary status also receive congratulatory letters from the governor and/or the state secretary of education, and the schools are highlighted on SD DOE's website. Outstanding teachers from these schools are engaged in much work the SD DOE does throughout the year (committees, designing trainings etc.). These schools have access to numerous professional development opportunities offered by SD DOE. Monitoring of these schools is done to ensure they continue to make progress in student achievement, and SD DOE staff engage educators from these schools to help learn about and disseminate best practices for driving student success.

Once Exemplary Schools are identified, SD DOE provides recognition in the formats noted below, in an effort to encourage schools across the state to aspire to become high performance and/or high progress schools. These schools enjoy high autonomy to continue making data-driven decisions and implementing practices that have been successful in promoting student achievement.

- Media release announcing SPI results, with emphasis on recognizing high performance and high progress Exemplary Schools
- Logo for Exemplary Schools to display on school materials (letterhead, websites, banners)
- Funding for representatives from one Exemplary high performance and on Exemplary high progress school to attend the National Title I Conference
- Recognition for the two schools noted above at the annual South Dakota Teacher of the Year banquet
- Onsite recognition at the two schools noted above, with a visit from the secretary of education and a public celebration
- Recognition for school leaders from the two schools noted above during annual legislative session
- Identification of effective teachers within these schools to serve as mentors in the state mentoring program
- Letters signed by the governor and/or the secretary of education congratulating all Exemplary Schools on their efforts.

In the long term, SD DOE will develop a website that will serve as a clearinghouse of effective practices going on within the state's Exemplary Schools. The site will be a place to showcase best practices and will be available for all educators and school leaders across the state to access, thus cultivating a culture of excellence.

2.D Priority Schools

2.D.i Describe the SEA's methodology for identifying a number of lowest-performing schools equal to at least five percent of the State's Title I schools as priority schools. If the SEA's methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

South Dakota develops its list of Priority schools using the following procedure: For definition, a Priority school is a school that, based on the most recent data available in the School Performance Index, has been identified as among the lowest-performing schools in the State. The total number of Priority schools in South Dakota must be at least five percent of the Title I schools in the state. The SD DOE will submit an updated list of Priority schools based on the 2014-15 school year data by January 31, 2016.

- A Priority school is a school whose Overall Score on the School Performance Index ranks at/or below the bottom 5%. The total number of Priority schools must be at least five percent of the Title I schools in the state. Each district with one or more of these schools must implement, for three years, meaningful interventions aligned with the turnaround principles, and will be given one planning year at the beginning of the Priority school cycle to prepare for the three years of implementation. This designation applies to **Title I schools**.
- A Priority school may also be a Tier I or Tier II school under the School Improvement Grant (SIG) program that is using the SIG funds to implement a school intervention model.
- A Priority School may also be a Title I or Title I eligible high school with a graduation rate of less than 60% over two consecutive years.
- No new accountability designations were assigned based on the 2013-14 data, but 2012-13 designations held steady, and the SEA will continue to support schools as per their 2012-13 designations.

Priority Districts
If a district has at least one Priority school and at least 50% of its schools have been identified as any combination of Focus or Priority schools, the districts is considered a Priority district. Only districts with three or more public schools can be identified as Priority districts. A district will remain a Priority district for a minimum of four years.

2.D.ii Provide the SEA's list of priority schools in Table 2.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

Once identified, Priority schools and districts will be required to implement a series of interventions to address the issue of low performance in their schools and districts respectively. SD DOE hosts a series of regional workshops at the beginning of the year to help guide the Priority schools and districts through the expectations of this process.

SD DOE has developed a system of supports and interventions aligned with the turnaround principles identified by the United States Department of Education. These supports are based on the concept of cultivating a continuous cycle of improvement that uses data to drive decision making related to professional development, instructional practice, and classroom intervention. In the first year of Priority school classification, all schools must conduct a comprehensive data and needs analysis and create

cohesive plans to implement interventions aligned with all seven Turnaround Principles. Schools must implement interventions aligned to all seven turnaround principles for at least three consecutive years before they are eligible to exit Priority school status. The table below provides an overview of the alignment of the required supports and interventions to the principles. Priority schools are given access to the full list of requirements in the Priority School Guidance document created by SD DOE. This is also provided for any school on the SD DOE website.

Overview of Turnaround Principles and SD DOE Priority School Requirements

Turnaround Principle	SD DOE Requirements
1.Providing strong leadership by: (a) reviewing the performance of the current principal; (b) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (c) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.	• Form a School Leadership Team, including principal, to drive the continuous improvement process • Complete the Survey of Effective Practices and use data to drive decision making and PD • Review the performance of the Priority school principal to ensure ability to lead turnaround • Ensure PD opportunities for principal are aligned to school needs • See SD LEAP indicators that address this principle
2. Ensuring that teachers are effective and able to improve instruction by: (a) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (b) preventing ineffective teachers from transferring to these schools; and (c) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.	• Complete the Survey of Effective Practices and use data to drive decision making and PD • Implement targeted PD that addresses needs of teachers identified by review of student achievement data • Principals are required to monitor teacher performance; see SD LEAP indicators that address this principle • Principals are required to conduct annual evaluation of all teachers, using state teaching standards (Charlotte Danielson Framework) and student growth data
3. Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration.	• Complete the Survey of Effective Practices • Extend or restructure the school day/week/year, in order to 1) provide time for collaboration and PD for staff 2) to provide additional time for students to have access to high quality instruction • See SD LEAP indicators that address this principle
4. Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards.	• Complete the Survey of Effective Practices and use data to drive decision making about instructional programs and classroom interventions • Complete Goals and Objectives Form

	• Implement targeted interventions and supports that align with the needs of students • Participate in a state-approved reading intervention program. • See SD LEAP indicators that address this principle
5. Using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data.	• Engage in data driven decision making, including a two-day Data Retreat with a certified facilitator and continue to review student data throughout the year via school leadership team meetings • Complete the Survey of Effective Practices and use data to drive decision making about instructional programs and classroom interventions • Complete Goals and Objectives Form • See SD LEAP indicators that address this principle
6. Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.	• Complete the Survey of Effective Practices and use appropriate data to drive decisions related to establishing a healthy school environment. • Schools may implement activities such as Positive Behavioral Intervention and Supports, safe school walk-throughs, nutrition and health programs in order to address identified needs • See SD LEAP indicators that address this principle
7. Providing ongoing mechanisms for family and community engagement.	• Participate in state-sponsored family engagement training as needed and as funds allow • Complete the Survey of Effective Practices and use appropriate data to drive decisions related to improving family and community engagement. Schools must consider additional family engagement activities and other ways to create or enhance community partnerships. • See SD LEAP indicators that address this principle.

Title I schools identified as Priority schools must set aside 10% of their school-level Title I allocations to implement targeted interventions or professional development approved by SD DOE. This set-aside must be documented in the Consolidated Application during the designation as a Priority school. Districts designated as Priority districts or high risk grantees must also utilize up to five percent of their Title I funding to pay for a state assigned technical advisor to work with the schools.

School Support Team (SST) members provide ongoing support and coaching to Priority schools,

including participating in leadership teams periodically, reviewing school performance tied to the Turnaround Principles, and serving as an accessible resource for innovation. SSTs serve as a critical link between the SD DOE and Priority schools. SD DOE's Statewide System of Recognition, Accountability and Support (SSRAS) team meets regularly with SST members to monitor the progress of Priority schools. Starting with the 2014-15 school year, the SEA put in place a new process for evaluating Priority schools. Three times a year, schools submit data to the SD DOE regarding progress towards implementation of the Turnaround Principles. Monitoring documents for review include:

- **School Turnaround Plan**
  This document is submitted to the state three times a year and is generated as School Leadership Teams add information to the system. The plan includes indicators assessed, planned, and monitored by the School Leadership Team and is regularly being reviewed and updated. As work with Priority schools progresses, the SEA reviews the requirements for indicators being evaluated and adjusts to better meet the needs of the schools.
- **Goals and Objectives Form**
  This document is submitted three times a year and lists the reading, math and other needed goals. Schools develop benchmarks to meet the goals and include names of assessments (at the district and school levels), along with dates and assessment results to help track progress towards goals.
- **School Survey of Effective Practices**
  This document is submitted twice a year and is used to evaluate practices within the school that align to the turnaround principles and is used to track changes that have occurred in the practices and structures of the school as interventions have been implemented.

After schools submit their data, experts from across the SEA, together with the SSTs, convene for a two-day retreat to review each school's progress towards meeting its goals and provide concrete, constructive feedback. This detailed feedback allows schools to address gaps and continue effective practices before the end of the implementation year.

Beginning with the reviews for the 2014-15 school year, schools were invited to participate in the first day of the retreat to more fully understand the process by which they were being evaluated at year's end. Making the process more transparent served as a valuable tool, in allowing schools to see how the information submitted would be evaluated through the lens of the SEA. Participating school leaders were able to partake in the evaluation of other schools on an equal footing with SEA and SST members. It also allowed for an exchange of ideas and allowed school leaders to return to their schools and districts with new ideas and approaches to consider for the remainder of the year.

Additionally, being able to see the evaluation system through the eyes of school leaders gave the SEA and SSTs valuable input and has led to revisions that will ultimately give schools the flexibility they need to implement effectively turnaround plans. Removal of the requirement to participate in the Academy of Pacesetting Districts (APD) removes a duplicative requirement for Priority districts. Most of South Dakota's Priority districts are small districts with few schools. The district turnaround plans are necessarily similar to the school turnaround plans and indeed, most of the members of the district leadership team are also members of their school turnaround teams because of the small staffs. Removing this requirement allows districts to shift focus to providing supports to and being more responsive to their schools.

Current versions of all these forms and all Focus and Priority school requirements can be found in the Priority and Focus school guidance that is sent to schools when they enter Focus or Priority school status, and are posted online at http://doe.sd.gov/oess/fwi.aspx (active as of March 31, 2015).

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA's choice of timeline.

Planning Year (first year identified)	Year 1 Implementation	Years 2 & 3 Implementation
• Provide training on the new accountability system and the requirements for the Priority schools • Provide a School Support Staff member to each Priority school • Monitor quarterly the progress towards achieving improvement goals • Institute regular monitoring and tiered interventions to meet student needs. • Annual principal evaluation and replace principal if necessary • Provide the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget • Develop a school turnaround plan using research based methodologies • Conduct a data analysis to strengthen the school's instructional program based on student needs and design professional development which reflects identified needs • Redesign the school day, week or year to include additional time for student learning and teacher collaboration • Evaluate to ensure that differentiated instructional programs are research-based, rigorous, aligned with state academic content standards, and based on needs identified through data analysis process • Conduct an annual teacher evaluation	• Continue to provide training on the accountability system and introduce any modifications to the accountability system. • Provide School Support Staff member to each Priority school in order to: • Monitor progress on turnaround plan • Monitor quarterly the progress towards achieving improvement goals • Continue regular monitoring and tiered interventions to meet student needs. • to continue to build upon the developed a school turnaround plan • Conduct a data analysis to strengthen the school's instructional program based on student needs • Continue the professional development activities • Implement the new extended school day/school year schedule • Perform annual principal evaluation and replace principal if necessary • Conduct an annual teacher evaluation	• Continue to provide training on the accountability system and introduce any modifications to the accountability system • Check the progress towards addressing the problematic domains identified in the first year • Provide a School Support Staff member to each Priority school • Monitor quarterly the progress towards achieving improvement goals • Continue regular monitoring and tiered interventions to meet student needs • Continue to build upon the developed school turnaround plan • Conduct an annual data analysis • Continue the professional development activities • Assess the professional development plan • Evaluate the new extended school day/school week/school year schedule and revise if necessary • Perform annual principal evaluation and replace principal if necessary • Conduct an annual teacher evaluation

SDDOE will also review the information submitted to ensure that the school is making dedicated progress towards school turnaround. As schools progress, the timeline for planning for SDLEAP indicators is being adjusted to work within the realities of the system. As of the 2014-15 year, the SDLEAP schedule of indicators is as follows:

Reporting Dates:	**October 15**	**February 15**	**May 31**
Planning Year	School is identified in October	Edit school Information Assessment and Demographics (optional) Add School Team Assess 10* School Turnaround (ST) indicators Submit School Turnaround Plan Submit Survey of Effective Practices	Assess 10* additional **Priority** ST indicators (minimum of 20* assessed) Plan for 2* ST indicators (with tasks) Submit School Turnaround Plan
Implementation Year 1	Plan for 5* ST indicators (with tasks) (minimum of 7* Active indicators, one from each of the turnaround principles) Monitoring Plan Submit School Turnaround Plan Submit Goals and Objectives Submit Survey of Effective Practices	Assess additional ST indicators as necessary Ongoing work on 7* active indicators Monitoring Plan Submit School Turnaround Plan Submit Goals and Objectives	Assess additional ST indicators as necessary Ongoing work on 7* active indicators or 3 Spotlight indicators if applicable Monitoring Plan Submit School Turnaround Plan Submit Goals and Objectives Submit Survey of Effective Practices
Implementation Year 2	Assess additional ST indicators as necessary Ongoing work on 7* active indicators 3 Spotlight indicators if applicable Monitoring Plan Submit School Turnaround Plan Submit Goals and Objectives Submit Survey of Effective Practices	Assess additional ST indicators as necessary Ongoing work on 7* active indicators 3 Spotlight indicators if applicable Monitoring plan Submit School Turnaround Plan Submit Goals and Objectives	Assess additional ST indicators as necessary Ongoing work on 7* active indicators 3 Spotlight indicators if applicable Monitoring plan Submit School Turnaround Plan Submit Goals and Objectives Survey of Effective Practices
Implementation Year 3	Assess additional ST indicators as necessary Ongoing work on 7* active	Assess additional ST indicators as necessary Ongoing work on 7* active	Assess additional ST indicators as necessary Ongoing work on 7* active

	indicators 3 Spotlight indicators if applicable Monitoring plan Submit School Turnaround Plan Submit Goals and Objectives Survey of Effective Practices	indicators 3 Spotlight indicators if applicable Monitoring plan Submit School Turnaround Plan Submit Goals and Objectives	indicators 3 Spotlight indicators if applicable Monitoring plan Submit School Turnaround Plan Submit Goals and Objectives Submit Survey of Effective Practices

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

Priority schools are monitored through a data review process that occurs after each of the three required data submission deadline. A SD DOE team composed of experts from across the SEA reviews data with SSTs and looks for progress. At the end of the data review, formal recommendations are made to schools to help direct work towards improvement. During the last review that occurs for the school year (mid-summer), the SEA team makes recommendations decisions on whether schools have fulfilled the requirements and thus may move on to the next year, or whether the current year's cycle needs to be repeated. The final decision is issued by the SSRAS team; schools are then notified of the results. If a Priority school is at four years under the designation, it may apply to exit this designation if it can meet the required criteria, which demonstrate potential for sustained improvement and growth:

1. The school no longer meets the definition of a Priority school. A Priority school is defined as having a School Performance Index score that ranks in the bottom five percent of Title I rank-ordered schools.
2. The school's Gap Group and Non-Gap Group meet their AMO targets in reading and math for three consecutive years.
3. Required interventions are being faithfully implemented as monitored through SST reports and SD DOE feedback.
4. For Title I high schools with a graduation rate of less than 60%, the school has a graduation rate at 70% or above for two consecutive years.

As schools request to exit Priority status, SD DOE will review the history of interventions and their impact on student achievement, using the metrics described above. If a school fails to make the required progress after four years, SD DOE will impose one of the intervention models as outlined by the U.S. Department of Education: Transformation, Turnaround, Restart or School Closure. If, after four years, the Priority school has not met AMO targets, but has shown a minimum of 25% growth towards their AMOs over the last four years and can provide evidence of sustainable interventions aligned to the seven turnaround principles, the school may remain a Priority school rather than implement a model. This decision will be made at SD DOE's discretion after a careful review of the data. Schools not meeting exit criteria after the planning year and three years of implementation will be subject to increased oversight and assistance by the SEA together with the SSTs in implementing the turnaround principles. SD DOE may require a school to implement an intervention model at any time during the Priority designation if sufficient progress is not made OR requirements are not being followed with fidelity.

Intervention Models:

- *Transformation model*: Replace the principal, strengthen staffing, implement a research-based instructional program, provide extended learning time, and implement new governance and flexibility..
- *Turnaround model:* Replace the principal and rehire no more than 50 percent of the school staff, implement a research-based instructional program, provide extended learning time, and implement new governance structure.
- *Restart model:* Convert or close and reopen the school under the management of an effective charter operator, charter management organization, or education management organization.
- *School closure model:* Close the school and enroll students who attended it in other, higher-performing schools in the district.

More specific monitoring guidelines for all schools can be found in section 2G of this application.

2.E FOCUS SCHOOLS

2.E.i . Describe the SEA's methodology for identifying a number of low-performing schools equal to at least 10 percent of the State's Title I schools as "focus schools." If the SEA's methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

South Dakota developed its list of **Focus Schools** using the following procedure: For definition: A Focus School is a Title I school whose Gap Group, based on the most recent data available, is contributing to the achievement gap in the state. The total number of Focus Schools must equal at least 10 percent of the Title I schools in South Dakota. The SD DOE will submit an updated list of Focus schools based on the 2014-15 school year data by January 31, 2016.

Focus Schools are identified by conducting a deeper analysis of how each school's Gap Group is performing related to specific indicators on the School Performance Index. As defined earlier in this narrative, the Gap Group is an **aggregate count of student groups in South Dakota that have historically experienced achievement gaps.** The specific indicators that South Dakota will include in this analysis are: Student Achievement, Attendance rate for elementary and middle schools, and Graduation rate for high schools.

At the elementary and middle school levels, SD DOE will rank order all **Title I schools** based on three factors: 1) percentage of students in their Gap Group scoring at the Proficient or Advanced levels in math; 2) percentage of students in their Gap Group scoring at the Proficient or Advanced levels in reading; 3) Attendance rate percentage of their Gap Group. Each will be factored and ranked separately, and then summed together for a final rank for each school. The schools whose **final rank is among the lowest 10 percent of Title I schools** across the state not already identified as Priority schools will be identified as Focus Schools. Any school that is already a Priority school would not be included on this list; nor would any school that has less than 10 students in its Gap group.

At the high school level, SD DOE will rank order all **Title I schools** based on three factors: 1) percentage of students in their Gap Group scoring at or above the cut score denoting proficiency ~~levels~~ in math; 2) percentage of students in their Gap Group scoring at or above the cut score denoting

proficiency in English language arts; 3) Graduation rate percentage, using the **Title I four-year cohort calculation,** of their Gap Group. Each will be factored and ranked separately, and then summed together for a final rank for each school. The schools **whose final rank is among the lowest 10 percent of Title I schools** across the state will be identified as Focus schools. Any school that is already a Priority school would not be included on this list; nor would any school that has less than 10 students in its Gap Group.

In South Dakota, the use of a Gap Group actually enhances accountability. Under the previous system, small student counts allowed schools to ignore small groups of students. By putting the historically underperforming subgroups into a single Gap Group, more schools are held accountable.

This approach also ties Focus schools tightly to the School Performance Index by drilling down into the data related to Indicator #1: Student Achievement, Indicator #2 for high school: High School Completion (4-Year Cohort Grad Rate) and Indicator #3 for elementary/middle schools: Attendance.

Focus School Determination

South Dakota uses the process and data described above to determine Focus Schools, using the following calculation:

STEP 1: Determine Gap group's % of students scoring at or above proficient expectations in math and English language arts (ELA) for all Title I schools
STEP 2: Remove all schools with N size less than 10 in the Math or ELA Gap groups
STEP 3: Rank Gap group's % scoring at or above proficient expectations in math from lowest to highest
STEP 4: Rank Gap group's % scoring at or above proficient expectations in ELA from lowest to highest
STEP 5: Rank Gap groups Attendance rate % (elementary/middle school) or High School Completion Rate % (high school) from lowest to highest
STEP 6: Sum the Gap group's math, ELA and Attendance (elementary/middle school) or High School Completion Rate (high school) ranks for a final Gap score rank
STEP 7: Rank total Gap scores from lowest to highest
STEP 9: Remove schools that have already been determined to be Priority schools
STEP 10: Those schools that rank at the bottom, in an amount equal to 10% of all Title I schools, are considered Focus schools. (Calculation is done separately for elementary/middle schools and for high schools).

No new accountability designations were assigned based on the 2013-14 data, but 2012-13 designations held steady and the SEA will continue to support schools as per their 2012-13 designations. New designations will be made following the release of the 2014-15 school year report card.

As a safeguard to ensure that no single ESEA subgroup within the larger Gap group is ignored, any ESEA subgroup whose combined English language arts and math proficiency rate is 75% lower than the Gap group combined ELA and math proficiency rate at the same school for two consecutive years will be placed in the Focus school category. SD DOE has chosen 75% as a starting point, in order to assure that our capacity to serve Focus schools is satisfactory. Once the state has several years of experience with the new system, SD DOE will re-evaluate this percentage. This safeguard became effective in the 2012-13 school year.

2.E.ii Provide the SEA's list of focus schools in Table 2.

2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA's focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

Upon identification of **"Focus Schools,"** South Dakota will work to ensure that each LEA implements interventions. Based on the analysis of each school's Comprehensive Needs Assessment, student achievement data, student behavior and attendance data, and recommendations from School Support Team (SST) members, the district will select differentiated interventions in consultation with SD DOE staff to target the specific needs of the school, its educators and its students, including specific subgroups. SST members provide ongoing support and coaching to Focus schools throughout the year, including participating in leadership teams periodically, reviewing school performance, and serving as an accessible resource for innovation. SSTs serve as a critical link between the SD DOE and Focus schools.

Focus School designation is determined on an annual basis. Beginning with the results from the 2014-15 year, Focus schools will complete a planning year the year they are identified, followed by an implementation year. Designations are assigned as part of the state Report Card process. Adjustments to all associated deadlines may be necessary depending on the timing and availability of assessment results.

For the schools that remain Focus schools from year to year, interventions will be repeated and may need to be more focused. **After three years of implementing interventions as a Focus school,** if the school does not exit this designation, the school will be **moved into Priority school status**. Focus schools that show significant progress, but remain a Focus school, SD DOE may waive the requirement for a school to enter Priority status and allow the school to remain a Focus school at the school's request. In order to qualify for this special consideration, monitoring by the department must also prove that the school has been implementing interventions faithfully and will continue to do so. SD DOE will share this information with schools as these situations occur and determinations will be made on a case-by-case basis, provided the school has made at least 25% progress towards meeting AMOs for their Gap group students.

Once identified, Focus schools will be required to implement a series of interventions to address the needs of underperforming subgroups. SD DOE will host a series of regional workshops to help guide Focus schools through the implementation process. The requirements and interventions for Focus Schools are summarized as follows (full guidelines are found in the Focus school guidance document located on the SDDOE website):

Overview of Focus School Requirements and Interventions:

Requirement/Interventions	Description
Title I School Set Aside	Focus Schools must set aside 10% of their school level Title I allocation to support professional development and/or meaningful classroom interventions during the implementation year(s)
School Leadership Teams	Form a School Leadership Team, including the principal, to drive the continuous improvement process and create, implement, and monitor the school turnaround plan
Use of data	Engage in data-driven decision making, starting with a two-day Regional Data Retreat and continuing throughout the year via

	School Leadership Team meetings.
SD LEAP Planning Tool	Use South Dakota Leading Effectively Achieving Progress (SD LEAP) planning tool to assess, plan, implement, and monitor School Indicators of Effective Practice.
Targeted Interventions and Supports	Implement targeted interventions and supports that align with the needs of students. As schools review data throughout the year, they are expected to identify gaps in their current performance and to develop plans to address these gaps based on the specific area of need, such as English language arts or math.
Targeted Professional Development	Implement targeted professional development (PD) that addresses PD needs of teachers identified by review of student achievement data. The School Leadership Team should plan targeted professional development based on the needs of students in the Gap Group. The School Leadership Team should be able to provide a justification for professional development that is based on data about students in the Gap Group and how the professional development will help educators better serve these students' needs.
Family, School and Community Engagement	Build effective home, school, and community partnerships that focus on student growth and learning by providing continuous staff PD (examples include Family Friendly Walkthroughs and *Beyond the Bake Sale* class) and develop clear expectations for implementing research-based practices.

Focus schools must set aside 10% of their Title I school-level allocation to implement targeted interventions or professional development approved by SDDOE. The set-aside must be documented in the Consolidated Application for the implementation year(s).

Monitoring

SD DOE's Statewide System of Recognition, Accountability and Support (SSRAS) team meets regularly with SST members to monitor the progress of Focus Schools. This includes a review of the data submitted as well as information provided via monthly SST reports. At the conclusion of the monitoring days, schools are provided with necessary feedback and technical support. The small nature of South Dakota allows for department and SST staff to have a clear idea of how faithfully interventions are being implemented even before data review occur. Review of the submissions serve as confirmation of what the SSTs have learned through their work with the schools.

All data is reviewed within two weeks of the submission date, and within one month of submission, Focus Schools receive a feedback report from SD DOE. Monitoring documents included within SD LEAP for review include:

- **School Turnaround Plan**
  This document is submitted to the state three times a year and is generated as School Leadership Teams add information to the system. The plan includes indicators assessed, planned, and monitored by the School Leadership Team and is regularly being reviewed and updated. As Focus Schools progress through the system the SEA is continually reviewing and revising the required indicators to ensure that the requirements reflect the areas in which Focus schools need to work.

- **Goals and Objectives Form**
  This document is submitted three times a year and lists the reading, math and other needed goals. Schools develop benchmarks to meet the goals and include names of assessments (at the district and school levels), along with dates and assessment results to help track progress towards goals.

- **School Survey of Effective Practices**
  This document is submitted twice a year and is used to evaluate practices within the school that align to the turnaround principles and is used to track changes that have occurred in the practices and structures of the school as interventions have been implemented.

After schools submit their data, experts from across the SEA, together with the SSTs, convene for a two-day retreat to review each school's progress towards meeting its goals and provide concrete, constructive feedback. This detailed feedback allows schools to address gaps and continue effective practices before the end of the implementation year.

Beginning in the 2014-15 school year, schools were invited to participate in the first day of the retreat to more fully understand the process by which they were being evaluated at year's end. Making the process more transparent served as a valuable tool, in allowing schools to see how the information submitted would be evaluated through the lens of the SEA. Participating school leaders were able to partake in the evaluation of other schools on an equal footing with SEA and SST members. It also allowed for an exchange of ideas and allowed school leaders to return to their schools and districts with new ideas and approaches to consider for the remainder of the year.

Schools Remaining in Focus Status

The intention of the added flexibility approved last year was to allow schools that are making significant gains, the ability to continue implementing effective interventions instead of being bumped to the next level of severity. In many cases schools may be starting with gap group proficiency levels so low, that despite significant gains in student achievement the schools would remain among the lowest for gap group performance. The SD DOE believes that if a school can demonstrate through its data (including performance of subgroups), that the interventions being applied have been proven successful; the school should be given an opportunity to continue its course.

Those schools eligible for this status will be identified after a careful and considered interdepartmental evaluation process. Based on the patterns the department has seen over the past three years, it is anticipated that approximately 25 percent of identified focus schools would be eligible to continue.

The SEA will meet with those continuing focus schools to outline expectations. Together with SSTs and technical advisors (where applicable), a careful and more in depth analysis will be conducted to determine those strategies that have led to the school's success and those that will need to be reconsidered. This will be accomplished through advanced data retreats and on-site Technical Assistance/Capacity Building visits. The school leadership team, together with the SST, will be tasked with using the school's data, including subgroup performance on the statewide assessment, academic growth key indicator scores, and graduation rates (where applicable), to chart the course towards meeting fully the exit criteria. School leadership teams will also be offered the opportunity to partner with a focus school that has successfully exited to learn from the best practices that may apply to the continuing school's circumstances.

Through the district on-site Technical Assistance/Capacity Building visits, the SD DOE will apply a greater scrutiny of continuing focus school's efforts to guard against a plateauing by developing

relationships with staff. The advanced data retreat process ensures that a focus school is using programmatic and systematic data to drive all instruction. The continuous analysis and discussion of data allows for the planning and implementation of programs that ultimately impact student achievement. The department will monitor the school's data regularly, including subgroup performance, and send the school a formal letter of warning if evidence of stalling growth is apparent. Should this be the case, the department will consider mandating more rigorous interventions with the likelihood of moving the school to priority status. Focus schools remaining in their designation through this process will work with their SSTs to identify those interventions no longer contributing to meaningful student growth, to ramp up interventions that are creating meaningful growth, and to identify interventions needed to address any remaining gaps.

Requirements and Timeline

Current versions of all these forms and all Focus and Priority school requirements can be found in the Priority and Focus school guidance which are sent to schools when they become Focus and Priority schools, and are posted online at http://doe.sd.gov/oess/fwi.aspx (active as of March 31, 2015)

As of the 2014-15 year, the following is the Focus School SDLEAP indicator timeline:

Reporting Dates	October 15	January 15	May 15
Planning Year	Focus School identified in Fall	Edit school Information Assessment and Demographics Add School Team Assess 9* Focus School Turnaround (ST) indicators Submit School Turnaround Plan	Assess 9*additional Focus ST indicators (minimum of 18* assessed) Plan for 2* ST indicators (with tasks) Submit Survey of Effective Practices Submit School Turnaround Plan
Focus School Year 1	Plan for 5* additional ST indicators (with tasks) Submit School Turnaround Plan Submit Goals and Objectives Submit Survey of Effective Practices	Assess additional ST indicators as necessary Ongoing work on 7* active indicators Monitoring Plan Submit School Turnaround Plan Submit Goals and Objectives	Assess additional ST indicators as necessary Ongoing work on 7* active indicators or 3 Spotlight indicators if applicable Monitoring Plan Submit School Turnaround Plan Submit Goals and Objectives Submit Survey of Effective Practices

Focus School Year 2	Assess additional ST indicators as necessary Ongoing work on 7* active indicators or 3 Spotlight indicators if applicable Monitoring plan Submit School Turnaround Plan Submit Goals and Objectives Submit Survey of Effective Practices	Assess additional ST indicators as necessary Ongoing work on 7* active indicators or 3 Spotlight indicators if applicable Monitoring plan Submit School Turnaround Plan Submit Goals and Objectives	Assess additional ST indicators as necessary Ongoing work on 7* active indicators or 3 Spotlight indicators if applicable Monitoring plan Submit School Turnaround Plan Submit Goals and Objectives Submit Survey of Effective Practices
Focus School Year 3 (if needed)	Assess additional ST indicators as necessary Step 5- Ongoing work on 7* active indicators or 3 Spotlight indicators if applicable Step 6- Monitoring plan Submit School Turnaround Plan Submit Goals and Objectives Submit Survey of Effective Practices	Assess additional ST indicators as necessary Step 5- Ongoing work on 7* active indicators or 3 Spotlight indicators if applicable Step 6- Monitoring plan Submit School Turnaround Plan Submit Goals and Objectives	Assess additional ST indicators as necessary Step 5- Ongoing work on 7* active indicators or 3 Spotlight indicators if applicable Step 6- Monitoring plan Submit School Turnaround Plan Submit Goals and Objectives Submit Survey of Effective Practices

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement Gaps exits focus status and a justification for the criteria selected.

Focus schools are monitored through a data review process that occurs after each of the three required data submission deadline. A SD DOE departmental process is used to review data and progress after each submission and is used to make recommendations to schools. During the last review for the school year (mid-summer), the SEA team makes recommendations decisions on whether schools have fulfilled the requirements of the year and thus may move on to the next year, or whether the current year needs to be repeated. The final decision is issued by the SSRAS team; schools are then notified of the results. If after a year of implementation, a Focus School meets the required criteria, which demonstrate potential for sustained improvement and growth, they may apply to exit this designation. These requirements include:

1) The school no longer meets the definition of a Focus school. A Focus school is defined as a Title I school that, based on the most recent data available, is contributing to the achievement Gap in the state. Focus schools are identified based on Gap Group performance on the following indicators: Student Achievement and Attendance OR Graduation Rate.
2) The school's Gap Group meets its AMO targets in English Language Arts and math.
3) Annual monitoring via SDLEAP and SST reporting indicates that required interventions are being faithfully implemented.
4) For Title I high schools with a graduation rate of less than 60%, the school has a graduation rate at

70% or above for two consecutive years.

5) For schools entering Focus school status through the "safeguard" process, targeted interventions will continue until the difference between the designated ESEA subgroup's and the Gap Group's combined reading and math proficiency rate is reduced by half and maintained for two years, in order to show sustainable and continuous improvement.

SD DOE has chosen to implement swift and targeted interventions with Focus schools in order to facilitate rapid and effective change. SD DOE's goal is to build capacity at the local level to lead effective and dramatic change.

For those schools that remain Focus schools from year to year, interventions will be repeated. After three implementation years as a Focus school, if a school does not get out of the ranking, SD DOE will move the school into Priority school status. If after the initial three years of implementation as a Focus School, the school has not met all AMO targets but has shown at least 25% growth towards their AMOs and can demonstrate that sustainable interventions are being embedded into the school, the school may remain a Focus school rather than becoming a Priority school. This will be determined after a thorough review of the data and is at SD DOE's discretion. Schools not meeting Focus school exit criteria will be subject to increased oversight and assistance by the SEA and the SSTs in implementing interventions. SD DOE may choose to reclassify a Focus school found not to be making progress or refusing to implement interventions as a Priority school at any time.

SD DOE will monitor schools exiting Focus school status, specifically examining AMO targets for all ESEA subgroups, to ensure that all subgroups are progressing adequately. Schools that have one or more subgroups that do not meet AMO targets in reading and math must continue targeted interventions until AMO targets are met.

No new accountability designations will be assigned based on the 2013-14 data, but the 2012-13 designations will hold steady and the SEA will continue to support schools as per their 2012-13 classifications. New designations will be made based on the results of the 2014-15 school year data.

More specific monitoring guidelines for all schools can be found in section 2G of this application.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA's list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
Current listing available at: http://doe.sd.gov/Accountability/reward.aspx. ***Active 03/31/15***					
TOTAL # of Schools:			**35**	**23**	**32**

Total # of Title I schools in the State: 328 (2014-15 school year)
Total # of Title I-participating and Title I eligible high schools in the State with graduation rates less than 60% for two consecutive years: ~~1~~3

Original Flexibility Request, for addendum showing SPI rank vs. Student Achievement rank in first year of calculations.

Key	
Reward School Criteria: **A.** Highest-performing school **B.** High-progress school Priority School Criteria: **C.** Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the "all students" group D-1. Title I-participating high school with graduation rate less than 60% over a number of years D-2. Title I-eligible high school with graduation rate less than 60% over a number of years	**Focus School Criteria:** **E.** Has the largest within-school Gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school Gaps in the graduation rate **F.** Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate **G.** A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a Priority school

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

2.F Describe how the SEA's differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

All public schools in South Dakota share a common mission, effectively educate their students to be college and career ready adults. Each school is shaped by its local community, the capacity of the school personnel, the school's history and the policy context in which the school functions. Consequently, schools' capacity for change and level of need varies. South Dakota's geography and population distribution has also led to a diversity of schools and school needs, to a degree not experienced in many other states. Given our unique state character, SD DOE continues to provide support based on the differentiated needs our schools and districts face.

South Dakota has had a long history of providing quality education for all students and SD DOE continues to analyze data from all sources to make improvements. NAEP scores have held steady over the last several NAEP administrations, which is not satisfactory for South Dakota. Thus, additional supports for schools have been made available to improve student learning in reading at the elementary level. ACT scores remain above the national average with over 70 percent of graduating seniors taking the test. The waiver process has provided SD DOE the opportunity to create a system of continuous improvement for all public school districts.

As SD DOE looks forward, its efforts are thoughtful, targeted and clear, with one overarching outcome: **Students who are college, career, and life ready.** To achieve that end, SD DOE will focus on the building blocks which are essential indicators of an effective educational system: Quality Standards and Instruction, Effective Leaders and Teachers, Career Development and Maintaining a Positive School Climate. On November 10, 2010, the South Dakota Board of Education adopted the Common Core State Standards in English language arts and math. These Common Core State Standards pave the way for the creation of a rich, local curriculum which develops students who are more likely to be college, career and life ready.

The SPI and Data-Driven Accountability

By using multiple indicators, South Dakota's School Performance Index presents a multi-dimensional picture of a school's performance. Research and practical experience indicate that there are multiple reasons why schools are unable to fully address the needs of all students, and therefore the state's efforts to help schools improve must be individualized. As keepers of South Dakota's educational data, SD DOE provides districts with access to data and assists districts in analyzing the data to ascertain specific deficiencies that need to be addressed to increase overall school improvement. Schools must look at assessment data, subset data, growth data, attendance or college and career readiness data, staff performance, and school climate individually as well as part of the bigger picture. This look through a variety of lenses can help all schools to gain a better understanding of the factors influencing student success.

The SD DOE data analysis process for schools includes a two-day data retreat format that requires schools to look at their data in-depth through four lenses: student achievement data; professional practices data; programs and structures data; and family and community data. It also requires discussion about the

interpretation of the data and requires that participating schools set measurable goals to help increase student achievement. The format of the data retreat process facilitates tough discussions and honest interpretation of data and ways to formulate goals to meet student needs. SD DOE provides opportunities for those schools closest to becoming Priority and Focus schools opportunities to participate in SD DOE sponsored regional data retreats, and has certified data retreat facilitators across the state that any school may contract with to conduct approved data retreats. Any school using Title I funds to pay for a data retreat must use a state-certified facilitator.

SD DOE also provides support in the form of the statewide longitudinal data system through which schools have access to a host of reports and data, including student achievement reports that assist these schools in clearly identifying areas for improvement. In the end, local education agencies have the ultimate responsibility to provide oversight, monitoring, support and resources to their Title I Progressing Schools to implement the requirements of their improvement plans. As appropriate and as state-level capacity allows, SD DOE provides differentiated support to those schools determined by their SPI scores and subgroup data to be the most in need of assistance.

The movement to a minimum N of 10 and a single overarching Gap group, consisting of those subgroups that have historically experienced achievement Gaps, requires **more** South Dakota schools to be studying the performance of their subgroups and identifying strategies to assist students in those groups than in the past. (SD DOE will continue to report progress toward AMOs for all ESEA subgroups, with the addition of the Gap and Non-Gap groups). The analysis of indicators in the SPI and related subgroup data pushes schools to focus on their performance challenges, determine root causes, and align resources and actions to address those challenges. This focus will help to shift improvement planning from an event to a continuous improvement cycle.

With its six-year AMO cycle, the model also fosters continuous and ongoing improvement. Under this plan, SD DOE will reset AMO goals and targets every six years (after an initial reset in 2014-15 following the administration of the Smarter Balanced assessment). As schools are able to use the data presented in the School Performance Index, as well as the subgroup data, in a meaningful way, the expected outcome is an overall improvement in scores statewide.

SD DOE will report progress toward all ESEA subgroup goals annually via South Dakota's state Report Card. The Title I office engages in annual monitoring of all Title I schools, including those schools identified as Progressing Schools, which are defined as schools whose School Performance Index, or SPI, scores fall between Priority schools at the low end and Status schools at the high end. ~~All districts~~ Districts in South Dakota that meet the poverty threshold and choose to fill out a Consolidated Application to apply for Title funds are able to do so annually. This application is used as part of the monitoring process for all schools, and beginning in the 2014-15 year, includes an assurance that every Title I school in the district has completed a SD DOE Self-Evaluation tool that will require schools to articulate how schools are addressing the use of SPI and are meeting AMOs across all schools in the district. This evaluation will also provide districts a mechanism to illustrate how professional development is being designed to meet needs borne forth in the data analysis.

This monitoring of the AMO targets will trigger differentiated supports based on the individual Progressing School's needs that may include data analysis through state-sponsored Regional Data Retreats, on-site technical assistance from SD DOE and School Support Teams, frequent webinars and support from the Education Service Agencies (ESAs) – all in an effort to bolster effective practices and promote continuous improvement. SD DOE is engaging and training ESAs and School Support Teams to build statewide capacity for the purpose of providing data analysis and differentiated support. For schools on the lower end of the Progressing School list, on-site visits and more in depth technical assistance is provided as state-level capacity allows.

SD DOE also provides Technical Assistance/Capacity Building Visits and Meetings to Title I schools. The intent of this program is for the SEA to provide on-site support and individualized meetings to districts, regardless of whether they have Focus or Priority schools. Districts receiving $100,000 or less and that do not have a Focus or Priority school participate in meetings in Pierre. Districts that receive more than $100,000 and do not have a Focus or Priority school host an on-site visit. These meetings and visits, which occur every four years, are focused support in addition to the regular support and monitoring from Title I office staff.

Beyond annual monitoring of Progressing Schools, SD DOE's Title I office collaborates with the Accreditation office to further ensure that schools are incorporating effective practices in their school improvement plans, as required by state administrative rules as part of the district accreditation process. In an effort to streamline plan requirements for different programs into one document, Title I is working with the Office of Accreditation to integrate requirements for accreditation with the requirements for Schoolwide Title I plans as well as the inclusion of Targeted Assistance programs into the accreditation plans. These plans will include a focus on AMO subgroup targets, progress toward targets and strategies for continuous improvement as necessary along with all other required components.

Watchlist Schools

As part of its accountability system and classification of schools, the department maintains a watch list of Title I schools most in danger of falling into either focus or priority status. The watch list is determined annually following classification of focus and priority schools. The department decides on the schools eligible for this informal status based on the performance of students towards SPI key indicators and AMOs, but in particular towards academic achievement, academic growth (when calculated), and graduation. In analysis of a school's performance towards these indicators, particular attention is paid towards the performance of a school's Gap groups and whether there are specific subgroups that are significantly underperforming. The department has reviewed graduation data annually for these warning indicators; following field testing of Smarter Balanced in 2013-14 and resetting AMO targets in 2014-15, the department will be able to dig into subgroup AMO performance following the 2015-16 school year. Watch list schools are notified of their status at the same time as focus and priority schools in order to allow a school's leadership team the benefit of the entire academic year to apply appropriate strategies to improve subgroup performance.

Watch list schools will have available a menu of differentiated interventions to improve the performance of their subgroups. This includes participation in state-sponsored data retreats to learn how to use more successfully the wealth of performance data available through the state's longitudinal data system. Particular emphasis is given to looking at subgroup performance at these retreats. In addition, the SD DOE uses watch list data to target those schools most likely to benefit from additional support and technical assistance provided by state initiatives. SD DOE offers a Multi Tiered System of Supports in order to assist schools to improve outcomes and provide supports for students that focuses on both academic and behavioral domains of school life. Beginning in 2014-15, the department is also providing year-long instructional coaches in math and English language arts to work one-on-one with teachers to devise more successful strategies based on the unique performance of the students in a school. The department is also expanding the availability of the Jobs for America's Graduates (JAG) program. This program provides guided mentoring and targeted training to students at risk of dropping out and is targeted at school districts with significant Native American student populations, one of the state's most underachieving subgroups. Nearly 100 percent of participants in the program graduated high school in the first two years it was in place.

To summarize, South Dakota's proposed plan for accountability includes universal components for all

schools, to include all Title I and non-Title I schools. Each school receives an annual score on the School Performance Index and is rank ordered accordingly. Each school has its own unique AMO goals and targets by subgroup with the ultimate result of reducing by half the percentage of students scoring below the cut score denoting proficiency.

Beyond the SPI

Outside of the publicly reported accountability process, small schools and schools whose primary purpose is to address behavioral as opposed to academic needs of students are monitored via a special school audit process. Teams of experts from across the SD DOE conduct an intensive, multi-day process to look in depth at each individual school's performance in an appropriate context to determine whether and where the needs for improvement are. The results of this audit process are communicated to the schools. This small and special school audit process ensures that all schools across the state are being held accountable for all students' academic achievement.

Beyond the confines of the accountability indicators, South Dakota's commitment to the professional development of its teachers and principals is a key component in increasing the quality of instruction for all students. The state's governor laid out several proposals related to education reform during a previous legislative session -- one of them being a common evaluation system, with four levels of performance, for all teachers and principals. The governor's budget in 2012 called for $8.4 million to be used for training teachers in key areas such as Common Core State Standards, and training administrators in evidence-based evaluation. The legislature approved that funding, and training ensued.

As part of preparing students to be college, career, and life ready, each high school student in South Dakota is required to have a Personal Learning Plan (PLP). A PLP helps students to strategically choose high school courses that will best prepare them for their academic and career goals. Students can incorporate South Dakota Virtual School Courses into their PLP and take advantage of dual credit courses offered through South Dakota's technical institutes and universities. By creating a digital portfolio through SDMyLife, an online career and academic planning tool provided by SD DOE, students have the tools available to help them make informed decisions about furthering their education and pursuing potential careers. Students can customize SDMyLife to fit their needs. For example, they can bookmark interesting careers and businesses, create a personal learning plan, set goals, build and upkeep a resume. Through SDMyLife, students can prepare for the ACT by taking practice tests and work through tutorials specific to their needs. On average, if a student spends ten hours working through the tutorials, their ACT score rises between one and three points.

In summary, while Priority and Focus Schools will receive the most intensive intervention, all Title I schools will be monitored and provided necessary supports on an ongoing basis.

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

2.G Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:

i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;

ii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds

the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and

iii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity

South Dakota's Statewide System of Support is designed to target college and career readiness of all public school students and revolves around three focus areas: districts, teachers/administrators, and students. Although intensity of support differentiates according to the needs of schools, some commonalities do exist.

In order to address the commonalities of all schools, SD DOE formed a Statewide System of Recognition, Accountability and Support (SSRAS) team with members from each division within the department as a way to better coordinate work within schools and districts. This better enables SD DOE to integrate multiple technical assistance and support opportunities into a whole-school structure instead of a piecemeal manner. This group has the added responsibility of monitoring and updating the overall waiver process and school/district adherence to the requirements of the waiver.

The first focus area targets all public school districts in South Dakota through the state's accreditation requirements. Accreditation compliance is monitored on a five-year cycle. SD DOE conducts both onsite and desk audits to review schools and districts. Beginning with the start of the third five-year cycle of reviews in 2016-17, the SEA will give more autonomy to high performing schools in the form of a desk audit. Focus and Priority schools will be targeted more often for onsite reviews.

All federal programs housed within SD DOE maintain a monitoring cycle. Special Education operates on a four-year cycle and uses student outcome data to identify additional districts with areas of concern for targeted reviews. Special Education provides technical assistance of reviewing and analyzing data reported through the State Performance Plan and has districts identify an area of strength and need to be analyzed through the monitoring process.

South Dakota has begun the process of moving towards a Results Driven Monitoring System for Special Education Programs. The SD DOE has developed a Results Driven Monitoring Action Plan timeline and objectives:

- 2014-2015 SY: Exploration and Study; Identify elements of monitoring for results
  - Review OSEP's guiding principles for RDA and develop South Dakota's guiding principles for the development of a monitoring system that focuses on results while maintaining compliance.
  - Identify and visit state(s) that are currently implementing practices that are of interest.
- 2015-2016 SY: System Development; Piloting
  - Develop a Monitoring Manual
- 2016-2017 SY: Piloting, field testing and revising
- Final outcome by June 2017: A results-and data driven monitoring process with checks and balances for compliance and inclusive of all districts will be in place and ready for full implementation.

The Title I monitoring process allows for monitoring outcome-based results while still keeping track of the required components of all pertinent sections of ESEA. The new process utilizes electronic monitoring of required documents, uses a variety of webinars, and still relies on on-

site visits as part of the monitoring process. By utilizing a more fluid monitoring process, SD DOE is able to offer more customized technical assistance to the schools pertaining to best practices that relate to the school's needs. A state-sponsored listserv also provides another avenue for schools to receive information and technical assistance from others around the state who are implementing best practices. Title III monitors its districts on a three-year cycle. In addition to these monitoring cycles, all schools applying for Title I funding will complete a Self-Evaluation Tool relating to their use of data and assessments and will explain how they are using the results to drive progress. Districts will have to verify that they have completed and submitted these for all schools receiving Title I funding when they complete their annual Consolidated Application to the SEA.

Title I schools classified as Focus or Priority schools are afforded extra funds, if available, to help with school improvement interventions (1003 a). Competitive grants (SIG – 1003 g) are awarded to Priority schools most in need.

Additionally all schools have the opportunity to participate in the SD LEAP (Indistar) program. The Indistar program focuses on encouraging effective practice in the school by allowing leadership teams to assess, plan, and monitor indicators aligned to the seven turnaround principles and the key tenants of a Multi-tiered system of support. While the State provides a framework for the process, each school team applies its own ingenuity to achieve the results it desires for its students.

All schools in South Dakota may participate in the South Dakota model multi-tiered System of Support. This includes work surrounding Response to Intervention (RTI) and Positive Behavior Interventions and Support (PBIS) programs that have existed in the state for some time. All schools may contract with state-certified data retreat facilitators to provide in-depth two-day data retreats that lead to an identification of school needs and to the development of goals that are data driven. The data analysis process focuses on a school continually addressing student achievement through a regular examination of data, tiered interventions, and overall data driven decisions.

Teachers and administrators are the second focus area within South Dakota's Statewide System of Support. All public school teachers must maintain a current and valid teaching certification which lists the areas of highly qualified designations. Teachers must pass two PRAXIS exams; the first to demonstrate content area expertise and the second pedagogical expertise. Education Services Agencies throughout the state provide help with data analysis and other professional development opportunities such as the Common Core State Standards as well as other state initiatives including South Dakota Counts.

With the adoption of new state standards for teaching (based on the Charlotte Danielson Framework for Teaching), SD DOE has also offered support in this area. That support started as a grassroots effort to help all teachers across the state become familiar with the new standards. A series of online book studies and face-to-face meetings and workshops were offered to teachers and administrators across South Dakota. Online coursework in the teacher and principal frameworks have been offered with one of the Board of Regents' universities for a nominal fee. Currently, the state is working with 75 pilot schools to fully implement the Framework for Teaching and models of student growth as a part of the evaluation process in these locations. SD DOE is sponsoring coaching at the district level to help all districts formulate a cohesive implementation plan that will ensure that all schools will be ready to implement high quality teacher effectiveness systems by the time that student growth data is available on the new assessments. Districts have also been given state-sponsored professional development days they can use to pay for state-certified trainers to come into their districts and offer professional development over the course of two academic years.

The third area within the Statewide System of Support places focus on all public school students who may participate in classes through South Dakota Virtual School to help increase college and career readiness. The South Dakota Virtual School has been in place since 2007 and, today, offers an extensive suite of online courses, ranging from credit recovery to Advanced Placement. In a state such as South Dakota, where a number of our districts are both rural and sparse, the South Dakota Virtual School plays an important role in delivering courses to students who might not otherwise have access, due to the challenges districts face in recruiting teachers.

Through the Learning Power program, which is offered exclusively online through the South Dakota Virtual School, students across the state have access to the following AP courses:

- AP Calculus AB
- AP English Literature & Composition
- AP English Language & Composition
- AP Biology
- AP Physics B
- AP Statistics
- AP Chemistry

Courses are available on a first-come, first-served basis. The program, which is a partnership with the National Math and Science Initiative, has provided $100 cash awards to students who pass the Learning Power courses.

Northern State University's E-Learning Center also plays an important role in delivering college prep and AP courses statewide.

South Dakota will continue to foster use of South Dakota Virtual School and online AP as an accessible, affordable option for students, families and school districts. South Dakota is committed to encouraging students to take a wider selection of Advanced Placement classes utilizing the South Dakota Virtual School. In turn, students will be better prepared to be successful in post-secondary coursework. This program is continually being expanded and is being used by many rural districts that do not have the resources to offer AP classwork within the district. The courses are taught by some of the most exemplary teachers in the state, and the pass rate for AP exams taken after completing a SD Virtual School course are equivalent to and in many instances higher than the pass rates for exams taken by students in some larger districts who have the capacity to offer AP exams on site.

For schools that need more intensity of support, South Dakota designates Focus Schools and Priority schools, as well as an internal "watch list" for schools with scores that show them to be in danger of becoming Focus or Priority schools or for which there exists a mismatch between teacher and principal effectiveness ratings and student growth data. Title I schools may be added to the list if the school is:

- Among the ten schools in the state closest to being designated as a Focus or Priority school;
- Not meeting Gap group AMOs;
- One in which at least one subgroup is performing 75% below the Gap group;
- One in which teacher and principal effectiveness ratings drastically differ from student growth results; or
- A school that is not meeting state attendance targets.

Additionally, any high school in the state can be added to this list if the school has:

- A four-year cohort graduation rate that is below 60%; or
- A graduation rate below the state target of 85%.

Watch list schools are identified on an annual basis. This identification is made as a part of the annual state Report Card and data analysis process which typically occurs prior to the start of the school year. This list is not published publicly, but is used at the SEA to help drive targeted technical assistance.

Watch list schools are offered opportunities to attend Regional Data Retreats and to participate in various technical assistance sessions to determine interventions that can have the greatest impact on their specific areas and need. Depending on the reason for being identified as a watch list school, schools may be selected for a site visit or may be unable to participate in a desk audit for accreditation purposes, and instead have to conduct a full onsite review when they are up for accreditation. It is recommended that watch list schools:

- Attend one of the regional Title I trainings offered near the beginning of the school year to help understand the requirements should they become a Focus or Priority school
- Work with Title I and other appropriate SD DOE staff to identify opportunities for on-site technical assistance based on AMO data and information collected from the Needs Analysis form
- Participate in SD DOE-sponsored regional data retreats
- Identify an appropriate School Leadership Team that includes the principal, to drive the continuous improvement and monitoring process
- Regularly look at data and engage in high quality data-driven decision making, starting with a two-day data retreat led by a state-certified data retreat facilitator and continuing throughout the year via the School Leadership Team meetings
- Use the SDLEAP system to assess, plan, implement and monitor school indicators of effective practice
- Engage SD DOE staff in assisting with the implementation of targeted interventions and supports that align with student needs and address achievement gaps (RtI, PBIS, other best tenants of the state MTSS)

South Dakota will implement effective dramatic, systemic change in the lowest-performing schools by publicly identifying **"Priority Schools"** and ensuring that each LEA with one or more of these schools implements meaningful interventions aligned with the turnaround principles in each of these schools. The Priority school process covers a total of four years, with the first year being a planning year and the remaining three being implementation years.

State Level Support

The state will publicly identify priority schools by posting the list on the state's website.

The following is the state-level support provided for the Priority schools.

- Provide a School Support Team (SST) member to each Priority school to provide technical assistance, monitor implementation of improvement strategies, and to help with reporting requirements. **If significant progress is not made during the first year of implementation, intensity of support by the School Support Team member will increase in the remaining two years, and they will work directly with school governance to help oversee the transformational process.**
- SSTs will be contracted through SD DOE. Each quarter the SSTs complete a report, sent to the Title I administrator that documents the time and activities completed with the schools. The SSTs meet quarterly with SD DOE to review data and provide feedback to the schools. The schools the SSTs work with review the effectiveness of the SST and provide feedback to SD DOE at the close

of the year.

- Monitor quarterly the progress towards achieving improvement goals
- Support to schools in the turnaround plan implementation
- Responsible for overseeing the use of federal Title funds being used toward program implementation and school improvement which would include allocating 1003(a) funds
- May appoint a technical advisor to oversee the affairs of the school if the school is not showing significant progress

District Level Support

- Attend or contract to host a data retreat with a state-certified facilitator at the conclusion of each year that includes an analysis of annual progress and that looks at all four lenses.
- Review the performance of the current school principal and either replace the principal if such a change is necessary or demonstrate to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort (principal evaluation)
- Provide the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget
- Provide adequate resources (human, physical, and fiscal) to assist in the implementation and achievement of school program goals
- Ensure that Priority schools are able to monitor progress of their students regularly and are able to tier interventions to meet student needs within their classrooms
- Provide professional development opportunities specific to prioritized needs as identified in the comprehensive needs assessment
- Inform the district's board of education and the public on the school's progress towards achieving adequate progress and student achievement

School Level Support

- Develop a school turnaround plan for implementing the rapid turnaround indicators for continuous improvement
- Conduct an annual data analysis through the four lenses to strengthen the school's instructional program based on student needs and design professional development which reflects those needs
- Ensure that the instructional program is research-based, rigorous, and aligned with the Common Core state standards
- Monitor progress of their students regularly and are able to tier interventions to meet student needs within their classrooms
- Redesign the school day, week or year to include additional meaningful time for student learning and teacher collaboration. Priority schools will need to significantly increase the learning time for their students per school year. Districts may choose to either: 1.Transform school day schedule 2. Extend the school day, or 3. Alter the school year structure.
- Ensure through the teacher evaluation process that teachers are effective and able to improve instruction
  Based on the teacher evaluation process, the principals will: 1) Review the quality of all staff and retain only those who are determined to be effective and have the ability to be successful in the turnaround effort; 2) Prevent ineffective teachers from transferring to these Priority schools; and 3) Provide job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.
- Provide opportunities for parent and community involvement in the decision making process regarding curriculum, assessment, reporting, and school environment

Upon identification of **"Focus Schools,"** South Dakota will work to ensure that each LEA implements interventions in each of these schools, based on reviews of the specific academic needs of the school and its students.

State Level Support

- Support the analysis of effective practices
- Provide a SST to work with the school
- Provide opportunities for Focus Schools to attend regional data retreats with state-certified facilitators that look at all four lenses of data.
- Ongoing monitoring of school progress
- Determine when a school that is making significant progress in improving student achievement and narrowing achievement Gaps exits Focus status
- Identify shared opportunities for technical assistance and training

District Support

- Implement evaluation of principal in Focus School
- Provide adequate resources (human, physical, and fiscal) to assist in the implementation and achievement of school program goals
- Provide professional development opportunities specific prioritized needs as identified in the comprehensive needs assessment
- Inform the district's board of education and the public on the school's progress towards achieving adequate progress and student achievement
- Provide the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget

School Support

- Develop a school turnaround plan for implementing the rapid turnaround indicators for continuous improvement
- Monitor progress of their students regularly and are able to tier interventions to meet student needs within their classrooms, especially with respect to the school's Gap group
- Ensure through the teacher evaluation process that teachers are effective and able to improve instruction by: reviewing the quality of all staff, and providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.
- Conduct an annual data analysis through the four lenses to strengthen the school's instructional program based on student needs and design professional development which reflects those needs
- Provide opportunities for parent and community involvement in the decision making process regarding curriculum, assessment, reporting and school environment

To address reviewers' concerns regarding SEA, LEA and school capacity:

- **Describe how the SEA and its LEAs will monitor interventions in Priority and Focus Schools and provide technical assistance to support implementation of interventions.**

SD DOE has developed three tools to monitor Priority and Focus schools which are submitted through the Indistar online tool. The School Survey of Effective Practices will be submitted by the school leadership team twice a year (October 15 and May 15) and will evaluate practices within the school in relation to the seven turnaround principles and is used to capture information about large changes within the school to address the most critical needs. The Goals and Objectives Form will be

submitted three times a year (October 15, February 15, and May 30) by the School Leadership Team and will list the reading, math, and other goals (if necessary) and the benchmarks to meet those goals. Names of assessments (district and school level) along with dates and results will be recorded. The School Turnaround Plan is also submitted and reviewed. Schools are to assess, plan, and monitor all seven turnaround principles.

SST members assigned by SD DOE will be provided to each school to monitor and provide support throughout the process. Each SST member will have access to their specific school to view the indicators, reports, and provide comments. Information gleaned from these monitoring reports along with SST reports will be used to drive technical assistance and sanctions from the state. Districts have access to monitor their Priority and Focus schools. Using district level access, district administration can view goals, indicators, and forms and make comments as needed. Technical Advisors assigned to Priority districts also have this level of access.

SD DOE approaches monitoring of these submissions in a comprehensive and cohesive manner, with the ultimate goal of providing meaningful feedback, technical assistance and support. This monitoring is largely carried out through a cross-departmental team of SD DOE staff members called the Statewide System of Recognition, Accountability and Support (SSRAS). This team is responsible for: making decisions regarding the state accountability system including the review of the data from these systems to ensure data driven decision making; development of a cohesive and meaningful system of services to support Priority, Focus, and all other schools in addressing student needs and supporting student achievement for all students; overseeing the delivery of services directed towards Priority, Focus and watch list schools and routinely reviewing the effectiveness of the system based on available data; and sharing information and coordinating efforts of SDDOE's goal teams working toward the aspiration that all students leave the K-12 system college, career and life ready. This team meets every other week to review data and to make decisions regarding the accountability system. At critical times in the year, set to correspond with turnaround plan deadlines, this group meets with SSTs for two days to review ongoing school improvement data and to determine each school's progress in the implementation of needed interventions. The results from these meetings are used to help SD DOE target professional development and to guide the technical assistance efforts of the Title I team and SSTs as they work with schools.

Each year, the generation of the School Performance Index (SPI) and release of the South Dakota Report Card begins the cycle of using data to drive the decision making process. It is the first step in determining where and how to deploy resources to provide targeted intervention and support to schools with the most need.

In June and July the team begins its review of current data for use in the Report Card. The team meets for one week in June and one week in July to review and validate data surrounding each of the SPI indicators and will also review the school-level teacher and principal effectiveness results when these are available. From this data, Priority, Focus, and watch list schools are identified. Watch list schools include those most at risk of falling into Focus and Priority schools status, those high schools in which graduation has been identified as a concern, and those schools whose teacher and principal effectiveness data is most at odds with information on student growth gleaned from state assessments. Status and Reward School classifications are also set at this time.

In August or early September, results of the SPI and the South Dakota Report Card are released publicly. At this time, School Support Teams are assigned by SD DOE after a careful review of their applications. Team members are assigned individually to Priority schools and regionally to Focus Schools. SDDOE meets with SSTs to look at the Report Card data and to set expectations for their work with these schools. Additionally, a review of Priority, Focus, and watch list data within the

Consolidated Application system is completed to ensure that schools have set aside appropriate funding to help guide their turnaround efforts and to support technical advisors as assigned based on Priority district classifications. SD DOE also assigns internal staff to reach out to watch list, Reward and Status Schools. Schools are selected for monitoring and technical assistance based on areas of concern found during the SSRAS data review. Technical assistance is targeted to the specific challenges a school is facing and could originate from across the spectrum of SD DOE's services through Title I, Title III, Teacher Quality, Assessment, Special Education or a combination of areas.

In August and September, SD DOE hosts trainings for Priority and Focus schools to ensure that expectations are understood by the school and district leadership teams.

In mid-October, the first set of data is due. The reporting is a requirement for Priority and Focus schools and is a recommended option for watch list schools. Data collected at this time includes: School Turnaround Plan; Goals and Objectives Form; School Survey of Effective Practices. Within two weeks of the submission deadline, the SSRAS team convenes in conjunction with SSTs to review the data and to provide feedback within the system to the schools. Additional guidance and direction is given to the SSTs at this time to help set goals and guide the technical assistance they are providing to their schools. Additionally, Title I staff follow up with principals and other School Leadership team members as needed. As common supports are identified, SDDOE designs webinars and other trainings to help all schools address the needs brought forth in the data.

Schools continue to implement turnaround plans and to track progress towards goals and objectives and SSTs offer focused direction and support to School Leadership Tams. This work is reinforced with regular SST site visits and calls to the school. SD DOE repeats the internal data review process outlined above at the conclusion of each reporting deadline. At the June review date, the results of the Principal Evaluations that Priority schools are required to complete and submit to SD DOE are also reviewed.

Throughout the year, SSTs are required to provide quarterly updates to the Title I office detailing school-level progress towards implementation of interventions aligned to the turnaround principles. In these reports SSTs provide a summary of their work with the schools as well as additional notes and comments outlining the highlights and/or challenges occurring within their assigned schools.

If the SSRAS data reviews, school monitoring visits, or regular interactions with SSTs indicate that a Priority or Focus school is not implementing the turnaround principles appropriately, the school may be found to be out of compliance with Title I requirements. A letter of findings will be provided to these schools and schools will be required to submit a corrective action plan, including any necessary budget revisions, within 30 calendar days to SD DOE.

If a corrective action plan is not implemented or does not sufficiently address the deficiencies in a timely manner, SD DOE may take one or more of the following enforcement actions:

- Revoke accreditation
- Require onsite monitoring visits for federal programs
- Withhold approval of the district's application for Title I funding until SDDOE determines the district is substantially complying with all applicable requirements
- Temporarily withhold Title I cash payments pending correction of the deficiencies
- Designate the district as a "high risk" Title I grantee
- Wholly or partially suspend or terminate the district's current Title I award
- Require implementation of one of the four intervention models: Turnaround, Restart, Transformation, School Closure (Priority schools only)

- Designate a Focus School as a Priority school for non-compliance

In the instance that SD DOE undertakes one of the more severe enforcement actions, the district has the right to a hearing at the SD DOE. In these cases, SD DOE will provide the district with notice and opportunity to request a hearing.

- **Describe South Dakota's process for approving external providers.**

SD DOE advertised for School Support Team members and Technical Advisors through the regional Education Service Agencies and cooperatives and by reaching out to outstanding education professionals across the state with whom they had worked in the past. Applicants were required to submit a letter of interest, resume, references, and two letters of recommendation in order to be considered for the job. A SD DOE committee reviewed the applications, contacted references, and assigned SSTs to specific Focus and Priority schools. SSTs are evaluated by the schools in which they work, and their monthly progress reports are used in conjunction with this data to help evaluate whether the SEA will continue to contract with them as work with Priority and Focus schools continues. Only SSTs who perform satisfactorily will be issued continuing contracts.

South Dakota's current School Support Team consists of highly qualified educators and retired educators from across the state. This group of individuals brings experience as superintendents, principals, federal program directors, and improvement consultants. Many have doctorates in education, and all are familiar with the challenges of education in a very rural state.

- **Provide more detail on the implementation strategy for the use of Indistar and the Academy of Pacesetting Districts.**

SOUTH DAKOTA LEADING EFFECTIVELY, ACHIEVING PROGRESS (SD LEAP)
SD LEAP (Indistar ®) is a web-based planning tool designed to guide schools and School Leadership teams in planning and charting the improvement process. Within the SD LEAP system are indicators of evidence-based practices that have been demonstrated to improve student learning. To work effectively, the indicators must be discussed honestly and openly, in an effort to ensure that practices at the school contribute to student learning. There is no one right answer or one-size-fits-all approach to effecting meaningful change at the school. What is essential is that teams are having candid discussions about how to impart change, and that ambitious but achievable goals are set to help increase student performance.

Based on the way that the SD LEAP system operates, the School Leadership Team will first assess its current level of implementation related to the indicator or form a clear understanding of what is occurring at the school. Once that baseline is established, the team will create a description of how the indicator will look when fully implemented and then will create a step-by-step plan to achieve the desired outcome. Schools will follow a timeline to implement SD LEAP, which includes assessing, planning, and monitoring a set of pre-defined School Turnaround Indicators for Effective Practice. This schedule is laid out within the Priority and Focus school guidance with which schools are provided. Schools will create step-by-step tasks to achieve an outcome for a set number of indicators, always working on several indicators at any given time called *Active Indicators.*

The School Turnaround Indicators are aligned to the seven turnaround principles required of Priority schools. A full list of all indicators, including optional ones, can be found in the Priority school Guidance. These indicators are meant to help guide Priority schools through the improvement process, and to track at least the minimal required elements. The information will be included on the

regular reports sent to SD DOE via SD LEAP. SD DOE staff, along with SST members, will be reviewing the reports of the indicators assessed and planned for by each school at data analysis meetings throughout the year. Feedback will be provided to the schools through the State Feedback Form found in the SD LEAP system. Every school will receive feedback within four weeks of each submission date.

- **Explain South Dakota's capacity to implement its system of support, including shifting from five SIG schools to 31 Priority Schools in the fall of 2012.**

By eliminating Title I-eligible schools from our definitions, we have significantly reduced the number of schools that will be designated as Priority Schools (approximately 16) and Focus Schools (approximately 30).

The SD DOE formed a group called the Statewide System of Recognition, Accountability and Support (SSRAS) team that assists in monitoring the Priority, Focus, and other schools in the state. This group meets every other week and consists of staff from across all divisions in SDDOE who bring a wide range of experience to the table to help monitor and provide assistance to Focus and Priority schools. Three times a year, two weeks after Priority and Focus schools submit reports, the group meets with SSTs to review data and provide feedback to schools on work completed to that point. With the School Support Team, SD DOE staff, and the availability of expertise from regional Education Service Agencies, we believe we have the capacity to implement the effective interventions.

- **Explain how South Dakota will support the capacity of LEAs and schools to analyze data, differentiate and improve instruction, and understand and build principal leadership capacity.**

SD DOE has begun this process. SD DOE staff, School Support Team members, and Education Service Agency staff participate in data retreats designed to build state capacity, so that these individuals in turn can work with districts and schools to better analyze their data and adjust instruction accordingly. Further, as part of the Governor's education reform package, the Legislature approved $8.4 million for a statewide professional development initiative, called "Investing in Teachers," as referenced in previous sections. A significant piece of that initiative is designed to target school and district leaders, of which principals are a major component. This professional development opportunity, which will continue through May 2016, engages school and district leaders in the important work of gaining a solid understanding of the Common Core standards and providing leadership to support teachers as they integrate the new standards and associated instructional practices. The SEA worked with all the regional service agents to build and train staff on specific professional learning topics. Districts can schedule the professional learning or coaching from the "state sponsored menu of options" in their own district or work with neighboring districts to offer regional professional learning in which teachers from other districts can participate. Districts can also work with a service agent to provide additional professional learning that is not covered in the "state-sponsored menu of options."

SD DOE has engaged Education Service Agencies (ESAs) to build statewide capacity for the purpose of working with schools to analyze achievement data and differentiate instruction accordingly. LEAs and schools may contract directly with these agencies to drive continuous improvement. ESA staff will be trained on the data retreat model that is based on a two-day process geared to look at four lenses of data: student achievement, professional practices, programs and structures, and family and community data. These retreats dig deep into all data and culminate with schools determining areas of

need and setting measurable goals for the school year.

- **Describe how South Dakota will hold LEAs, not just schools, accountable for improving school and student performance.**

A district that has at least one Priority school and at least 50% of its schools identified as Focus and/or Priority becomes a Priority district. The District will be required to set aside up to five percent of its District Level Title I Allocation for a Technical Advisor that will be appointed by the Title I Administrator. The work being done by districts is guided and monitored throughout the process Technical Advisors as well as SD DOE staff.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Option A	Option B
☒ If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide: i. the SEA's plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).	☐ If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

Principle 3: Supporting Effective Instruction and Leadership

South Dakota is transforming the way that teacher and principal effectiveness is approached in the state. Work that was begun in 2010 has laid the groundwork for the comprehensive and holistic efforts taking place today at the SEA, LEA and higher education levels. The conversation regarding the evaluation of our teachers and school leaders has changed from one of a punitive and deficit based nature to one that seeks to clearly identify what constitutes good teaching and good school leadership l for South Dakota students. The system focuses on how to best provide support at the state and local levels, recognizing that both the K-12 and higher education systems must be involved in this conversation. South Dakota is taking a system-wide approach to ensuring each child in the state has access to an effective teacher and an effective school leader.

Research clearly indicates effective teachers have a profound impact on student learning. For this reason, South Dakota's model of accountability includes as a key piece, Teacher and Principal Effectiveness. While schools do not earn School Performance Index (SPI) points for teacher effectiveness ratings, all schools are working to implement high quality evaluation systems that will be used for continuous

improvement. Teacher and principal effectiveness remain critical components of the state accountability and accreditation systems.

Explain how the guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students.

Both the South Dakota Framework for Teaching and the South Dakota Framework for Principals are based on well-researched standards of professional practice. Measures of student growth are included in a multiple-measure system that provides important information about teachers' current efficacy and provides direction for a teachers' professional growth. Data from state standardized testing must be one of the quantitative measures used to drive the goal setting and measurement process.

Within the state system, all teachers will work collaboratively with their administrators to set meaningful and ambitious student learning objectives for the students under their purview, and those teaching tested grades and subjects must ensure the results of state assessments are a significant part of their growth systems. Principals will be evaluated in part on the progress students make towards meeting rigorous, ambitious and meaningful student learning objectives. Principals must also be able to show growth as measured by the state accountability system as they serve as the instructional leaders for their schools.

THE SYSTEM

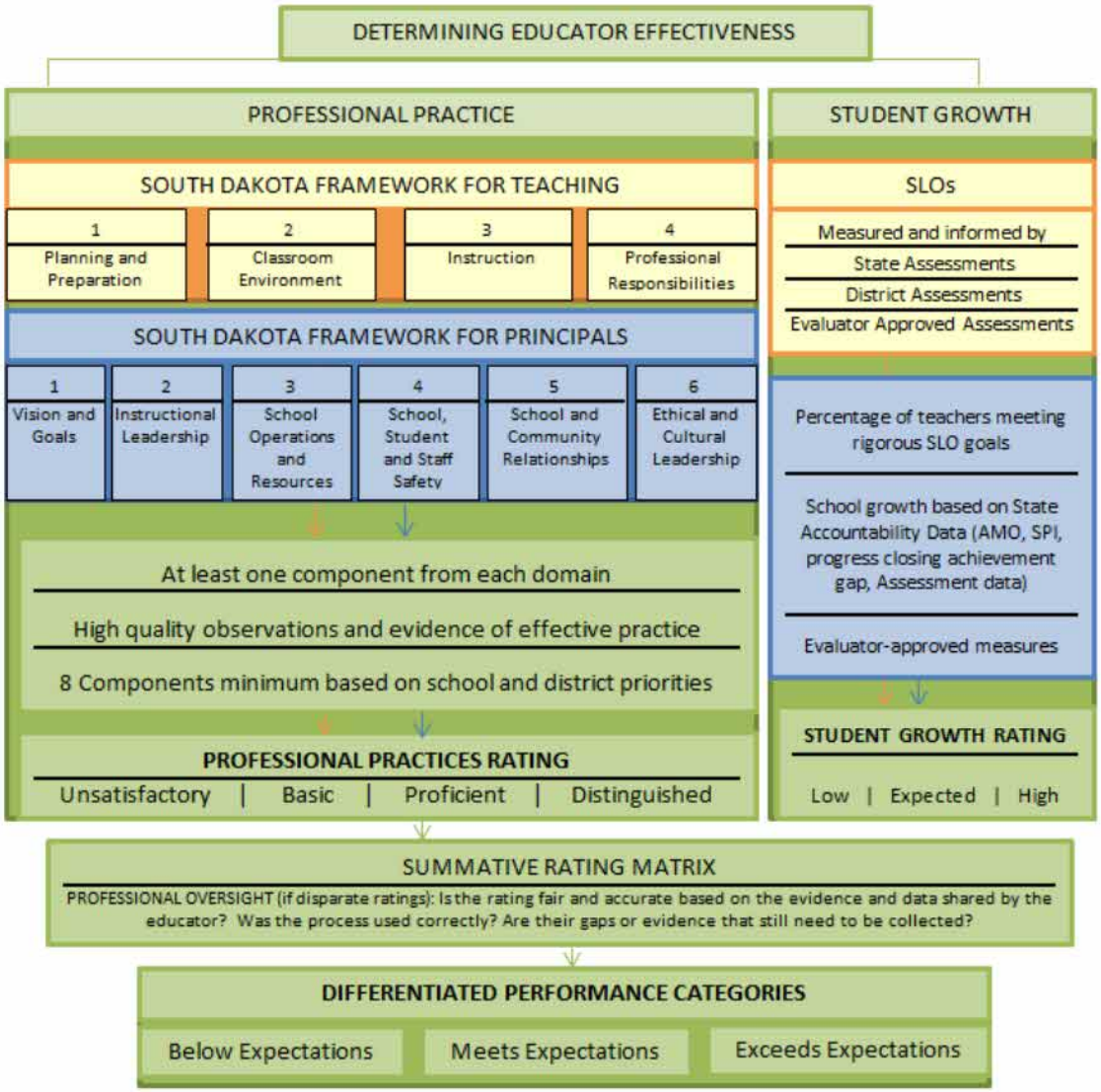
Each school district will adopt procedures for evaluating teachers that are based on the minimum professional standards required by SDCL 13-42-33 (Framework for Teaching), and set forth in the model evaluation systems detailed in ARSD 24:57(Teacher Performance Standards and Evaluation) and ARSD 24:58 (Principal Performance and Evaluation). District teacher evaluation procedures serve as the basis for programs to increase professional growth and development of certified teachers. The evaluation procedures culminate in a final rating and a recommendation that teachers meeting expectations develop a Professional Growth Plan and teachers not meeting expectations be placed on a Plan of Assistance. The Plan of Assistance is used by the district to inform future personnel decisions. Per SDCL 13-42-34, a Plan of Assistance is required before a teacher in years 4 and beyond of employment can be released.

Using a recommended method, schools will separately determine a ***Professional Practice Rating*** and a ***Student Growth Rating***. The two separate ratings are combined through the use of a summative rating matrix which differentiates performance into one of three performance categories: *Below Expectations, Meets Expectations, and Exceeds Expectations.* Determining effectiveness based on the state methodology is described in detail in the Teacher Effectiveness Handbook and the Principal Effectiveness Handbook, both of which are accessible at: http://doe.sd.gov/secretary/TPE.aspx (active as of 03/31/2015). As the state monitors implementation and analyzes results from these systems, the handbooks and supporting documentation will be updated to reflect best practices and lessons learned.

The elements of the teacher effectiveness system serve as a foundation for the principal effectiveness system. As principals collect evidence to support their own evaluations, the collaborative work principals lead with teachers should inform the evaluation of the principals themselves. Artifacts such as Teacher Goal Setting forms, Student Learning Objective (SLO) Process Guides, and Summative Rating forms can, and do, provide evidence to reflect the work of principals in developing their teachers and serving as instructional leaders.

The following diagram reflects the way in which growth and professional practices intersect to form a full picture of educator effectiveness.

Components of South Dakota Educator Effectiveness System



Green	Both Teacher and Principal Effectiveness
Yellow	Teacher Effectiveness
Blue	Principal Effectiveness

The model evaluation systems take evaluators and teachers or principals through an annual cycle of preparation, planning, evidence collection, and evaluation of progress which should be used to help plan for the next year. This mirrors the same continuous improvement approach that happens at all levels of the system.

A clear set of objectives establishes a foundation for implementing meaningful evaluations that provide regular opportunities for educators to engage in professional conversations focused on improving instructional practice. The most important objective of South Dakota's Educator Effectiveness Systems is to improve instruction and student learning.

When fully implemented, the following objectives will be met within the systems:

- Teacher evaluation will be a fair, flexible, and research-based process in which data is used to continually improve instruction and student learning.
- Principal evaluation will be used to guide self-reflection and improve effectiveness of school leadership.
- Evaluations will increase professional teacher-administrator collaborative relationships structured around meaningful, in-depth dialogue focused on student learning.
- The evaluation process will communicate clearly defined expectations and provide regular, timely and useful feedback that guides professional growth for teachers and principals.
- Evaluation systems will use multiple valid measures to determine performance levels, including as significant factors, data on student growth for all students and high quality measures of professional practice.
- Evaluation systems will meaningfully differentiate teacher and principal performance into three performance categories.
- The evaluation process will be used to inform personnel decisions.

PROFESSIONAL PRACTICE RATINGS

The evaluation process must be a fair, flexible, and research-based mechanism to create a culture in which

data drives instructional decisions. Evaluation of professional practice for both principals and teachers is based on a four-tier rating system of: distinguished, proficient, basic, and unsatisfactory that evaluates teachers against the South Dakota Framework for Teaching and Principals against South Dakota's Standards for Effective Principals. Well-researched performance rubrics detailing what performance looks like at each level, for each component, are provided to assist evaluators as they complete the professional practices evaluation process. Evaluations are supported by evidence gathered through formal observation and through the collection of artifacts demonstrating performance relative to teaching and administrator standards.

The process of improving teacher performance begins with a clear definition of effective teaching. The South Dakota Framework for Teaching offers a description of professional practices that, based on research and empirical evidence, have been shown to promote student learning. Evaluations of professional practice relative to the framework contribute to the teacher's effectiveness rating and serve as a basis for developing individual professional growth plans focused on improving instructional practice.

South Dakota's Framework for Teaching is the Charlotte Danielson Framework and is divided into four domains of teaching practice. Nested underneath the four domains are 22 *components* and 76 *elements* which identify the skills and knowledge which effective teachers should be able to demonstrate.

South Dakota Framework for Teaching - Domains and Components Overview

Domain 1
PLANNING AND PREPARATION

a. Demonstrating Knowledge of Content and Pedagogy
b. Demonstrating Knowledge of Students
c. Setting Instructional Outcomes
d. Demonstrating Knowledge of Resources
e. Designing Coherent Instruction
f. Designing Student Assessments

Domain 2
THE CLASSROOM ENVIRONMENT

a. Creating an Environment of Respect and Rapport
b. Establishing a Culture for Learning
c. Managing Classroom Procedures
d. Managing Student Behavior
e. Organizing Physical Space

Domain 4
PROFESSIONAL RESPONSIBILITIES

a. Reflecting on Teaching
b. Maintaining Accurate Records
c. Communicating with Families
d. Participating in a Professional Community
e. Growing and Developing Professionally
f. Showing Professionalism

Domain 3
INSTRUCTION

a. Communicating with Students
b. Using Questioning and Discussion Techniques
c. Engaging Students in Learning
d. Using Assessment in Instruction
e. Demonstrating Flexibility and Responsiveness

South Dakota's Framework for Effective Principals was developed by the Principal Evaluation workgroup and is a set of research-based standards and indicators of professional practice for principals. In the fall of 2012, these standards were adopted by the public universities across the state as guiding standards for the redesign of their principal preparation programs. These standards include both those elements of a principal's job that surround instructional leadership and school improvement as well as those responsibilities related to the daily management and operation of a school.

South Dakota Principal Standards Domains and Performance Indicators

Domain 1 **VISION AND GOALS**	Domain 2 **INSTRUCTIONAL LEADERSHIP**
1.1 Shared Vision for School and Student Success. 1.2 Reviewing and Monitoring for School Improvement	2.1 Effective use of data to support instruction 2.2 Implementation of individualized research-based instructional strategies 2.3 Building of shared leadership 2.4 Alignment of instructional content to domains 2.5 Development of teacher professional growth

Domain 3 **SCHOOL OPERATIONS AND RESOURCES**	Domain 4 **SCHOOL, STUDENT AND STAFF SAFETY**
3.1 Budgeting resources and procedures 3.2 Fostering ownership and accountability 3.3 Evaluating and supporting staff 3.4 Maximizing opportunities within operation and resources	4.1 Addressing and resolving safety issues 4.2 Establishing conduct expectations 4.3 Managing student behavior 4.4 Resolving conflicts

Domain 5 **SCHOOL AND COMMUNITY RELATIONSHIPS**	Domain 6 **ETHICAL AND CULTURAL LEADERSHIP**
5.1 Engages family and community stakeholders 5.2 Communicates with internal and external audiences 5.3 Creates a culture of dignity, fairness, and respect 5.4 Exhibits visibility and involvement in school and community	6.1 Values cultural differences 6.2 Acts as role model 6.3 Adheres to code of ethics

Teachers and principals will be evaluated in all of the domains of the South Dakota Framework for Teaching and the South Dakota Framework for Principals respectively. Ratings are to be based on evidence that includes both the results of high quality observations and a collection of artifacts which demonstrate the non-observable domains.

Evaluating teachers and principals on the full framework and all components results in the highest level of professional feedback and dialogue to drive the continuous improvement process. Evaluation of all 22 components may not be immediately achievable for all districts and schools. This is where local flexibility may be used to ensure a thoughtful approach to implementing the systems.

The state model recommends at least eight components, including at least one from each domain, are selected to be examined in detail throughout the evaluation process. Districts have the flexibility to select components from across the domains which provides a balance between local and state control and encourages collective responsibility and accountability. Research conducted with pilot schools has allowed the SEA to identify eight components within the teacher effectiveness system that can serve as a

guide for districts who are unsure where to start. These "Integrated Eight" are recommendations only, and districts can choose other components as long as they are examining performance across all four domains.

The Integrated 8

A set of eight standards that reflect educator guidance, Common Core and SLO implementation

Domain 1
PLANNING AND PREPARATION

a. Demonstrating Knowledge of Content and Pedagogy
b. Demonstrating Knowledge of Students
c. **Setting Instructional Outcomes**
d. Demonstrating Knowledge of Resources
e. **Designing Coherent Instruction**
f. **Designing Student Assessments**

Domain 2
THE CLASSROOM ENVIRONMENT

a. Creating an Environment of Respect and Rapport
b. **Establishing a Culture for Learning**
c. Managing Classroom Procedures
d. Managing Student Behavior
e. Organizing Physical Space

Domain 4
PROFESSIONAL RESPONSIBILITIES

a. **Reflecting on Teaching**
b. Maintaining Accurate Records
c. Communicating with Families
d. Participating in a Professional Community
e. Growing and Developing Professionally
f. Showing Professionalism

Domain 3
INSTRUCTION

a. Communicating with Students
b. **Using Questioning and Discussion Techniques**
c. **Engaging Students in Learning**
d. **Using Assessment in Instruction**
e. Demonstrating Flexibility and Responsiveness

The goal setting process

The evaluation system starts with a **goal setting conference** at the beginning of the year in which the teacher or principal and his or her evaluator meet to develop a plan and to set goals for the evaluation cycle. This includes examining the available data to bring focus to student growth and professional development goals, and results in a determination of the components used in the evaluation cycle.

All public schools in the state have been provided the opportunity to utilize the Teachscape Reflect system to collect data and assign professional practices ratings to their teachers. South Dakota provides this software, which has been customized to follow the state evaluation workflow and has embedded the state created evaluation forms into the workflow. Teachers can upload artifacts to the system to show evidence of the non-observable domains in the South Dakota Framework for Teachers, and can communicate with their administrators regarding the observation process. Observers use the system to document evidence of the observable domains as they conduct their classroom observations. Beginning with the 2015-16 school year, the system can also be used to collect evidence for principal evaluations. In addition to the Teachscape system, districts also have access to interactive forms and worksheets that can be used to support the evaluation process.

Evidence must be collected to support non-observable components of professional practice. **Assembling**

artifacts is the responsibility of the teacher or principal being evaluated, but evidence collection is focused and based upon a common understanding of appropriate evidence sources. Artifacts include documents, materials, processes, strategies and other information which demonstrate performance relative to the standard of professional practice.

Artifacts are generally written records of a teacher or principal's work (e.g., school improvement plans, master schedule, coaching records, lesson plans, analysis of student data, behavior plans, teacher evaluation reports, etc.). In many cases, these artifacts will stem from the day to day work of a teacher or principal and therefore separate documentation should not need to be created. The SLO Process guide assists teachers in identifying artifacts that relate to non-observable components by clearly tying development and monitoring actions back to the state Framework for Teaching. Teachscape Reflect allows artifacts to be uploaded and housed within the online management system, but some teachers or evaluators may be more comfortable with assembling traditional paper-based portfolios.

The observation process

The observation process includes pre-observation conversations, formal and informal observations of practice, and post-observation wrap up discussions. Observations should cover multiple facets of teacher and principal work.

Probationary teachers should have at least two formal and four informal observations conducted every year, and teachers who are past probationary timelines should have at least one formal and four informal observations conducted during evaluation years. Evaluators collect evidence supporting Domains 2 and 3 of the Framework for Teaching via the observation process.

Probationary principals (Years 1-4) should have at least two formal (including one staff meeting) and three informal observations conducted every year, and principals who are past probationary timelines should have at least one formal (including one staff meeting) and three informal observations conducted in evaluation years. Evidence collected during the principal observation process will vary depending on the goals and schedule set in the pre-observation conference.

The formal observation process is structured to engage teachers, principals and their evaluators in thoughtful, in-depth dialogue focused on improving instruction and student learning. Formal Observation Process Guides are embedded in Teachscape Reflect. These guides can be used to focus conversations and encourage objective, evidence-based performance feedback. Portions of this guide may also act as an artifact to demonstrate performance relative to non-observable domains. Electronic versions of these forms are also made available to districts not electing to use the Teachscape program.

Formal observations should be scheduled well in advance and the process should include conversations both before and after the evaluation takes place. Prior to being observed, the teacher or principal prepares for the pre-observation conference by answering a set of questions to help set expectations for the observations. A formal pre-observation conference form is available to help facilitate these discussions.

Examples of the Teacher Process Forms are included in this document to help provide an illustration of the process that is followed within both the teacher and principal evaluation systems. Electronic versions of the forms are made available on the Teacher and Principal Evaluation websites.

FORMAL PRE-OBSERVATION CONFERENCE FORM

Directions: The teacher completes the pre-observation conference form. The completed form is submitted to the evaluator in advance of the pre-observation conference. In addition, teachers may submit any relevant artifacts (lesson plans, individual professional growth plan, SLO Process Guide, etc.).

Date of Form Submission to Evaluator	

To which part of your curriculum does this lesson relate? (1e)

How does this learning "fit" in the sequence of learning for this class? (1a, 1b, 1e)

What are your learning outcomes for this lesson? What do you want the students to understand? (1c, 1f)

How will you differentiate instruction for different individuals or groups of students in the class? (1c, 1d)

How and when will you know whether the students have learned what you intend? (1f)

Is there anything that you would like me to specifically observe during the lesson? (4a)

Does this lesson relate to your established Student Learning Objective (SLO)? If so, restate your student growth goal and describe the connection.

Does this lesson relate to your established professional practice goal(s)? If so, restate the goal and describe the connection.

Once the evaluator has a chance to review this information, the teacher or principal and his or her evaluator visit about the data and discuss the plan for the formal observation.

The **pre-observation conference** provides the evaluator and teacher or principal being evaluated, critical time to discuss objectives, challenges, goals, assessments and expectations for the observation visit. It can also be used to identify the components which will be examined and the artifacts needed for supporting evidence. During this conference, participants revisit the metrics and targets used to measure student growth and professional practice, and revisit or establish professional growth goals based on the results of the performance evaluation conducted in the previous year.

After the pre-observation conference happens, a **formal observation** is conducted. Observers using the Teachscape system utilize the Evaluator Observation Evidence and Feedback Form to capture notes and evidence during the observation. This form is completed and sent to the teacher or principal being

evaluated as soon as possible following a formal observation. Within this form, the evaluator is able to summarize and collect data for each of the components within the observable domains.

After the teacher or principal has received feedback from the evaluator, they take time to reflect on the observations provided by his or her evaluator. The Post-Observation Conference Form provides a mechanism for the teacher or principal being evaluated to share self-reflection with his or her evaluator prior to the post-observation conference.

FORMAL POST-OBSERVATION CONFERENCE FORM

Directions: The teacher completes this post-observation conference form after the evaluator has provided observation feedback to the teacher. The completed form is submitted to the evaluator in advance of the post-observation conference. In addition, teachers may submit any relevant post-observation artifacts.

Date of Form Submission to Evaluator	

In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know? (3d, 4a)

If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding? (3c, 3d, 4a)

Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning? (2c, 2d, 2e, 4a)

Did you depart from your plan? If so, how, and why? (3e, 4a)

Comment on different aspects of your instructional delivery (e.g. activities, grouping of students, materials, and resources). To what extent were they effective? (1c, 1d, 2a, 2b, 3c, 3e, 4a)

If you had a chance to teach this lesson again to the same group of students, what would you do differently? (4a)

After considering the feedback from your evaluator, detail any specific areas related to the observation that you would like to discuss at the post-observation conference.

If appropriate, provide and update on your students' progress toward the student growth goal documented in your Student Learning Objective.

If appropriate, provide an update on your progress toward the attainment of your individual professional growth plan.

After the teacher or principal has the opportunity to reflect on the observation, a **post-observation conference** is scheduled. Ideally, this occurs within ten working days of the formal observation. The conference is structured around professional dialogue related to effective strategies which support student learning, effective teaching, and school improvement. The Post-Observation Evaluation feedback form can serve as official documentation of the observation and provides clear feedback related to the observable components.

Informal Observations occur throughout the school year, and result in feedback being given to the teacher or principal. Informal observations are typically not announced and there is no upper limit on the number of informal observations that may be conducted. Evidence collected via informal observation may be included in the evaluation as long as it is documented in writing. This documentation is to be completed by the evaluator and shared with the teacher or principal within ten working days of the observation.

Professional Practices Final Ratings

At the culmination of the evaluation cycle, once all observations have been completed and all artifacts have been collected, performance for each component should be evaluated and then rolled up into an overall professional practice rating. A collection of standards-based rubrics are provided to assist in this process. The rubrics provide detailed definitions of all domains and performance indicators of professional practice outlined in the performance frameworks. Each rubric describes the behaviors and actions present at each level of performance: Unsatisfactory, Basic, Proficient, and Distinguished.

Rubrics and their descriptors are known in advance and help focus teachers and principals on learning, understanding, and demonstrating the skills and knowledge expected in each of the component areas. Evaluators use the rubrics when observing and evaluating teachers and principals. These rubrics are considered a tool to foster constructive feedback and dialogue about expectations and professional growth.

The chart below details the four categorical performance ratings embedded into the teacher and principal professional practice performance rubrics.

Level of Performance	Description
Distinguished	Principal or teacher performance is exemplary. Principal is sought out by others as an expert and good example of a school leader. Teacher is sought out by others as an expert and good example of an instructional leader. Principal or teacher makes contributions to education both in and outside the school and district. Principals and teachers do not "live" at this level of performance.
Proficient	Principal or teacher performance is average and above. Principal or teacher has mastered the work of his or her position and is continually improving in his or her work. Many experienced principals and teachers may fall into this category.
Basic	Principal or teacher performance is developing but may be sporadic and not completely successful. Performance at this level is characteristic of someone in the first three to four years of their appointment. Principal or teacher is in need of professional support to improve practice.
Unsatisfactory	Principal or teacher performance is not acceptable. Principal or teacher exhibits critical gaps in knowledge base. The principal or teacher needs to take immediate action to improve performance. Performance at this level may necessitate a work plan.

The level of performance associated with an observable component is a composite of all evidence gathered through classroom observation during the evaluation cycle and may reflect multiple observations. The level of performance associated with a non-observable component is a composite of all artifacts and evidence supplied by the teacher or principal to the evaluator. Evaluators can complete a Component Level Performance form to provide detailed information about performance relative to both observable and non-observable components and use this to assign component level ratings to be rolled up into a final professional practices rating.

Once all evidence of professional practice performance is gathered and assessed, evaluators can complete the Professional Practices Rating Summary form to document the final professional practice rating.

For teachers, this summative rating is to be based on an average component level score, while for principals this is based on weighted domain level scores that prioritize the principal's role as an instructional, school, and community leader. Details for the weighting are found in the principal evaluation handbook and have been embedded in forms provided to districts. An initial Professional Practices Rating summary is provided to the teacher or principal in advance of the summative (end of year) conference and should provide a summary of performance relative to the Framework for Teaching or the Framework for Principals. The final Professional Practices score reached by the evaluation process will be one critical piece of the final evaluation rating.

Student Growth

Student growth is the other essential component of the South Dakota Teacher and Principal Effectiveness Systems. Student growth is defined as a change in student achievement between two or more points in time. Using a measure of student growth – as opposed to solely using student achievement results from a single test delivered at a single point in time – is more reflective of the impact an individual teacher or principal has on student learning. Both teacher and principal final effectiveness ratings include student growth as significant components.

Evaluation of student growth is based on a three-tier rating of: high growth, expected growth, and low growth. The evaluator and teacher set ambitious, yet achievable Student Learning Objectives (SLOs) based on the standards for which the teacher is responsible. Within the South Dakota system, the SLO is more than just a goal, it is a process. The SLO requires teachers to set measurable goals, is teacher developed and principal approved, and encourages teachers to engage in strategic planning and data analysis to foster student learning. They are aligned to applicable state or national standards and should reflect school and district priorities. Principal oversight ensures SLOs are rigorous and used consistently between classrooms to measure student growth.

At the beginning of the instructional period, students are assessed against goals and outcomes that have been set by their teachers based on the most significant learning that needs to occur. At the end of the instructional period, students are reassessed to evaluate the academic progress students have made in the classroom. Between these formal evaluations, the teacher and principal are continually using formative assessment and reviewing data to refine and differentiate instructional practices. This helps to ensure the measure is relevant to the content of the curriculum the teacher intends to teach, applicable to the students for which the teacher is responsible, and is based on the most broadly available assessments of student learning. SLOs provide an adaptable, credible and valid way to measure student growth.

When a teacher is responsible for students in tested grades and subjects, the SLO must include as one significant piece, student performance on statewide summative assessments (ARSD 24:57:02). SLOs will

be used by teachers in untested grades and subjects, based on assessments or rubrics approved by the evaluator, to provide evidence of meaningful student growth. States and districts that have employed SLOs as a measure of student growth have found that the process, when done well, provides teachers with the opportunity to take ownership in establishing student growth goals that are truly authentic and relevant to daily classroom instruction.

Implementing SLOs allows districts to create a uniform goal-setting process that provides educators with the flexibility to match the assessment and student growth goal to course content and the unique student population. While SLOs are informed by statewide assessments for teachers of tested grades and subjects, they are not entirely dependent on the availability of these assessments; an important benefit considering 70 percent of educators teach in grades and subjects in which state assessments are not available (U.S. Department of Education, 2013). The SLO process is also flexible enough to adjust for changes in curriculum and assessment being implemented across the state with the recent transition to new college and career ready standards.

SLO implementation encourages teachers to make direct connections between planning and instruction by asking educators to use the SMART goal-setting framework to structure classroom-level goal setting. Using the SMART goal-setting framework, educators are guided toward establishing SLOs that are (S)pecific, (M)easurable, (A)ppropriate, (R)igorous, and (T)ime-bound. Setting goals for students, assessing student progress, and incorporating data to make adjustments to instructional strategy demonstrate good teaching practice (What Works Clearinghouse, 2009).

Teachers may choose to use more than one SLO to inform their personal growth plans or their plan of improvement, however, only one SLO is used to calculate their growth rating. This SLO is to be decided on at the beginning of the school year when the teacher and evaluator meet to set appropriate goals. For teachers of tested grades and subjects, the growth measure selected must use the results of the state assessment to identify core concepts and standards that will serve as the focus of the SLO. The SLO should be aligned to the most critical pieces of learning that occur in the classroom.

Progress towards meeting school level Annual Measurable Objectives (AMOs) and the results of the School Performance Index (SPI), especially relative to narrowing the achievement gap, account for at least 25% of a principal's final growth rating. Additionally, principals should be evaluated based on how well the teachers under their guidance perform in setting and enabling their students to meet meaningful, ambitious and achievable SLOs.

Statewide Measure

The state will begin implementation of an academic growth model using Student Growth Percentiles (SGP) in the 2015-16 school year, with the scores from the 2014-15 Smarter Balanced assessment being used to set the baseline. The Growth Model Work Group convened in April 2015, after the SD DOE's submission of its ESEA Flexibility Waiver Extension Request, to define the details of the model. The Work Group set as the statewide goal that all students within a three-year projected time horizon will maintain proficiency in English language arts and math on the Smarter Balanced assessment (defined as Levels 3 and 4), accomplish a growth trajectory to reach proficiency in three years, or accomplish notable growth despite not achieving proficiency within three years (defined as an SGP of 70 or above).

Per South Dakota Administrative Rule (24:57:02), student performance on the statewide summative assessment is a significant piece of a teacher's student growth rating through Student Learning Objectives (SLOs) for those teachers who teach grades and subjects in which assessments are required under ESEA Section 1111(b)(3). Incorporating the state's academic growth model into the accountability system will give those teachers and their evaluators a common, statewide measure of growth as well as a statewide

goal for growth from which they can begin building their SLOs.

Using SLOs for teachers in tested grades and subjects is a twofold process:

1). Teachers are to use the data about student achievement (and when it is available, growth data based on SGPs), to help understand where their greatest focus needs to occur to ensure all students are on track to reach the three year growth goal previously described.

2). Based on the area of priority content identified in this manner, teachers must take a closer look at beginning of the year data for their students to determine which specific areas, concepts or skills within the larger ELA, Math, or Science standards need the most emphasis. SLOs go beyond the high level analysis of student achievement data and require that teachers dig deep into all available data to understand the greatest area of need in their classroom.

SLOs require regular examination of student progress and result in professional discourse between a teacher and evaluator to identify those instructional strategies and interventions needed to appropriately differentiate within the classroom. The end of year review is intended to measure whether or not specific goals and gaps have been appropriately addressed with the aim of enabling all students to gain strong foundational knowledge needed for them to be on track to be college and career ready.

As the new assessments and growth model are implemented, South Dakota is committed to conducting research and examination of evaluation and assessment results. A primary focus will be the investigation into the instructional sensitivity of the assessments to determine whether the assessments are sensitive enough to capture growth in relation to specific teaching strategies. Providing individual SGP data to schools will ensure a statewide standard.

Setting SLOs

Developing SLOs promotes reflective teaching practice by embedding best practices into a formal, collaborative, and transparent process. Educators, or teams of educators, review standards, identify core concepts and student needs, analyze baseline data to establish learning targets, monitor student progress and, at the end of the process, examine and reflect on outcomes. Principals support the work by guiding and approving SLOs, providing structured feedback, and scoring the final results.

As part of the district's effort to ensure all students progress each year, the Student Learning Objectives (SLO) Process Guide has been created to formally document the important work of using data to drive instructional decisions. This guide is based on the most pertinent research surrounding the use of SLOs. This form is embedded into the Teachscape Reflect Workflow and is available electronically. The process guide ensures that appropriate and meaningful SLOs are being set, and that proper reflection and data is being used to measure student growth. This also serves as an artifact for principals to use as they are being evaluated as proof that they are setting the bar appropriately high for the teachers they are evaluating.

Early in the process, teachers submit the preliminary SLO document and provide evaluators with the necessary information to make informed judgments about goal quality and rigor. Teachers and evaluators review and update the SLO Process Guide throughout the evaluation cycle. Movement through the SLO process should be monitored during the year and discussed during pre- and post-observation conferences. The guide may also act as an artifact to demonstrate teacher performance relative to non-observable teaching standards (Domains 1 and 4).

Teachers are asked to first conduct a data-driven needs analysis to help identify which learning content should be the focus of an SLO. Educators should also work to examine the curriculum to determine over-

arching concepts or skills students must gain during a course, and use this knowledge to bring focus to the SLO development process. Developing a high quality SLO requires educators to establish accurate baselines that rely on data from multiple sources to help identify student starting points. By collecting information from multiple sources, educators develop a better picture of student understanding of priority content, which ultimately improves SLO quality. When available, past records and end-of-year data from prior assessments may be used, but educators are encouraged to validate historical data with more current data.

As educators analyze the data to determine pertinent baselines, they are encouraged to look at students who are prepared; those who are in need of remediation; and those who are in need of enrichment to understand where appropriate goals may lie for each of these groups. Grouping student data may reveal patterns that allow teachers to establish more authentic, differentiated growth goals that set expectations for students with varying levels of preparedness. When developing SLOs, educators should focus on establishing goals that include all students in a given course or class.

STEP ONE: SLO DEVELOPMENT

Teachers answer the following questions and complete this form to develop and document expectations for student learning. This form, along with any supporting data, is submitted to the evaluator for approval, and may also be discussed during other evaluation related conferences. This is to be completed as early in the year as is feasible, and should be done by the end of the first quarter at the latest to ensure that growth can be measured over the course of the academic year. The following is a sample of the work embedded in the SLO Development form included in the process guide.

Prioritize Learning Content: *Identify standards and content.*	*What is the most important learning that needs to occur during the instructional period? Specify which standard(s) the SLO addresses and Identify any specific data source or trend data used to prioritize the learning content. (1a)*

Identify the Student Population: *Describe the context of the class.*	*How many students are addressed by the SLO? Detail any characteristics or special learning circumstances of the class(es). (1b, 1c)*

Interval of Instruction: *Specify the time frame in which growth with be measured.*	*What is the time period in which student growth is expected to occur? Identify the length of the course or provide rationale for a time period that is less than the full length of the course.*

Analyze Data and Develop Baseline: *Detail student understanding of the content at the beginning of the instructional period.*	*Where are my students starting? Summarize student baseline performance and attach additional data if necessary. (1b, 1f)*

Select or Develop an Assessment: *Describe how the*	*What specific assessment or instrument will be used to measure goal attainment? Describe the source of the assessment and the connection to identified content and standards. (1c, 1d, 1f, 3d)*

goal attainment will be measured.	

Growth Goal: *Establish expectations for student growth.*	*What can I expect my students to achieve? Establish rigorous expectations for student performance. (1b, 1c)*

Provide Rationale: *Describe how your SLO benefits student learning.*	*How do the content, baseline data, assessment and growth goal support student progress and growth? Describe why you chose to develop this SLO, including any connection to school or district goals. (1a, 1f)*

Learning Strategies: *Describe your plan to meet student needs.*	*How will you help students attain the goal? Provide any specific actions that will lead to goal attainment. (1b, 1e, 1f, 4a)*

After the teacher has taken the time to reflect on the learning and content standards on which they are focusing, and have identified the expected outcomes and strategies being used to meet these outcomes, the information is sent to the evaluator for review. The evaluator then looks at the data provided, paying special attention to the Growth Goal, and provides feedback to the teacher. Teachers may create more than one SLO as part of their Professional Growth or Improvement Plans, but must work with their evaluator at the beginning of the year to determine which ONE SLO they will use to measure student growth at the end of the year. Some districts may choose to have teams of teachers work together to develop SLOs, review the SLO Process Guide, and review goals before they are sent to the principal to evaluate.

Evaluators may use the SLO Quality Checklist to help evaluate the SLOs for their teachers. This checklist helps the evaluator apply the SMART goal setting process to ensure high-quality, comparable SLOs are being written. Instances in which the evaluator is unsure or answers the question "No" are points for conversation with the teacher as the evaluator and teacher collaborate to design appropriate goals for the evaluation cycle. The SLO Quality Checklist can be seen on the next page.

SLO QUALITY CHECKLIST

	Yes	No	?
Is the SLO SPECIFIC?			
1. Does the SLO state exactly what learning content needs to be addressed and the specific standards to which the learning content relates?			
2. Is the learning content aligned to Common Core State Standards, state content standards or credible national standards?			
Is the SLO MEASURABLE?			

3. Will the SLO be measured using an assessment based on standards?			
4. Are expectations for student growth stated by rate, percentage, number, level of benchmark, rubric standards or juried level of standard (panel of experts)?			
5. Does the assessment method align to the kinds of learning in the SLO?			
Is the SLO APPROPRIATE?			
6. Was the SLO developed using baseline data that is comparable between the beginning and end of the instructional period?			
7. Is the SLO directly related to a teacher's subject, grade-level and students?			
8. For a Class Mastery Goal, does the goal include all students in the class or course?			
9. For a Differentiated Growth Goal, does the goal include a growth goal for all groups of students?			
10. For a Shared Performance Goal, does the goal include all students in the grade/subject level? Can each class set their growth under the same goal?			
Is the SLO REALISTIC and RIGOROUS?			
11. Is the SLO attainable for the students in my class(es)?			
12. Does the SLO stretch/challenge my students?			
Is the SLO TIME BOUND?			
13. Does the SLO contain a definitive timeline that allows for determining goal attainment?			

As teachers and their evaluators are working to create meaningful and appropriate SLOs, they also need to consider which assessments will be used to measure growth as part of the process. Support in this area is needed, particularly for teachers whose primary duties exist outside tested grades and subjects. Teachers are encouraged to look at the most common valid and reliable assessments at their disposal, but may find that no common assessments are available and assessments need to be created locally to meet this need. To help ensure that this is done with fidelity, an Assessment Planning Guide and training has been created to assist educators with the assessment development process. The guide and trainings walk educators through:

- The identification of priority content and standards;
- Connecting content to learning expectations – What should an educator expect their students to know, understand and do as a result of their teaching?
- Tying learning expectations to assessment criteria – What Webb level do these expectations require in the assessment and what interval of learning does this assessment need to cover?;
- Using assessment criteria to determine what type of assessment is needed – Should the educator be using a selected response or short answer assessment, is a written response needed of the students, should the students complete a performance task?;
- Reflecting on assessment criteria to determine the need for a high quality rubric;
- Reflecting on the overall quality of the assessment to measure the appropriate learning and to meet the learning needs of all students in the classroom; and
- Reflecting on the resources and collaborative opportunities available to the educator in the selection and creation of the assessment.

STEP ONE: IDENTIFY PRIORITY CONTENT AND STANDARDS

Identify the Grade Level, Course or Class	*What grade level, content area, course or class(es) will be the focus of your SLO?*

Prioritize Learning Content	*What is the most important learning that needs to occur during the instructional period? Specify which standard(s) are addressed.*

RESOURCES:

Access South Dakota content standards:

- ✓ http://doe.sd.gov/ContentStandards/index.aspx
- ✓ http://sdccteachers.k12.sd.us/home/disaggregated-standards

STEP TWO: CONNECT CONTENT TO STUDENT LEARNING EXPECTATIONS

What do you want your students to KNOW?	

What do you want your students to UNDERSTAND?	

What do you want your students to DO?	

STEP THREE: CONNECT LEARNING EXPECTATIONS TO ASSESSMENT CRITERIA

What do you need to assess to ensure mastery of the priority content? *Check all that need to be included in the assessment used in the SLO process.*

KNOWLEDGE (Webb Level 1)	SKILL (Webb Level 2)	REASONING (Webb Levels 2, 3, 4)	PRODUCT (Webb Levels 2, 3, 4)
☐	☐	☐	☐

Interval of Instruction	*What is the time period in which student growth is expected to occur? Identify a timeline for teaching the priority content.*

Provide Rationale	*How do content, learning expectations and assessment criteria contribute to student growth? Explain why you chose the assessment criteria.*

STEP FOUR: CONNECT ASSESSMENT CRITERIA TO ASSESSMENT TYPE

Which type of assessment is most appropriate for identified content and criteria?			
☐	☐	☐	☐
Selected Response and Short Answer	Extended Written Response	Performance Assessment	Personal Communication
• Multiple choice • True/false • Matching • Fill in the blank • Labeling			

Will you need a rubric to conduct the assessment?	
YES	NO
☐	☐

If you need a rubric, do you currently have an appropriate rubric?	
YES	NO
☐	☐

Will you use an identical pre- and post-assessment?	
YES	NO
☐	☐

Progress Update Considerations	*How will you check for student understanding at the mid-point? Detail the rationale for your formative assessment strategies.*

STEP FIVE: CONSIDER ASSESSMENT QUALITY

How will you address ALIGNMENT?	

How will you address STRETCH?	

How will you address VALIDITY?	

How will you address RELIABILITY?	

STEP SIX: SELECT OR CREATE AN ASSESSMENT

What specific assessment(s) will be used throughout the SLO process? *Determine whether you have access to an assessment, need to modify an assessment or need to create an assessment.*

I HAVE ACCESS	I NEED TO MODIFY	I NEED TO CREATE
☐	☐	☐

Provide Rationale	***Why are you moving forward with your current assessment plan?*** *Explain your answer.*

Available Resources	***If you are modifying or creating an assessment, what books or websites will you use as resources?*** *List the resources below.*	
	BOOKS	WEBSITES

Collaborators	***If you are modifying or creating an assessment, will you collaborate with other teachers or administrators during the process?*** *List names below.*

After assessments have been selected, evaluators and teachers should examine them carefully to ensure the assessment is appropriate for use in the SLO process. This is a special concern for teachers of non-tested grades and subjects. Both a guidance document and training opportunities are available to assist in the assessment evaluation process. Assessments should be examined in accordance with the following categories:

- alignment;
- stretch;
- validity;
- reliability; and
- high-quality performance rubrics.

The South Dakota Assessment Quality Checklist begins on the following page.

SOUTH DAKOTA ASSESSMENT QUALITY CHECKLIST

Directions: This checklist should be completed prior to SLO Approval to ensure the chosen assessment meets basic requirements. The checklist will help determine whether the assessment is ready for use or if additional modifications are needed.

ALIGNMENT

The assessment should be aligned to the course standards identified in the SLO and the curriculum.

Yes	Somewhat	No	
			The assessment type or format is appropriate for the content of the assessment.
			All items in the assessment align to standards identified in the SLO.
			The assessment measure addresses the full range of topics and skills included in the SLO.
			The focus of the assessment mirrors the focus of the curriculum and standards.
			The questions, items, or tasks match the full range of cognitive thinking required during the course.
			The assessment requires students to engage in higher-order thinking when appropriate.

Comments:

STRETCH

An assessment needs to have sufficient stretch, meaning that it can capture student performance for students with varying levels of performance.

Yes	Somewhat	No	
			The assessment includes a variety of question types.
			The assessment contains a variety of question levels.
			The assessment enables all students to demonstrate growth.
			The assessment will include items that will challenge the lowest-performing students and challenge the highest-performing students.

Comments:

ADDITIONAL VALIDITY CRITERIA

Validity refers to the extent to which the assessment measures what it is intended to measure and provides useful, accurate results. Many concepts related to validity are addressed in the alignment and stretch sections of the checklist. This section of the checklist contains additional validity considerations.

Yes	Somewhat	No	
			The assessment is fair for all populations of students.
			The assessment avoids use of stereotypes.
			The assessment contains an appropriate number of questions.
			The assessment accommodates students' individualized education programs (IEPs), 504 plans, or English language learner status.
			The assessment avoids unnecessarily complex language.

Comments:

RELIABILITY

An assessment is reliable if it produces consistent results across multiple administrations.

Yes	Somewhat	No	
			Procedures exist to ensure the test is administered fairly and consistently to all students.
			The assessment is not graded by students.
			Teachers complete answer documents for students only when this accommodation is listed on the student's IEP.
			If the assessment is a performance-based or contains a performance task, the performance-based assessment checklist has been completed.

Comments:

SOUTH DAKOTA PERFORMANCE-BASED ASSESSMENT CHECKLIST

Directions: In addition to considerations related to alignment, stretch, reliability and validity, this checklist should be completed prior to SLO Approval if the assessment is performance-based or contains a performance task. The checklist will help determine whether the assessment is ready for use or if additional modifications are needed.

RUBRICS AND PERFORMANCE-BASED ASSESSMENTS

A rubric is a scoring guide used to evaluate student work or performance tasks. A performance-based assessment tests the ability to apply knowledge in a real-life setting. Performance is assessed using a rubric or analytic scoring guide that meets the following criteria.

Yes	Somewhat	No	
			The rubric or performance-based assessment contains an adequate number of proficiency levels.
			The rubric or performance-based assessment contains specific, clear, and concise descriptions at each proficiency level.
			The descriptions at each proficiency level do not contain subjective language left to interpretation.
			The performance-level descriptions describe elements that are present for each level, not the elements that are lacking.
			All teachers have a common understanding of the use and interpretation of rubrics or guidance documents.
			The rubric or performance-based assessments has been vetted through content experts and supervisors for consistency and comparability before its use.
Comments:			

Selecting or Creating Assessments to Establish and Assess SLOs: Resources and Process Guides

Once an evaluator has the opportunity to evaluate the SLO and relevant assessment data, they should provide feedback and approval or recommendations for changes to the teacher being evaluated. The SLO Approval form can be used to help facilitate this communication. If the SLO is not approved, teachers should receive documented feedback that explains how to improve the SLO and should be given a window to make appropriate changes before resubmitting the SLO for approval.

SLO approval is typically supported by at least one SLO Conference between the teacher and evaluator. To make the process meaningful, the SLO conference may be scheduled in conjunction with other face-to-face meetings that occur during the evaluation and professional growth process, such as goal-setting or pre- and post-observation conferences.

An SLO Approval Form has been included in the Process Guide to provide an opportunity for teachers and evaluators to document this important work.

STEP TWO: SLO APPROVAL

This portion of the SLO Process Guide is used to document the approval of the Student Learning Objective for the evaluation cycle. Approval may take place during face-to-face evaluation conferences, or through other means of communication. This is to be completed as early in the year as is feasible, and should be done by the end of the first quarter at the latest to ensure that growth can be measured over the course of the academic year. The following is a sample of the work embedded in the SLO Approval form included in the process guide.

EVALUATOR NARRATIVE (Required if a revision to the growth goal is requested prior to approval.)

SIGNATURES

The growth goal has been reviewed by the teacher and evaluator and will serve as the agreed-upon measure to determine the teacher's student growth rating.

Teacher Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

These forms will be kept on file and can be used in the principal's evaluation in conjunction with SLO Development forms to demonstrate the principal is working with teachers to set ambitious and meaningful student growth goals which are designed to help all students progress. The recommended educator effectiveness models rely on evidence from multiple measures to assess educator performance. In addition to evidence provided through the SLO process, principals will gather evidence of performance through classroom observation. As a measure of efficiency, educators may decide that pre- and post- observation conferences are a convenient time to discuss progress towards goal attainment. Educators may also consider the advantages and disadvantages of conducting either formal or informal observations in conjunction with lessons related to the established SLO. A mechanism for facilitating ongoing communication related to the SLO has been built into the Teachscape Reflect workflow.

STEP THREE: ONGOING COMMUNICATION

Teachers tracking progress toward the established growth goal complete this portion of the SLO Process Guide, which can be used to structure ongoing conversations about student progress during the instructional period. These are pieces of data the principal and teacher should review periodically, and are appropriate to re-visit at pre and post evaluation processes. These may be used to help determine which portions of a teacher's curricula and work will be targeted for the formal observations of professional practice.

SLO PROGRESS UPDATE

Progress Update: *Describe student progress toward the growth goal.*	*Are your students on track toward meeting the growth goal? Specify the assessment used to track progress. (1f, 3d, 4b)*

Strategy Modification: *If necessary, document changes in strategy.*	*Does data suggest I need to adjust my instructional strategy? Describe how you plan to meet the goal. (1e, 4a)*

SLO Adjustment: *If justified, describe changes to the SLO.*	*Are there circumstances beyond the teacher's control that will impact growth goal? If needed, attach a revised SLO. (1b, 4a)*

Ongoing review of this data helps evaluate the efficacy of instructional strategies and identify modifications needed in instruction and targeted supports. Continual monitoring of an SLO can help teachers and evaluators have conversations and course-correct to enable all students to make meaningful growth. At the end of the instructional period, the teacher reviews progress and data to determine how well his or her students performed. A discussion of the teacher's student growth rating and summative teacher effectiveness rating will take place during a summative conference that occurs as part of the broader teacher evaluation process. The SLO Process Guide provides a place for reflection to occur in preparation for this conference.

STEP FOUR: PREPARE FOR THE SUMMATIVE CONFERENCE

After assessing student learning at the end of the instructional period, the teacher completes this form to document SLO goal attainment. The form, along with any data required by the evaluator, is submitted to the evaluator in advance of the summative conference. It is the responsibility of the teacher to assemble, organize, and deliver to the evaluator evidence of SLO goal attainment, including any assessment data required by the administrator.

STUDENT GROWTH RATING PERFORMANCE DESCRIPTIONS

High Growth: *The growth goal was 86% to 100% attained.*	*What does high growth mean? Detail end-of-course achievement levels that equate to high growth. (4b)*

Expected Growth: *The growth goal was 65% to 85% attained.*	*What does expected growth mean? Detail end-of-course achievement levels that equate to expected growth. (4b)*

Low Growth: *The growth goal was less than 65% attained?*	*What does low growth mean? Detail end-of-course achievement levels that equate to low growth. (4b)*

STUDENT GROWTH RATING

Based on student growth between the beginning and end of the instructional period, select a student growth rating.

PRELIMINARY STUDENT GROWTH RATING		
LOW	EXPECTED	HIGH
☐	☐	☐

TEACHER REFLECTION

Professional Growth: *Detail what you learned.*	*What worked? What should be refined? Describe the support you need to improve instruction and student learning. (4a)*

SIGNATURE

The signature of the employee attests to the accuracy of the information presented and serves as recognition that a final student growth rating is assigned by the evaluator.

Teacher Signature: _____ Date: _____

In preparation for the summative conference, principals review teacher-submitted SLO evidence to establish a preliminary student growth rating. To provide sufficient time to prepare for the final discussion, principals may establish timelines for evidence submission. The preliminary rating should be provided to the teacher in advance of the summative conference, and teachers should receive feedback with sufficient time to review the principal's comments and gather any additional evidence needed for reference during the meeting.

In addition to the growth goals based on AMOs and/or SPI indicator scores that principals set at the beginning of the year to be part of their growth score, principal growth ratings in part should come from their ability to:

1) work with their teachers to set meaningful and ambitious SLOs for their students; and
2) serve as a strong instructional leader that enables their teachers to meet these SLOs.

As with teachers, a principal's final growth rating should roll up to quantify the principal's impact on student growth into one of three student growth performance categories: Low Growth, Expected Growth, or High Growth. The recommended growth assignments based on the SLO measure are found below.

PERFORMANCE CATEGORY	DESCRIPTION
Low	**Principals:** School assessment and accountability growth targets and teacher SLOs were less than 80 percent attained. **Teachers:** SLOs were less than 65 percent attained.
Expected	**Principals**: School assessment and accountability growth targets and teacher SLOs were 80 to 90 percent attained. **Teachers:** SLOs were 65 to 85 percent attained.
High	**Principals**: School assessment and accountability growth targets and teacher SLOs were 91 to 100 percent attained. **Teachers:** SLOs were 86 to 100 percent attained.

Once all teacher SLO attainment has been calculated, principals should share this data with their evaluators. SLO attainment of their teachers should be included in the final growth calculation that also takes into account progress towards meeting school level growth goals using accountability data. A minimum of 25% of the final growth rating for principals must come from the measure which includes accountability data. More details can be found in the Principal Evaluation Handbook.

Combining ratings into one summative rating system

Determining summative effectiveness ratings demonstrates the connection between professional practice and student growth. Measures of Professional Practice and Student Growth are combined to differentiate performance of teachers and principals into one of three categories: Below Expectations, Meets Expectations, or Exceeds Expectations.

To combine the Professional Practice Rating and the Student Growth Rating into one, a summative rating matrix is used. The design of the recommended summative rating matrix assigns significance to student growth measures while maintaining focus on evaluations relative to the South Dakota Standards for Effective Principals and the South Dakota Framework for Teaching. For example, a principal or teacher earning a Student Growth Rating of Expected can be assigned any of the three final teacher or principal effectiveness ratings depending upon his or her performance on the professional practice evaluation.

South Dakota's Summative Rating Matrix can be seen below:

STUDENT GROWTH RATING	PROFESSIONAL PRACTICE RATING: UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
HIGH	✪	✪		
EXPECTED				
LOW			✪	✪

SUMMATIVE EFFECTIVENESS RATING CATEGORIES	
	EXCEEDS EXPECTATIONS
	MEETS EXPECTATIONS
	BELOW EXPECTATIONS
✪	PROFESSIONAL JUDGMENT AND POLICY REVIEW

Using a Matrix Model to Determine Effectiveness Ratings

The summative matrix model does not rely on uniform, prescriptive formulas to calculate an educator's summative effectiveness rating. Instead, the matrix guides the assignment of the rating while providing opportunities for professional judgment to be exercised.

Professional practice and student growth ratings are represented in the columns and rows of the matrix. The final rating, determined by the intersection of the two individual ratings, translates into one of three required performance categories.

Prioritizing Evaluations of Professional Practice

Given the body of research and empirical evidence supporting the rigorous professional domains outlined in the South Dakota Framework for Effective Teachers and the South Dakota Framework for Effective Principals, the summative rating matrix prioritizes professional practice evaluations as the measure most likely to promote advancements in instructional practices and improved student learning.

A closer examination of all 12 areas of intersection further reinforces the priority placed on professional practice evaluations. For example, a principal earning a Professional Practice Rating of Proficient or Distinguished is, by default, assigned a final principal effectiveness rating of at least Meets Expectations.

However, the design of the recommended summative rating matrix assigns significance to student growth measures. No educator receiving the lowest growth score can receive a final rating of Exceeds Expectations.

The Summative Rating Matrix embeds opportunities for professional judgment to play a role in the assignment of final principal and teacher effectiveness ratings. In the four areas in which one rating is very high and another rating is very low (denoted by the ✪ symbol), individual ratings are reviewed to ensure that rating is fair and accurate based on all evidence collected. The principal or teacher and their evaluator may agree that additional evidence may be required and summative ratings can be adjusted if it is determined that the summative rating misrepresents teacher or principal performance. Early feedback indicates professional judgment may be used more frequently during the years as educators become more familiar with the evaluation system. As both teachers and administrators build capacity to identify the most important learning goals and measurements of student growth and as more evaluators participate in the Teachscape Focus for Observers certification, bias will be reduced, inter-rater reliability during observations will increase, and instances in which professional judgment is used to determine the final rating outside of the matrix will decrease. The purpose of providing districts the opportunity to use professional judgment when reflecting on the process is not to change ratings, but rather to assess mismatches and identify problem areas with implementation of new evaluation systems. Providing this opportunity allows for adjustments to be made that reduce judgmental bias in the evaluation system. This process is used to allow evaluators and the teacher or leader being evaluated the option to look at additional information and to adjust the professional practices or growth rating if evidence indicates this is called for. In its piloting of the system, the department found that in areas of mismatch (as noted by the chart on page 160), common problems arose from two areas:

1) High quality educators setting unrealistically high growth goals for their students (for example expecting 100 percent of students to achieve a score of 5 on the AP Biology test). In many of these cases, evaluators where still learning how the system worked and were not yet ready to coach teachers through the SLO development process as SLO training was only beginning.

2) In some cases, evaluators were not yet familiar enough with the evaluation system to provide sufficient or appropriate instructional leadership related to the framework for teaching. In some cases, evaluators had not yet completed training related to evaluation and collection of evidence, and as a result professional practice ratings were assigned without collecting all needed evidence. SD DOE anticipates that as teachers and principals learn this process, the professional judgment requirement will be used increasingly infrequently.

Although areas of mismatch are subject to the professional judgment process, evaluators are still constrained by the summative ratings matrix as set out on page 160. A teacher who receives the lowest student growth rating cannot receive the highest summative rating (exceeds expectations). (Likewise, a teacher who receives the lowest professional practices rating also cannot receive the highest summative

rating). This guidance has been provided to teachers and principals through the teacher effectiveness handbook, accessible via http://doe.sd.gov/oatq/documents/TeachEff.pdf (active as of June 22, 2015).

In cases where professional judgment is used, this information is to be reported to the superintendent of the evaluator of the principal. This information in turn, serves as one piece of data for discussion in the principals own evaluation of practice. In cases where principals are using professional judgment to adjust either professional practice or student growth ratings, districts should identify supports and trainings for principals surrounding the evaluation system.

Professional judgment should be used sparingly and is generally only appropriate in the case where there are extenuating circumstances that warrant special consideration. Districts using professional judgment are asked to conduct a focused policy review into the use of the evaluation system to determine why a large gap between professional practice and student growth performance exists and what, if anything, needs to be corrected. The SEA will collect information on the use of Professional Judgment and will provide technical assistance and training to districts that struggle in this area. All instances in which professional judgment and policy review are needed should be approved by district level administration. A critical piece of principal evaluation will include an examination of the SLOs the principal is approving and the use of professional judgment in the system.

A summative evaluation form has been created to assist evaluators in combining multiple measures of teacher performance to determine and document a teacher's overall performance rating for the evaluation cycle. The summative rating is used to guide professional growth and improvement recommendations. The summative document is based upon information previously documented through the Professional Practice Rating Form and the Student Learning Objectives Process Guide.

SUMMATIVE TEACHER PERFORMANCE AND NARRATIVE

Using the scoring matrix below, evaluators will classify overall teacher or principal performance by combining the professional practice rating and student growth rating into an overall performance rating of Exceeds Expectations, Meets Expectations or Below Expectations.

		PROFESSIONAL PRACTICE			
		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
STUDENT GROWTH	HIGH	☐	☐	☐	☐
	EXPECTED	☐	☐	☐	☐
	LOW	☐	☐	☐	☐

☐	EXCEEDS EXPECTATIONS
☐	MEETS EXPECTATIONS
☐	BELOW EXPECTATIONS

EVALUATOR NARRATIVE

Once a final summative rating has been assigned, the evaluator and the teacher or principal being evaluated will meet to discuss final recommendations as a result of the evaluation system. The outcome of the system will be that either a professional growth plan or a plan of assistance is generated for the teacher or principal. Per South Dakota Codified Law 13-42-34, a Plan of Assistance is required before a teacher in years 4 and beyond of employment can be released. The following form is used to document this decision.

RECOMMENDATIONS AND ACKNOWLEDGEMENT

EVALUATOR RECOMMENDATION

Based on the evidence gathered throughout the evaluation cycle, the teacher's performance will result in the development of a:

PROFESSIONAL GROWTH PLAN	PLAN OF ASSISTANCE
☐	☐

SIGNATURES

The signature of the employee shall not imply that the employee agrees with evaluation, but merely indicates that the evaluation has been discussed.

We have discussed the evaluation.

Evaluator: _____ Date: _____

Employee: _____ Date: _____

In the event a Plan of Assistance is warranted, the district will work with the teacher or principal to generate a plan that complies with the legal process the district uses and will dictate the performance levels under which continued employment or release of the employee is warranted. This plan of assistance may be a short term plan or cover a full academic year depending on district policy and can result in termination of an employee or result in performance improvement that allows for the creation of a professional growth plan designed to help the teacher or principal make continued professional gains. State law requires public school districts to provide a plan of assistance to non-probationary teachers who do not meet the district's established performance standards (SDCL 13-42-34).

A Professional Growth Plan form has been embedded into the state system to help promote reflective teaching and professional growth. Goals may be based upon a professional practice self-assessment, feedback received through the evaluation process, or other school or district initiatives. Teachers may complete this form to document areas of individual professional growth and improvement. The form may be completed during the first quarter of the annual evaluation cycle and will serve to initiate professional dialogue during evaluation conferences. The document may also serve as an artifact to demonstrate performance relative to non-observable teaching standards (4a). Questions asked on this form are found below.

PROFESSIONAL GROWTH PLAN	
Select Area(s) for Professional Growth:	*What goal(s) have you identified for this year? List any related Framework for Teaching components and describe the connection between this goal and your teaching assignment.*

Growth Strategies Action Steps and Timelines:	*How do you plan accomplish the goals you have outlined? List specific tasks and targeted completion dates.*

Identify Necessary Supports:	*What support do you need to implement your plan? List necessary professional development, support or resources.*

Implementation

Targeted pilots for teacher effectiveness occurred in the 2013-14 school year, and the SEA is supporting all districts in the state through a learning year in 2014-15 school year. Beginning in 2015-16 all districts will be fully implementing teacher evaluation.

Targeted pilots for principal effectiveness occurred in the 2013-14 and 2014-15 school years. The SEA is supporting all districts in the state through a learning year in 2015-16. Beginning in the 2016-17 school year, all districts will be fully implementing principal evaluation.

This phased implementation allows schools to move forward in a way that will enable them to be ready to include growth data based on new assessments at the conclusion of the 2015-16 testing cycle. The SEA has worked to provide coaching and support to all districts as they work to learn the key components of the teacher and principal effectiveness systems. Initial targeted pilots included 75 schools piloting teacher effectiveness systems and 12 districts piloting principal evaluation systems. As part of these pilots, SD DOE receives feedback from coaches, schools and districts, and has engaged researchers from South Dakota universities to help conduct research surrounding implementation efforts and the impact that implementation of teacher and principal effectiveness systems has on professional and student growth.

In the Fall of 2013, all districts participated in a stop light survey relating to the status of Common Core and Teacher and Principal Effectiveness systems. Results of these surveys were compiled into individual district reports and were shared with every district via an individual coaching day in the Spring of 2014. Districts were also asked to verify with the state if they were ready to fully implement Teacher and Principal Effectiveness systems in the fall of 2014, or if they would take the 2014-15 year to plan and phase in implementation of the effectiveness systems. All districts will be fully implementing teacher evaluation by the 2015-16 year, and principal evaluation by the 2016-17 year when enough data is available on the new assessments to help measure student growth.

Districts choosing to plan during the 2014-15 year were required to host an on-site, in-district coaching session with SD DOE trained coaches to help walk through the requirements of the Educator Effectiveness system, and to begin creating planning documents. Follow up information was collected in June, 2014 showing how districts are building capacity and phasing in critical components of the state model for teacher evaluation over the 2014-15 school year. Districts will complete and submit a District Self Reflection form in June, 2015. This self- reflection form is similar to the initial planning document districts created, but captures progress made to ensure that plans for full implementation for 2015-16 are on track.

Work on the principal effectiveness system is paralleling this timeline, with the primary focus being on ensuring all principals are prepared to be effective leaders as they work with their teachers to understand meaningful measures of professional practice and student growth within the context of their classrooms and schools. Implementation plans for principal effectiveness are due to the SEA in June, 2015, and follow up monitoring will be conducted during the 2015-16 school year.

In-district coaching has centered around the Educator Effectiveness Implementation Guides. The Educator Effectiveness Implementation Guides contain several documents to assist districts working to implement high quality teacher and principal effectiveness systems. A brief overview of each document included in the implementation guide is provided below.

EDUCATOR EFFECTIVENESS IMPLEMENTATION TIMELINE
This summary communicates the timelines associated with implementing educator effectiveness systems.

DISTRICT SELF-ASSESSMENT TOOLS
The self-assessment tools guide districts through the transition and implementation of high quality education effectiveness systems.

EFFECTIVENESS SYSTEM CHECKLISTS
The effectiveness system checklists provide a quick summary of educator effectiveness evaluation requirements, and guide districts toward identifying the evaluation system components that must be addressed prior to statewide implementation. The implementation guide includes checklists specific to teacher and principal effectiveness systems.

GAP ANALYSIS AND PLANNING GUIDES
The Gap Analysis and Planning Guides provide additional detail about required educator effectiveness system components and allow districts to begin documenting the steps needed to implement high-quality educator effectiveness systems. The implementation guide includes planning guides specific to teacher and principal effectiveness systems.

DISTRICT SELF REFLECTION FORM
The District Self Reflection Form is similar to the Gap Analysis Plan, but asks districts to report their progress surrounding implementation in the current year as well as plans for the following year. This form asks districts to summarize what has worked and what has proven a challenge during the learning year.

Beginning with the results of the 2016-17 evaluation cycle, the SEA will collect aggregate school level data, and will report publicly only aggregate data at the state level. Through a system of monitoring and technical assistance that will include detailed checks during each public school district's accreditation review, checks during random onsite audits, as well as through annual monitoring of data, the SEA will ensure that systems are being implemented with integrity across the state.

Key stakeholders have been engaged throughout the entirety of this process and have helped to develop a strong system that creates meaningful collaboration between teachers and principals. South Dakota has secured and sustained stakeholder investment and has cultivated a strategic communication plan which includes teachers, teacher union representatives, education professional agencies, administrators and institutes of higher education.

EVIDENCE OF THE ADOPTION OF THE GUIDELINES

SDCL 13-3-69 gives SD DOE the authority to create evaluation practices and procedures for teachers and principals as part of the state's comprehensive accountability system. South Dakota Administrative Rule outlines the minimum requirements for teacher and principal effectiveness systems. ARSD 24:57 and ARSD 24:58.

The South Dakota Framework for Teaching (FfT) was adopted and put into rule in 2010. At that time, the state underwent a pilot to help build capacity across the state. The first phase of roll out for the teacher evaluation system, Growing Skill, began with the implementation of the SD FfT in 12 pilot sites. The department issued a Request for Proposal to districts during the summer of 2011 inviting participation as a pilot site. The pilot sites received assistance in the implementation of SD FfT from East Dakota Educational Cooperative and Technology and Innovations in Education. Some sites chose to receive on-site consultation while others participated in "Train the Trainer" seminars to deliver FfT to their staff. Starting January 2012 and running through the summer of 2012, pilot sites participated in the following:

- Introduction to the FfT
- Crosswalk of district's current standards and evaluation system to the Fft
- Observation training
- Individual coaching of evaluators
- Train the trainer seminars

Pilot sites adopted and implemented the FfT by August 2012.

As a Principal Standards Workgroup convened as required by HB 1234, which was passed in the 2012 Legislative session, SDDOE and the Board of Regents organized a "Listening Tour". The purpose of this tour was to engage superintendents and others with an interest in school leadership in the review of the standards and indicators proposed. Data collected was used to provide input to improve leadership preparation programs.

Listening tours were held across the state in Aberdeen, Sioux Falls, Chamberlain and Rapid City between October 15 and 18, 2012 engaging a total of 50 stakeholders invited from nearby districts at each site. Of the 50 participants, 34 were superintendents, 14 were principals, one was a school board member and another, a parent.

The listening tour provided an unprecedented opportunity to engage educators in the initial design of a principal evaluation system and a leader preparation program. Feedback was used to modify the draft principal standards and add new design elements to the principal evaluation system.

With regard to the adequacy of the standards and indicators, there was widespread agreement that the standards adequately convey the complex work of the principalship at the appropriate level of specificity, particularly the overall weight given to instructional leadership (Standard 2).
When asked to suggest modifications to the weighting system, participants predominantly agreed that the current weighting is appropriate given the areas of emphasis.

The Bush Foundation provided the South Dakota Board of Regents and the Department of Education grants in early 2012 to collaborate to ensure South Dakota has a pipeline of school leaders, that every school has an effective school leader and that the state creates an environment that will attract and train principals, and in which they can grow and flourish. As part of this grant, FHI 360 has been providing technical support and facilitation of workgroup meetings as the state's Institutes of Higher Education work to design a shared principal preparation program that is in alignment with standards for effective principals.

HB 1234, which was passed in the 2012 Legislative session required that both teacher and principal effectiveness workgroups convene to design model teacher and principal effectiveness systems. Workgroups met in the summer of 2012 to undertake this work. In November of 2012, HB 1234 was overturned via referred vote, but the work of the teacher and principal effectiveness workgroups called for

in the bill proved instrumental to helping build the final framework for teacher and principal evaluation in South Dakota.

After the November 2012 overturn of HB 1234, the SEA partnered with key stakeholders across the state to convene a Commission on Teaching and Learning (CTL) to take lessons learned from the initial pilots of the FfT and the research collected by teacher and principal evaluation workgroups to create recommended model teacher and principal evaluations to be used as part of the state accountability system. This group met twice a month between January and June of 2013 to recommend a model system for piloting in the 2013-14 school year, and has met regularly since to monitor implementation and to help refine the system.

Efforts related to growing skill surrounding high quality evaluation across the state continued through the pilot of teacher evaluation systems in 75 schools and the pilot of principal evaluation systems in 12 districts across the state in the 2013-14 school year. The pilot sites received assistance in the implementation of SD FfT and in navigating the evaluation process from East Dakota Educational Cooperative. Pilot schools representing districts and schools of various sizes, geographic location and school administration structures were asked to implement model evaluation systems that use measures of professional practice and student growth to differentiate teacher and principal performance.

Some sites received individualized on-site consultation while others participated in district-wide professional development to help guide their administrators through the evaluation process.

Starting June 2013 and running through the spring of 2014, pilot sites participated in the following:

- Introduction to the FfT and/or the SD Standards for Effective Principals
- Observation training
- Teachscape training
- Individual coaching of evaluators
- Individual coaching of teachers
- Student Learning Objective training
- Research study with University of South Dakota

Even as the SEA piloted the recommended system, it engaged in other key activities to help implementation efforts statewide. The Teacher Effectiveness Handbook, Principal Effectiveness Handbook, and the Student Learning Objectives Handbook that were created for pilot schools and districts have been refined and made publicly available at the SDDOE website (http://doe.sd.gov/secretary/TPE.aspx).
Statewide training events to help schools prepare for this transition began in late summer and early fall 2013 with regional trainings presenting an overview of the system and guiding teachers and administrators through the draft handbooks. In the summer of 2013, multiple events were held to provide training:

- three regional teacher effectiveness trainings;
- one training centrally located regarding principal effectiveness; and
- two regional trainings surrounding student learning objectives.

Schools participating in the teacher and principal pilots in the 2013-14 year were required to send a leadership team to these events, and all other districts were invited to send their leadership teams free of charge. A total of 451 educators and administrators attended these trainings. 49 districts received training in the teacher evaluation system, 32 districts received training in the principal effectiveness training, and

56 districts received training in Student Learning Objectives.

Trainings were also given in conjunction with large fall educational conferences, and four regional trainings in Student Learning Objectives that targeted school level administrators were held in the Spring of 2014.

In the Fall of 2013, the SEA provided licenses for the Teachscape Focus and Reflect software to all interested principals, superintendents, and teachers in the state. Across 94 districts, more than 500 administrators and 5,100 teachers took advantage of this system. SDDOE secured legislative funding to continue making this software available to interested districts.

In spring of 2014, all districts in the state received individualized coaching sessions that helped them review where they were with regards to implementation of teacher evaluation systems, and to create a formal plan for training, supporting, and piloting of the evaluation system, including student growth measures in the 2014-15 year. All districts submitted planning documents by June 2014 that detailed their plans for training, implementation, and piloting of critical components of the Teacher Effectiveness system in the 2014-15 school year; and will submit to the SD DOE by June of 2015, planning documents detailing plans for providing training, support, and phased implementation of the Principal Effectiveness systems. This ensures that all districts will have the capacity to be fully implementing teacher evaluation systems beginning in the 2015-16 year principal evaluation systems in the 2016-17school year, and using these results to inform the plan of assistance required in SDCL 13-42-34 to determine next steps in hiring decisions.

Ongoing training to support professional practice evaluations will be delivered through ***Teachscape Focus***, a comprehensive web-based training program aligned to the South Dakota Framework for Teaching (Danielson Model). *Teachscape Focus* provides in-depth training for both teachers and evaluators.

Teacher Training through Teachscape Focus (20 hours)

Teachscape Focus includes approximately 20 hours of training to help teachers develop a deeper understanding of South Dakota's professional teaching standards and standards-based evaluations of professional practice. The training also helps teachers apply the South Dakota Framework for Teaching to improve instructional practice. The software allows training to be deployed as self-guided learning or structured as part of a facilitated learning group.

Evaluator Training through Teachscape Focus (30 hours)

An ***evaluator*** is a person charged with conducting teacher evaluations. In most districts principals will serve as evaluators, though other individuals may be assigned responsibility for conducting evaluations. All individuals charged with conducting evaluations should complete evaluator training through *Teachscape Focus*. This training prepares evaluators to conduct accurate assessments of professional practice relative to the South Dakota Framework for Teaching. Evaluator training promotes accurate, consistent and evidence-based evaluations that limit evaluator bias. In-depth evaluator training takes approximately 30 hours to complete and concludes with a rigorous evaluator proficiency assessment. Evaluators passing this assessment have over 95% inter-rater reliability.

Trainings for teachers in the growth component of the evaluation system were conducted at 13 regional sites in the summer of 2014. Each site had up to 22 sessions scheduled to allow teachers of specific grades and subjects the opportunity to come together and receive training specific to their discipline and grade level and to allow teachers the opportunity to collaborate and network as they undertake this work. The

two day training was split into two days: during Day 1, teachers across the state learned what an SLO is and how to set meaningful student learning objectives; Day 2 focused on identifying appropriate assessments and performance rubrics that might be used to measure student growth, particularly in non-tested grades and subjects. Teachers received stipends for participation in the summer training.

Summer trainings ensured the needs of all students were addressed. The Office of Special Education developed training materials specific to the challenges special educators face in creating SLOs. These special training materials included guidance for general education teachers with special education students in their class. A special training was held for teachers of English Language Learners. This training focused on the challenges faced by teachers of English Language Learners, including Hutterite Colony students. DOE staff from all program areas attended these trainings.

Graduate Credit was awarded to teachers and administrators who attended and completed the necessary follow up work in creating a growth measure. This credit was offered at the rate of $40 a credit through the University of South Dakota. More than 2600 individuals received graduate credit for this course, the largest single course in South Dakota University history.

Highlights of the training include:

- 176 two day training events were offered across 13 towns
- Specialized training in 18 content areas and 10 grade bands was offered
- 71 education professional provided the training, 67% of these were current teachers
- 97% of attendees felt the trainers were high quality
- 5828 educators attended a total of 11,474 training days
- 63% of current South Dakota teachers representing 92% of South Dakota districts attended
- 91% of attendees found the training helpful
- 98% of attendees say they plan to use the SLO Process Guide in their classrooms during the 2014-15 school year
- The largest district in the state elected to send educators to become trainers and then offered the training in district to staff. These numbers are not included in the above totals.

In the fall of 2014, regional trainings regard the role of administrators in the evaluation and SLO process were held across the state. Training for principals and their evaluators regarding the Principal Effectiveness Process will be held beginning in the summer of 2015.

Ongoing training and professional development opportunities are being made available as part of a menu of options districts can choose from to receive individualized, in-district trainings through the 2015-16 school year. Going forward, trainings related to professional conversations stemming from evaluation results will be developed.

The South Dakota Education Association (SDEA) received an NEA grant to help advance the work surrounding SLOs. The first activity under this grant was a training in Minneapolis which brought SDEA members together with SEA staff. During the summer of 2014, SDEA hosted a four day SLO Boot Camp which included members of SDEA, SEA staff, and Higher Education faculty. This boot camp will be repeated in 2015. Grant funds are also being used to create a repository of SLOs, provide district coaching regarding SLOs, and to partner with the SEA for an additional year of research surrounding SLOs.

The South Dakota Department of Education has worked with the University of South Dakota to develop college level coursework relative to the South Dakota Standards for Effective Principals and the South Dakota Framework for Teaching. These courses are offered online for $40 a credit and provide teachers,

principals, and other evaluators valuable knowledge in the frameworks.

Describe the process used to involve teachers and principals in the development of the adopted guidelines and the process to continue their involvement in developing any remaining guidelines.

South Dakota has been participating in work related to Teacher and Principal Effectiveness for several years. The standards movement in South Dakota began with the creation of academic content standards which clearly defined what students should know and be able to do upon completion of each grade. More recently, the adoption of the Common Core State Standards is requiring South Dakota educators to help students master rigorous content knowledge and apply that knowledge through higher order thinking skills.

With the development of career and college ready standards, South Dakota acknowledged the need to clearly define expectations for teachers. The absence of a set of consistent standards used to guide professional development and continually improve instruction leaves an arbitrary system of education. Teacher preparation programs currently base their programs on INTASC standards, which describe knowledge and skills deemed necessary for teachers new to the profession. The missing link was standards that carried the teaching profession forward.

The 2010 Legislature passed Senate Bill 24, which was codified as SDCL 13-42-33 through 35, inclusive, to establish the basis for South Dakota to engage in this important work. The bill, developed in collaboration with the South Dakota Education Association and other educational organizations, mandated the following:

- Required teacher evaluation
- Adoption of teaching standards
- Creation of a model evaluation tool

A work group (membership outlined in statute) met five times from June through November 2010, to review widely-accepted teacher standards. The work group recommended the Charlotte Danielson Framework for Teaching for statewide adoption. The framework provides a succinct and common language along with a deep research base of what "good teaching" looks like across the career continuum.

The Danielson Framework was presented to the South Dakota Board of Education in November 2010. The board and the Department of Education determined it was appropriate to use the winter of 2010 and the spring of 2011 to educate the field on the framework. Purposefully, implementation was delayed until the March 2011 board meeting to ensure there was a deep understanding in the field. Numerous presentations/trainings were held statewide and the framework was piloted and adopted in 12 sites across the state. The adoption process moved forward with the South Dakota Board of Education approving ARSD 24:08:06, Teacher performance standards, at their July 2011 meeting. Thus, the South Dakota Framework for Teaching (SD FfT) was implemented.

In fall and winter 2011, the SD DOE established an Accountability Work Group to advise the department in the development of a new accountability system, including teacher and principal evaluation. The group continues to meet as needed; its broad representation including teachers.

HB 1234, introduced by the Governor in the 2012 legislative session, called for public school districts to evaluate the performance of each certified teacher on a statewide evaluation instrument. The evaluation instrument was to define four performance levels. Among other things, the bill established six work groups, consisting of broad representation from the education field and the community at large, to address

major components of the bill.

One of the work groups was dedicated specifically to developing the four-tier rating system and evaluation instrument to be used by districts for teacher evaluation. Another was dedicated specifically to developing principal standards, as well as a four-tier rating system and evaluation instrument to be used by districts for principal evaluation.
Minimum work group membership was to be: six teachers (elementary, middle, and high school), three principals (elementary, middle, and high school), two superintendents, two school board members, four parents, and representation from the South Dakota Education Association, School Administrators of South Dakota, and Associated School Boards of South Dakota. The work groups began work summer 2012 and concluded by December of 2012.

While HB 1234 was overturned in the fall of 2012 via a referred vote, the work begun by the principal and teacher effectiveness workgroups became the foundation for the work continuing on in the state surrounding teacher and principal evaluation.

The teacher evaluation work group met four times between June and December, 2012. Over the course of these meetings the work group examined standards and indicators of professional practice for teachers; identified the various design elements for the evaluation system; and developed criteria for evaluator training.

The principal evaluation work group met four times between June and December, 2012. Over the course of these meetings the work group developed standards and indicators of professional practice for principals; commissioned the development of rubrics to assess principal competencies using four performance tiers; identified the various design elements for the evaluation system; and developed criteria for the evaluator training.

Between the third and fourth meetings of the principal evaluation workgroup, the South Dakota Board of Regents sponsored a "listening tour" to gather reactions and feedback from superintendents and other stakeholders on the standards and indicators. Based on the listening tour, some changes to the standards and indicators were suggested and adopted by the working group during the fourth meeting. These standards were also adopted by the public universities across the state as guiding standards for the redesign of their principal preparation programs. These standards include both those pieces of a principal's job that surround instructional leadership and school improvement as well as those duties related to the daily management and operation of a school. The domains in which the standards fall include: Vision and Goals; Instructional Leadership; School Operations and Resources; School, Student and Staff Safety; School and Community Relationships; and Ethical and Cultural Leadership.

After H.B. 1234 was overturned, the South Dakota Department of Education partnered with the South Dakota Educators Association, Associated School Boards of South Dakota, and School Administrators of South Dakota to create a Commission on Teaching and Learning (CTL) to build on the work of the original Principal and Teacher Evaluation Workgroups and to finalize model systems that met the requirements of the ESEA flexibility waiver. This commission included teachers from both tested and non-tested grades and subjects and included a cross section of educators, support professionals, and leaders from various grade levels and geographic locations across the states. The CTL continues to work on modifications to the evaluation system though the membership has shifted to include more representation from higher education.

In the spring of 2013, the newly formed CTL was tasked with building upon the work of the Principal and Teacher Evaluation workgroups and providing districts with recommended procedures that met both ESEA flexibility and state requirements and that encourage meaningful evaluation and professional

growth for teachers and principals. To arrive at recommendations conforming to state and federal requirements, the CTL relied on input from teachers, school administrators, school board members, education stakeholders and officials from the South Dakota Department of Education.

The larger CTL worked on building the recommended teacher evaluation model to include meaningful measures of student growth in the evaluation system and a subgroup that included many of the members from the original Principal Evaluation Workgroup met to finalize the principal evaluation process and to make sure that the principal evaluation system aligns with the teacher evaluation system.

The CTL partnered with SDDOE to release draft teacher and principal evaluation handbooks to be used as part of a pilot study in the 2013-2014 school year. These pilots went beyond simply implementing the Framework for Teaching and focused on the implementation of the recommended state evaluation systems found in the pilot handbooks. SD DOE issued a Request for Proposal to districts and schools during the spring of 2013 inviting participation as a pilot site.

Twelve districts were selected to pilot the principal evaluation system and 75 schools were selected to pilot the teacher evaluation system in the 2013-14 school year.

A formal research effort, led by researchers from the University of South Dakota, gathered feedback and insight from pilot districts and schools. These results have been used by the CTL to inform modifications to the recommendations set forth by the CTL. Due to capacity constraints, research in the 2014-15 year and beyond is shifting to Black Hills State University's Center for Applied Mathematics and Science Education (CAMSE). CAMSE will partner with South Dakota's Regional Education Laboratory to extend the research for three additional years in an effort jointly funded by the South Dakota Department of Education and with a grant received by the South Dakota Educator's Association. This research will focus on looking at the power of the system to increase collaboration, increase effective teaching practices, and will investigate the way in which the recommended growth measure matches results for student growth based on new high quality assessments that are beginning in the Spring of 2015.

As training surrounding the state Teacher and Principal Effectiveness systems is being rolled out, both educational experts from the state's educational cooperatives/ educational service agencies (ESAs) and teachers from the field are being engaged. ESAs are helping to lead the build of training for "train-the-trainer" events across the state, and high quality teachers from across the state are receiving training to become trainers, particularly surrounding Student Learning Objectives.

3.B ENSURE LEAS IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

3.B Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

The State of South Dakota recognizes the potential for Teacher and Principal Effectiveness Systems to help foster professional growth in a way that better enables all educators to help close student achievement gaps. The state also realizes that these systems are only useful if implemented with fidelity. To help ensure that quality implementation is occurring statewide, the SEA has taken very deliberate steps to continually monitor quality of implementation starting with the pilot schools. Deliberate, high

quality monitoring of the system will continue throughout the lifecycle of the educator effectiveness systems.

High Quality Project Management and Coordination

The first step that the state has engaged in to monitor the implementation of teacher and principal effectiveness systems has been in the hiring of a regional Educational Service Agency (ESA) to help oversee the pilot process. This ESA has helped to increase state capacity by overseeing the roll out of training and coaching to schools and districts participating in the pilot study. Weekly calls and reports including summaries of all activities happening with the pilots surrounding teacher and principal effectiveness have helped the SEA to refine systems. The ESA works with the coaches and the SEA to design forms and workflows that meet the needs of schools while also maintaining the integrity of the system. ESA staff have also proved instrumental in helping to embed the best practices of the workflow process including relevant forms into the Teachscape Reflect software.

As the pilots have progressed, the ESA has helped to bring cohesion and clarity to the process by partnering with the University of South Dakota (USD) and Black Hills State University (BHSU) to collect research about the pilot process. Staff from the ESA regularly summarize the data surrounding implementation and bring reports and examples to the SEA and the Commission on Teaching and Learning for review. These help to bring clarity to the work, and help the SEA, in conjunction with the Commission on Teaching and Learning (CTL) to recommend changes and revisions to the state model systems. Staff from the ESA and CTL members have proven instrumental in developing training to be rolled out to the field surrounding teacher and principal effectiveness implementation and have provided oversight to the design of graduate level coursework being offered via the public universities surrounding Educator Effectiveness systems. This brings a level of consistency to all professional development and resources surrounding the state systems that is greatly valued.

Formal Research Project

In the pilot year, South Dakota collaborated with ESA staff, USD researchers, the South Dakota Educators Association (SDEA) and the CTL to conduct research on the implementation and outcomes of the model systems. Going forward, the SEA will continue to collaborate with ESA staff, SDEA, the CTL, and BHSU and will engage their Regional Educational Lab (REL) to assist in research efforts. Research in the pilot year was been based on a scientifically selected representative sample of 20 schools from across the state piloting teacher evaluation and 12 districts across the state piloting principal evaluation.

Research focused on two areas:
1) Identifying the supports and education needed for effective implementation based on the relative size and preparedness of pilot participants; and
2) Evaluation of the outcomes of the effectiveness process relative to measurement of student growth and evidence of changes to professional practice as a result of the effectiveness process.

The in-depth research efforts are expanding to an additional six sites that will be included in the next three years of research. Annual reports are made available in July or August for review by the CTL and will serve as the basis for recommended updates to the models and handbooks. The CTL will continue to be engaged in the evaluation process going forward through at least the 2016-17 school year.

Moving forward from the pilot year, the research effort will be expanded to an additional 6 schools and 2 districts who will agree to provided needed data for an in-depth analysis of Student Learning Objectives (SLOs) as they relate to other growth measurements for at least three years. Phase 2 of the research study will include data collection for both teacher and principal effectiveness to include the expansion of attitude surveys and focus groups as well as quantitative and qualitative analyses of growth measurements

and the differentiation the system provides in the final performance levels relative to the impact a teacher or principal has in closing the achievement gap or impacting student growth. SDEA has received a grant and will help to sponsor this research in conjunction with the American Institutes for Research (AIR) through the 2016-17 school year.

Research surrounding teacher and principal evaluation will expand on the attitude survey and focus groups conducted in 2013-14, and will collect qualitative data in these areas to help the SEA understand how implementation of effectiveness systems is being supported at the local levels. Of particular interest will be how districts implement with fidelity and how increased communication and collaboration impact professional growth and classroom practice. This more qualitative research will continue through the 2015-16 year, while more in depth research surrounding the more quantitative measures of the system will continue for three years, through 2016-17.

To this aim, research surrounding the teacher and principal evaluation processes includes the collection of individual SLOs so that a qualitative analysis of their contents can be performed. As student assessment results are made available, a quantitative analysis comparing the results of SLOs and the results of the assessment will be conducted. The SEA has begun discussion with their REL as to how they can partner on this work. Additionally, information surrounding the summative rating will be collected and evaluated against accountability system data to determine how well the system is meaningfully differentiating teacher and principal performance as is intended.
Special attention will be given to the goals principals are setting surrounding the School Performance Index and Annual Measurable Objectives to ensure that they are rigorous, appropriate, and help to meaningfully differentiate performance across the three required levels. Throughout the process the CTL will be engaged and will provide oversight to ensure the system is working as intended. In the event that the research indicates a concern with the system, the CTL will use the research to build recommendations for changes to the state model which will then be shared with other stakeholder groups and will be presented to the state Board of Education for consideration.

Gap Analysis and Planning Documentation
Beyond the formal research effort, South Dakota is taking steps to ensure that over the course of the 2014-15 year, schools will be working to appropriately implement high quality teacher and principal effectiveness systems consistent with the state required models.

In the fall of 2013, districts were asked to do two key things:

1) Participate in a stoplight survey to assess common core and teacher and principal effectiveness readiness in the district; and

2) Indicate if they felt that they were ready to implement the full teacher and principal effectiveness systems in 2014-15 or if they would be working on planning and implementation over the course of the year.

All teachers, superintendents, and principals were sent the stoplight survey, and South Dakota worked with the Education Delivery Institute (EDI) to aggregate the data results and create individualized reports for every district. Each district then scheduled a stoplight coaching session, where education specialists, trained by SDDOE, went to the district and met with district leadership teams consisting of superintendents, principals, and teacher leaders to go over the results. These results were used to help the districts identify gaps in both common core and teacher effectiveness implementation. At these coaching sessions, leadership teams reviewed the options for state-sponsored professional development over the next two years and began to plan next steps for implementation and closing gaps found in the survey. In the fall of 2014, this survey was repeated, and regional coaching was provided to districts in the spring of

2015.

Districts who indicated they were ready to fully implement teacher and principal effectiveness systems in the 2014-15 year completed an assurance that they were implementing all required components. The bulk of the districts that indicated they were ready to do so were districts that had already participated in the pilots and had built institutional knowledge surrounding educator effectiveness. Research with pilot schools and districts will be ongoing through the next three years and will ensure that these districts are appropriately implementing the systems. Districts who indicated they were not ready to fully implement teacher and principal effectiveness systems went through a more detailed training and completed the Educator Effectiveness Implementation Guide. This guide contains several documents, that when in conjunction with information from the coach, helps districts further evaluate their level of readiness for implementation of educator effectiveness systems, and helps districts to plan to build capacity and readiness.

The first form included in the guide is the Educator Effectiveness Implementation Timeline. This summary document explains the required timeline for implementation of evaluation systems for South Dakota and explains both the timelines as originally required under the waiver and subsequent requests made by SDDOE to the U.D. Department of Education. It includes information related to the implementation timelines for both probationary and non-probationary teachers and principals as well as the timelines for data collection and use of systems to make personnel decisions.

The second set of forms embedded within the planning guide are the District Self-Assessment tools. These tools guide South Dakota school districts through the transition and implementation of high quality educator effectiveness systems. Separate guides are included for teacher and principal effectiveness systems. These forms give districts the opportunity to reflect where they are in both transitional and implementation processes related to teacher and principal evaluation. Questions surrounding the transition phase ask district leadership teams to think about the districts readiness in terms of knowledge surrounding the systems and in understanding where gaps exist in the current assessment system. It also includes information about some resources the district can use as they work to create a transition and implementation plan. A sample of the teacher transition phase assessment is included below. This is designed to be one piece of information that will help facilitate discussion among district leadership as they plan for full implementation of the model system by the 2015-16 year.

TRANSITION PHASE GOALS: ✓ District leaders and teachers understand new teacher effectiveness system requirements and engage in a collaborative process to implement high-quality teacher effectiveness systems.	Have Not Started	In Progress	Completed
STEPS FOR TRANSITION PHASE			
1. The school district has formed a district-level steering committee, including district leaders and teachers, to guide decision-making and implementation planning.			
2. The school district has completed the South Dakota Teacher Effectiveness System Checklist and determined which teacher effectiveness system components must be addressed.			
3. The school district has completed the South Dakota Teacher Effectiveness Gap Analysis and Planning Guide to determine necessary implementation steps.			
4. District staff and teachers have access to South Dakota's state minimum teacher evaluation requirements and South Dakota's recommended Teacher Effectiveness Model.			
5. The school district has examined current school board policy and identified changes to			

district policy that must be made prior to implementation.			
6. If the school district has a negotiated evaluation instrument or process, the district has examined the current negotiated agreement and identified changes to be negotiated or incorporated into a short-term memorandum of understanding.			
7. Teachers have completed training on the district's selected performance standards and understand how the standards will be used for evaluation purposes.			
8. Evaluators have completed training on conducting fair, accurate observations and performance evaluations.			
9. Teachers and evaluators understand Student Learning Objectives and how they are used to evaluate a teacher's impact on student growth.			
RESOURCES AVAILABLE FOR TRANSITION PHASE			
a. South Dakota Educator Effectiveness Implementation Timeline			
b. Teacher Effectiveness Self-Assessment Tool			
c. Teacher Effectiveness System Checklist			
d. Teacher Effectiveness Gap Analysis and Planning Guide			
e. South Dakota Teacher Effectiveness Handbook: http://doe.sd.gov/oatq/TEP.aspx			
f. South Dakota Student Learning Objectives Guidebook: http://doe.sd.gov/oatq/TEP.aspx			
g. South Dakota Teacher Effectiveness Awareness Webinar Series: http://doe.sd.gov/oatq/TEP.aspx			
h. In-depth training provided through Teachscape Focus for Teachers.			
i. In-depth training provided through Teachscape Focus for Observers.			
j. State-paid Student Learning Objectives training for administrators and teachers (Spring & Summer, 2014)			

After the district leadership team has gone through an analysis of their transition readiness, they were asked to assess their implementation phase readiness. Questions in this section of the guide ask leadership to think about alignment of their systems to the state minimum requirements and to evaluate where the district is in terms of training and monitoring of the systems already in place within the districts. A sample of the teacher implementation phase assessment is included below. This is designed to be one piece of information that will help facilitate discussion among district leadership as they fill out their implementation plan for full implementation of the model system by the 2015-16 year.

IMPLEMENTATION PHASE GOALS: ✓ The school district has aligned the local teacher effectiveness system to state minimum teacher evaluation requirements. ✓ The district is providing ongoing training and monitoring of the district's revised teacher effectiveness system.	Have Not Started	In Progress	Completed
STEPS FOR IMPLEMENTATION PHASE			
1. Using the Teacher Effectiveness Gap Analysis and Planning document, the school district has examined and aligned the current evaluation system with new teacher evaluation requirements.			
2. The school district's effectiveness system addresses all state minimum evaluation requirements.			

3. The school board has adopted policy and approved procedures that conform to the minimum state evaluation requirements.			
4. If the school district has a negotiated evaluation instrument, the negotiated agreement has been modified to conform to minimum state evaluation requirements.			
5. The school district developed procedures to make all educators aware of the changes to the district's effectiveness system.			
6. Administrators and teachers are provided ongoing training on the newly designed educator effectiveness model.			
7. The school district has procedures in place to aggregate teacher performance data and is prepared to report effectiveness ratings.			
8. The school district has adopted policy or procedures to specify how new educator effectiveness systems will be used to inform personnel decisions.			

District leadership teams were asked to complete effectiveness system checklists. These checklists provide a quick summary of educator effectiveness evaluation requirements, and guide districts toward identifying the evaluation system components that must be addressed prior to statewide implementation. These are used to help district leadership teams quickly identify the next steps needed and to prioritize action items that need to be addressed. The implementation guide includes checklists specific to teacher and principal effectiveness systems. The checklist for the teacher effectiveness system can be found below, though both teacher and principal checklists are available in the implementation guide.

Does your current evaluation system address the following teacher effectiveness system components?	**Yes**	**No**
1. EVALUATIONS OF PROFESSIONAL PRACTICE (SOUTH DAKOTA FRAMEWORK FOR TEACHING)		
A. The school district has selected professional performance standards aligned to the South Dakota Framework for Teaching (Danielson Model).		
B. The school district identified the number of performance standards that will serve as the basis of professional practice evaluations.		
C. The school district has identified procedures to assess teacher performance relative to non-observable performance standards.		
D. The school district has identified procedures to assess teacher performance relative to observable performance standards.		
E. The school district has determined a method to assign a professional practice rating.		
2. EVALUATIONS OF STUDENT GROWTH (STUDENT LEARNING OBJECTIVES)		
A. The school district has adopted a measure of performance that quantifies the teacher's impact on student growth (student learning measured between two or more points in time).		
B. The school district has identified procedures and established support systems to guide teachers in analyzing student needs and identifying priority content.		
C. The school district has identified procedures and established support systems to guide teachers in the selection or development of assessments to measure student growth.		
D. The school district has identified procedures by which teachers develop and document rigorous, realistic expectations for student growth.		
E. The school district has determined a method to assign a student growth rating.		

3. SUMMATIVE TEACHER EFFECTIVENESS RATINGS		
A. The school district has determined a method to combine a professional practice rating and student growth rating into one summative teacher effectiveness rating.		
4. RESULTS AND OUTCOMES		
A. The school district has identified procedures to provide teachers with clear, timely and useful performance feedback.		
B. The school district has identified procedures to utilize performance evaluation results as a basis to guide professional growth for all teachers.		
C. The school district has identified procedures to provide a plan of assistance to non-probationary teachers that do not meet the school district's minimum performance standards.		
5. EVALUATION CYCLE		
A. The school district has established an evaluation cycle in which probationary teachers receive a summative evaluation every year and non-probationary teachers receive a summative evaluation at least once every two years.		

The Gap Analysis and Planning Guides are completed after a school district has finished the effectiveness system checklist. The document provides additional detail about required educator effectiveness system components and allows school districts to begin documenting the steps needed to implement high-quality educator effectiveness systems. The implementation guide includes planning guides specific to teacher and principal effectiveness systems, and is the form that districts must fill out in detail and submit with their plan to the state to ensure that their plan provides adequate support and assurance to show that educator effectiveness systems will be implemented with fidelity. All teacher evaluation plans were reviewed by the SEA after the summer 2014 submission date and individualized feedback was provided to each district.

The Teacher Effectiveness Gap Analysis and Planning Guide may be used to develop a district-level plan to implement teacher effectiveness systems. Throughout this reference, page numbers from the Teacher Effectiveness Handbook (TEH) and Student Learning Objectives Handbook (SLO) were referenced to help frame district decisions and best recommended practices. These resources can be downloaded from the department of education's Teacher Effectiveness web page at: http://doe.sd.gov/oatq/TEP.aspx.

For each component included in the Gap Analysis and Planning Guide, the requirements along with pertinent references to the ESEA flexibility waiver, Federal and State Statute, and State Administrative Rule are referenced. This tool gives districts an easy place to document progress that needs to be made and to identify trainings that they will take advantage of to build district capacity. In addition to ensuring that districts plan to implement the required components, the documents identify best practices and other district level decisions that need to be considered. These were included in the documents as a direct result of best practices gleaned from the pilot study.

The Gap Analysis and Planning guide has districts articulate the steps they will take to implement:

- Evaluations of Professional Practice including articulation to state performance standards, selection of standards to be assessed, processes for evaluating observable components, procedures for evaluating non-observable components, methodology to assign a professional practices rating, and asks the district to consider additional resources and support such as

training, Teachscape usage, observer training, and peer observation protocol;

- Evaluations of Student Growth including a growth measure that ties a teacher to student performance, procedures in place to guide teachers in data analysis to identify student needs and priority content (for principals this also includes information on how goals related to the accountability system will be defined), procedures established to guide teachers in the selection or development of assessments to measure student growth, documentation procedures as they relate to measuring and tracking student growth towards rigorous and realistic goals, methodology for assigning a final growth rating, and training opportunities and support needed;
- Summative Evaluations including the process for combining professional practices and student growth into one overall rating;
- Results and Outcomes including procedures and timelines by which the district will ensure that teachers and principals will be provided with clear, timely and useful feedback, information about how the district will utilize performance evaluation results as a basis to guide professional growth for all teachers and principals, and information on how the results will be used to inform personnel decisions including plans of assistance that inform hiring and firing decisions; and
- Evaluation Cycles including information as to how the district will ensure that probationary and non-probationary teachers and principals receive evaluations at least on the cycle required in state statute and rule and how the district will ensure that quality of teaching and administration is examined and maintained in off-years for non-probationary educators.

Districts are able to utilize this document to start planning during their coaching session, and will continue to meet and finalize plans after the coaching session is complete. Districts are able to use one of their state sponsored professional development days to bring their coach back to assist in completion of their plan if they so choose. Teacher effectiveness plans were due to the SEA by June 30, 2014 and updates to these plans will be submitted in the summer of 2015. Principal effectiveness plans are due June 30, 2015.

In addition to the resources provided in this document, the South Dakota Department of Education has worked to create a menu of high quality, state-sponsored trainings that districts may utilize over the course of the 2014-15 and 2015-16 school years. These trainings can be used to build capacity both surrounding the implementation of teacher and principal effectiveness systems and around the implementation of and best practices surrounding new high quality college and career ready standards. A menu of these opportunities is found below:

STATE-PROVIDED SUPPORT AND TRAINING

Each ESA has coaches/trainers available.

	Time Commitment	Online Resource	Regional PD	In-District Coaching or Training
A. TEACHER EFFECTIVENESS SYSTEM AWARENESS AND PLANNING				
1. Orientation to South Dakota's Recommended Teacher Effectiveness Model	½ day	X		X
B. EVALUATIONS OF PROFESSIONAL PRACTICE (DANIELSON MODEL)				
1. Administrators: South Dakota Framework for Teaching (Danielson Model) Observer Training and Proficiency Assessment		X		
2. Teachers: Understanding and Applying the South Dakota Framework for Teaching (Danielson Model)		X		
3. Teachers: Introduction to the South Dakota Framework for Teaching and Teachscape Focus				X
4. Teachers: Preparing for Observations and Artifact Collection				X
5. Integrating Teachscape Reflect				X
C. EVALUATIONS OF STUDENT GROWTH (STUDENT LEARNING OBJECTIVES)				
1. Administrators: Orientation to Student Learning Objectives as a Measure of Educator Effectiveness	1 day		X	
2. Teachers: Orientation to Student Learning Objectives as a Measure of Teacher Effectiveness	1 day		X	X
3. Teachers: Selecting or Creating Assessments to Establish and Assess Student Learning Objectives	1 day		X	X
4. Teachers: Using Student Learning Objectives to Guide Instruction and Student Learning	1 day			X
5. Administrators: Implementing Student Learning Objectives with Consistency and Rigor	online	X		

STATE-PROVIDED SUPPORT AND TRAINING

Each ESA has coaches/trainers available.

	Time Commitment	Online Resource	Regional PD	In-District Training
D. IMPLEMENTATION OF COMMON CORE (ELA, Math, 6-12 Literacy)				
1. Mathematics Instruction Supporting the Secondary Common Core State Standards (Grades 6-12) (starting in Oct. 2014 and regional training summer of 2015)	2 days			X
2. Understanding Number Concepts & Cognitive Guided Instruction (Grades K-5)	4 days		X	X
3. Concepts of Rational Numbers; Fractions, Decimals, and Percents (Grades 3-8)	4 days		X	X
4. Proportional Reasoning (Starting in summer 2015) (Grades 5-8)	4 days		X	X
5. Foundational Reading Skills	5 days			X
6. Close Reading – Informational Text (starting in Oct. 2014)	1+ day			X
7. Text Based Questions (starting in Oct. 2014)	1+ day			X
8. Literacy Integration (Grades 6-12 non ELA/math)	1 day			X
E. IMPLEMENTATION OF STANDARDS & INSTRUCTION				
1. Higher Order Thinking: Webb Leveling	2 days			X
2. Beyond Data Retreats: Extending Data Use to Impact Student Learning (starting Oct. 2014)	2 days			X
3. Curriculum Alignment & Gap Analysis (starting in Aug. 2014)	2+ day			X
4. SD Assessment Portal (starting in Oct. 2014)	½+ day	X		X
5. Creating High Quality Assessment Items (starting in Oct. 2014)	1+ day			X

Teacher Effectiveness Coaching Descriptions

A. TEACHER EFFECTIVENESS SYSTEM PLANNING AND ORIENTATION

1. Orientation to South Dakota's Recommended Teacher Effectiveness Model
   A coach introduces South Dakota's recommended Teacher Effectiveness Model, including recommendations to use multiple measures of professional practice and student growth to determine and differentiate teacher performance. The session also includes an overview of South Dakota's recommended Evaluation and Professional Growth Process.
   - ✓ *Intended Audience*: Teachers
   - ✓ *Time Commitment*: One half-day in-district coaching session.
   - ✓ *Online Resource*: Districts may utilize the Teacher Effectiveness Handbook or state-provided teacher effectiveness webinars to design an orientation program (http://doe.sd.gov/secretary/TE.aspx).

B. EVALUATIONS OF PROFESSIONAL PRACTICE (DANIELSON MODEL)

1. Administrators: South Dakota Framework for Teaching Observer Training and Proficiency Assessment (Teachscape)
   Through video-rich, web-based training, administrators are prepared to conduct accurate, consistent and evidence-based evaluations that limit observer bias.
   - ✓ *Intended Audience*: Principals
   - ✓ *Time Commitment*: Approximately 30-35 hours to complete the training and proficiency assessment.
   - ✓ *Online Resource*: Principals are eligible to receive state-paid licenses to complete Teachscape Focus for Observers. For more information, visit: http://marketing.teachscape.com/SDCustomerSetup.html or contact Carla.Leingang@state.sd.us.

2. Teachers: Understanding and Applying the South Dakota Framework for Teaching (Teachscape)
   In-depth, web-based modules provide comprehensive training on the South Dakota Framework for Teaching. Teachers learn how the state's teaching standards are used for evaluation purposes and how the framework can be incorporated into instructional practice.
   - ✓ *Intended Audience*: Teachers
   - ✓ *Time Commitment*: Approximately 20 hours to complete training on the full South Dakota Framework for Teaching.
   - ✓ *Online Resource*: Teachers are eligible to receive state-paid licenses to complete Teachscape Focus for Teachers. For more information, visit: http://marketing.teachscape.com/SDCustomerSetup.html or contact Carla.Leingang@state.sd.us.

3. Teachers: Introduction to the South Dakota Framework for Teaching and Teachscape Focus
   A coach provides an overview of the South Dakota Framework for Teaching (Danielson Model) and introduces teaching staff to Teachscape Focus for Teachers, the state's delivery mechanism for in-depth training on the state's teaching standards.
   - ✓ *Intended Audience: Teachers*
   - ✓ *Time Commitment*: Half-day large group session or a full day of small-group sessions.

4. Teachers: Preparing for Observations and Artifact Collection
   After teachers have completed training on the South Dakota Framework for Teaching, a coach revisits the standards that will be used as the basis for evaluation, reinforces understanding of the observation process and works with teachers to identify artifacts aligned to the district's selected evaluation components.
   - ✓ *Intended Audience: Teachers*
   - ✓ *Time Commitment*: Half-day large group session or a full day of small-group sessions.

5. *Integrating Teachscape Reflect*
   A coach works with administrators and teachers to understand how Teachscape Reflect, the state-provided evaluation management software tool, works to encourage collaboration and reflection throughout the evaluation process.
   - ✓ *Intended Audience: Administrators and teachers*
   - ✓ *Time Commitment*: Half-day small-group session. This training is limited to groups of 24 people at a time.

C. EVALUATIONS OF STUDENT GROWTH (STUDENT LEARNING OBJECTIVES)

1. *Administrators: Orientation to Student Learning Objectives as a Measure of Education Effectiveness*
   This regional professional development opportunity provides school administrators with an overview of Student Learning Objectives and how they are used to encourage data-driven instruction. Administrators will be provided with tools to coach teachers through the SLO process, including resources and strategies related to the selection of quality assessments used to measure student growth.
   - ✓ *Intended Audience*: School administrators. For this training, administrators will be divided into two rooms – elementary and MS/HS.
   - ✓ *Time Commitment*: One-day regional training.
   - ✓ *Dates, Locations and Registration*: March 18, Pierre; April 1, Sioux Falls; April 2, Aberdeen; and April 9, Rapid City. To register, visit http://southdakota.gosignmeup.com.

2. *Teachers: Orientation to Student Learning Objectives as a Measure of Teacher Effectiveness*
   This regional summer professional development opportunity provides teachers with an orientation to Student Learning Objectives and how they are used to encourage data-driven instruction. Teachers will gain an understanding of the SLO process, learn how to identify appropriate assessments, work together to analyze student data, and practice writing quality SLOs.
   - ✓ *Intended Audience*: Teachers. For this training, teachers will be grouped by grade-level and content area. School administrators are also encouraged to participate in this training.
   - ✓ *Time Commitment*: One-day regional training. Participants will be paid $125 per day stipends to attend. Districts can also choose to offer this training at their district.
   - ✓ *Dates, Locations and Registration*: Summer 2014. Dates and locations TBD. When available, individuals can register at http://southdakota.gosignmeup.com.

3. *Teachers: Selecting or Creating Assessments to Establish and Assess Student Learning Objectives*
   This regional summer professional development opportunity is designed for teachers who do not have access to pre-made benchmark assessments. This facilitated SLO work session allows teachers to work collaboratively with teachers in similar subjects and grade levels to create assessments than can be used during the Student Learning Objectives process.
   - ✓ *Intended Audience*: Teachers. For this training, teachers will be grouped by grade-level and content area. School administrators are also encouraged to participate in this training.
   - ✓ *Time Commitment*: One-day regional training. Participants will be paid $125 per day stipends to attend. Districts can also choose to offer this training at their district.
   - ✓ *Dates, Locations and Registration*: Summer 2014. Dates and locations TBD. When available, individuals can register at http://southdakota.gosignmeup.com.

4. *Teachers: Using Student Learning Objectives to Guide Instruction and Student Learning*
   This facilitated in-district work session supports SLO implementation and can support teachers at multiple points during the SLO Process. A session scheduled at the beginning of the year, after teachers have administered benchmark assessments, supports teachers in writing and developing the SLO for the instructional period. A separate coaching session, scheduled at the mid-point of the year, allows teachers to evaluate data and progress on SLOs.
   - ✓ *Intended Audience*: Teachers. School administrators are also encouraged to participate in this coaching.
   - ✓ *Time Commitment*: One-day coaching session, and can be done in a large-group session or several, smaller group sessions.
   - ✓ *Note*: Two options for effective implementation of this coaching session are to hire a roaming substitute and schedule teachers to meet with the coach or schedule teachers to meet with the coach during their prep time.

5. *Administrators: Implementing Student Learning Objectives with Consistency and Rigor*
   This two-credit graduate course, to be offered through the University of South Dakota's distance education program, will provide administrators with strategies and guidance to implement SLOs in a consistent and high-quality manner.
   - ✓ *Intended Audience*: Administrators
   - ✓ *Time Commitment*: The two-hour graduate course is approximately 30 hours.
   - ✓ *Notes: Course registration will open in fall of 2014. Administrators will be able to obtain credit for $40 per credit hour.*

D. IMPLEMENTATION OF COMMON CORE (ELA, Math, 6-12 Literacy)

1. *Mathematics Instruction Supporting the Secondary Common Core State Standards (6-12)*
This practical class is geared to deepening secondary mathematics teachers' professional knowledge base while enhancing their ability to design and deliver mathematics instruction that is in line with Common Core Mathematics standards and the Standards for Mathematical Practices. Topics to be covered include:
    - Strategies for increasing the real-world applications of mathematics
    - Strategies for increasing student problem solving through mathematical reasoning, proof, and models
    - Strategies for creating/strengthening a community of learners while engaging in mathematical discourse
    - Formative assessment strategies to help secondary teachers determine students' grasp of core mathematics concepts in order to modify instruction and improve student achievement

✓ *Intended Audience*: 6-12 teachers of math including special education teachers.
✓ *Time Commitment*: Two days

2. *Understanding Number Concepts*
This course is intended for teachers with the purpose of expanding teachers' own understanding of number concepts K-8, outlined in *Common Core State Standards for Mathematics.* In order to fully understand the implications for teaching number concepts in grades K-8, it is essential that all teachers have a firm grounding in how those concepts develop in grades both before and after the actual grade they teach. Class participants will find content from across all grade levels. Topics covered in this class will include:
    - Number relationships and place value
    - Base 10 number system
    - Whole-number computation using the mathematical properties
    - Different meanings of multiplication and division and integers and operations with integers

✓ *Intended Audience*: While teachers from K-5 are the target audience, teachers from all grades K-8 can benefit as concepts at higher grade levels build on these concepts
✓ *Time Commitment*: Ideally delivered in 4 consecutive days. Alternatively delivered in two 2-day sessions, or four 1-day sessions, but at no time less than a full day at any session.
✓ *Notes*: This session is also offered in the summer as regional trainings on a limited basis.

3. *Concepts of Rational Numbers: Fractions, Decimals, and Percents*
This course is intended for teachers with the purpose of expanding teachers' own understanding of rational numbers concepts as outlined in *Common Core State Standards for Mathematic.* In order to fully understand the implications for teaching rational number concepts in grades 3-8, it is essential that all teachers have a firm grounding in how those concepts develop in grades both before and after the actual grade they teach. Class participants will find content from across all grade levels. Topics covered in this class will include:
    - Developing an understanding of fractions as numbers
    - Equivalence and ordering
    - Computation with rational numbers including, addition, subtraction, multiplication and division building and extending on previous understanding of whole number operation, decimals and percents.

✓ *Intended Audience*: Teachers of math in grades 3-8 including special education, title math, and math coaches
✓ *Time Commitment*: Ideally delivered in 4 consecutive days. Alternatively delivered in two 2-day sessions, or four 1-day sessions, but at no time less than a full day at any session.
✓ *Notes*: This session is also offered in the summer as regional trainings on a limited basis.

4. *Proportional Reasoning (Summer 2015)*
During this class for middle school teachers, we will explore a unifying concept in the *Common Core State Standards for Mathematics,* proportionality and how proportional reasoning builds from whole number and rational number concepts and connects to algebra and geometry understanding. During the four-day workshop we will explore ratios, rates, proportions, and proportional reasoning addressed in the CCSS-M utilizing problem solving and representations. We will discuss how proportional reasoning relates to algebraic concepts such as linear functions and geometric concepts such as similarity. We will also emphasize connections among various representations (such as graphs, tables, equations, diagrams) that can be used to explore proportional reasoning.

✓ *Intended Audience*: Teachers of math in grades 5-8 including special education teachers.
✓ *Time Commitment*: Ideally delivered in 4 consecutive days. Alternatively delivered in two 2-day sessions, or four 1-day sessions, but at no time less than a full day at any session.
✓ *Notes*: This session is also offered in the summer as regional trainings on a limited basis.

5. *Foundational Reading Skills*

This course will teach ways to provide high-quality instruction and interventions matched to student need. Through discussion participants will build an awareness of the need to monitor progress frequently in order to make decisions about changes in instruction or goals and applying child response data to important educational decisions. This course will focus on the theoretical and practical aspects of reading instruction K-8. Participants will:

- Develop a thorough understanding of the five major concepts in teaching reading
- Develop a working knowledge of assessment needed to specify interventions.
- Apply the material presented in the class to their teaching practices.

✓ *Intended Audience*: The target audience is elementary teachers of reading including special education, title reading, and reading coaches
✓ *Time Commitment*: Five days. The district can divide the training into five single day trainings or offer two days in a row, or split the day long sessions to best suit the districts schedule.

6. *Close Reading – Informational Text*
Close reading allows students to slow down and interpret difficult passages, keeps them focused on the purpose for reading, and leaves 'bread crumbs' to find our way back to our thinking later. This session will focus on building students' capacity for *independently* comprehending a text through close reading. Participants will be able to apply the information presented to other texts at all grade levels.
✓ *Intended Audience*: all grades all content
✓ *Time Commitment*: One day minimum, with a possible follow-up session after teachers have implemented strategies.

7. *Text Based Questions*
Text-dependent questions are questions that can only be answered by referring back to the text. Asking the right sequence of questions will lead students more deeply into a text. Students are now expected to use evidence from texts to present analyses, well-defended claims, and clear information. This session will allow participants will learn questioning strategies to address the shift and address questions related to craft and structure (Standards 4–6) and integration of knowledge and ideas (Standards 7–9)—areas that are so often missed.
✓ *Intended Audience*: all grades all content
✓ *Time Commitment*: One day minimum, with a possible follow-up session after teachers have implemented strategies.
✓ *Notes*:

8. *Literacy Integration*
Participants will learn foundational knowledge and skills found in 6-12 Literacy standards for ALL content areas. The workshop will allow participants to examine the 6-12 Literacy in History, Science and Technical standards and learn strategies for implementation. The training will allow participants to analyze text-based resources used in the classroom and transform their lessons to align to the literacy standards.
✓ *Intended Audience*: All teachers of 6-12 who do not teach English Language Arts
✓ *Time Commitment*: One day
✓ *Notes*: The state offered regional trainings in the spring of 2013 and during the school year 2013-2014

E. IMPLEMENTATION OF STANDARDS & INSTRUCTION

1. *Higher Order Thinking: Webb Leveling*
Infusing higher order thinking strategies increases the chances students will make connections to the schema when they encounter new information and be able to make sense of that information. (Danielson Framework: Domain 3) Participants will learn strategies to infuse higher order instructional practices and assessments helping students extend and apply knowledge. The training will focus on how to utilize Webb's Depth of Knowledge (DOK) to scaffold learning for all students.
✓ *Intended Audience*: All content, all grades
✓ *Time Commitment*: 2 days
✓ *Notes:* A complementary professional development is the option for creating high quality assessments.

2. *Beyond Data Retreats: Extending Data Use to Impact Student Learning*

There are many types of assessments: summative, benchmark, and formative. Districts using a data-driven cycle of assessment, analysis, and action, see a breakthrough in student learning gains. School level data retreats are one step in successfully using data to drive instruction and this session extends the use of data at a deeper level. Participants will learn how to analyze individual student data based on screening/benchmark results, error analysis and diagnostic assessment, in order to differentiate student learning and design focused interventions based on student needs. This session will allow participants to practice the process of analyzing student data in order to plan appropriately for instruction and explore effective ways to conduct and analyze traditional and alternative methods of formative assessment.

- ✓ *Intended Audience*: All grades
- ✓ *Time Commitment*: Two days

3. *Curriculum Alignment & Gap Analysis*
The Blueprint for Learning provides districts with a template for curriculum development and Common Core State Standard alignment. With your district's individualized blueprint in hand, teachers are prepared to analyze their classroom instruction—individually, within their own grade-level teams, and through vertical alignment teams. The blueprint provides the pathway for districts to identify gaps and repetitions in their content curricula. While the sample blueprints focus on ELA and math, the blueprint also offers a starting place, process and format for all content areas.
   - ✓ *Intended Audience*: All grades and content
   - ✓ *Time Commitment*: Minimum of two days with an option for coaches to work with teachers for additional time.
   - ✓ *Notes*: The model blueprints are created for English language arts and math. However, the process can be applied to all content areas.

4. *SD Assessment Portal*
South Dakota Assessment Portal (SDAP) is a free tool schools and teachers can use to create and deliver online classroom and summative assessments. This training provides information on how to create items, use existing items, create and schedule tests, share items and tests with other teachers, and access reports about students' performance. SDAP is already being used across the state to deliver End of Course exams, common district pre- and post-tests, and to track progress towards Student Learning Objectives (SLO).
   - ✓ *Intended Audience*: All grades all content
   - ✓ *Time Commitment*: ½+ days. The minimal time requirement is a half of day, however the training can be extended to include additional time for participants to create.
   - ✓ *Notes*: This training would be a great companion training to *Creating High Quality Assessment Items.* Online Resources: Information, help guides, and recorded webinars are located at http://doe.sd.gov/oats/SDAP.aspx

5. *Creating High Quality Assessment Items*
Teachers, as well as standardized test makers, use many types of test items, including Multiple Choice, Short Answer, Constructed Response, Technology Enhanced, and Performance Task. This workshop will explain the uses of these types of items and provide teachers with tools to write items that both measure what is intended and provide feedback on student mastery. Discussion and practice for item writing will include determining the standard/objective and assigning a cognitive level using Webb's Depth of Knowledge (DOK) classifications, a four level model defining cognitive skills.
   - ✓ *Intended Audience*: All grades and content
   - ✓ *Time Commitment*: One full day with the option to have a coach/training come back for additional support.

Districts will receive a specific numbers of state-sponsored training/coaching days based on the size of the district. SD DOE is able to provide districts this opportunity with the remaining Investing in Teacher funds.

- The 111 small districts are provided 7 days.
- 25 Medium districts are provided 14 days.
- 13 Medium/Large districts are provided 21 days.
- 2 Large districts are provided 28 days.

Crosswalks

In addition to laying out the minimal requirements of the state educator effectiveness system, administrative rule provides districts using alternate sets of standards or alternate growth measures to

crosswalk their systems to the state model for approval.

To help facilitate this crosswalk process, SDDOE has created a crosswalk application form, available on the SDDOE website that districts must complete and send to the Department by January 31 of the year prior to their use of an alternate model. SDDOE reviews this application, notes any places where there are gaps in the proposed evaluation system, works with the district to address the gaps, and then either approves the system or denies the system if the necessary alignment is not present. Districts can choose to crosswalk either their model for professional practices evaluation or their growth calculation, or may choose to crosswalk both.

This process is intended to ensure fairness of evaluation practices across the state. There are a small number of districts who have adopted research based standards of practices other than the Danielson Framework (Marzano etc.) within their districts, and a small number of districts that have created value-added models of student growth that are already part of their educator effectiveness systems. Providing the opportunity for districts in these situations to continue using models that can be crosswalked and are already meeting or exceeding the requirements of the state system reduces the burden on districts as they work to ensure that educator effectiveness systems are used to drive continuous growth within their schools.

Districts crosswalking their model of professional practices are asked to describe the model they are using to evaluate teachers and/or principals (Marzano, Porthan etc.), asked to describe the research base for the model, asked what training teachers and administrators have been or will be provided about the model, and are asked to explain how they will ensure that all domains of the teacher and/or principal effectiveness models are included in the professional practices rating.

Districts must attach additional documentation including rubrics, evaluation tools, etc. they have to support their chosen model of professional practice. They then need to fill out a crosswalk form that allows them to identify how their system crosswalks to each of the components within the domains of the state teacher or principal effectiveness systems, identify gaps between their system and the state model, and asks them to detail how they are remedying any gaps that exist.

Districts requesting to use a model for measuring student growth that differs from the state model are asked to detail their process for measuring student growth and must identify the metrics being used, must identify how those metrics reflect a rigorous and realistic expectation of student growth, and detail the way in which the state assessments are being used to measure growth for teachers of tested grades and subjects as well as explaining how growth measures are assigned to teachers in non-tested grades and subjects.

Districts must explain how district created growth measures take into account the needs and growth of all students within their system and must detail how their measurements of student growth are used to create an overall growth rating for educators within their systems. Districts are also given the opportunity to provide additional narrative they feel supports the use of an alternate measure of student growth (e.g. the history of value-added growth model development at their schools and the research used to help generate the model).

The Crosswalk Forms for both Teacher and Principal Evaluations is located on the South Dakota Educator Effectiveness website at http://doe.sd.gov/secretary/tpe.aspx (active as of March 31, 2015). A sample of the Teacher Effectiveness Crosswalk is shown below:

SOUTH DAKOTA TEACHER EVALUATION CROSSWALK REQUEST FORM

District Name:_____

Superintendent Name:_____

Phone Number:_____

Email Address:_____

If you choose to request flexibility, please select the area(s) for which you would like flexibility:

____ 1) Request flexibility to use a model of professional practice other than the Danielson Framework to evaluate our teachers. (Complete pages 3-8)

___ District-wide
___ School level (identify schools)_____

____ 2) Request flexibility to choose an alternative measure of student growth other than student learning objectives. (Complete pages 3 & 9-10)

___ District-wide
___ School level (identify schools)_____

_____ Superintendent

_____ Date Submitted

_____ Approved by School Board President

_____ Date Approved

SOUTH DAKOTA TEACHER EVALUATION CROSSWALK REQUEST FOR PROFESSIONAL PRACTICE RATING

What model of professional practice will be used to evaluate teachers?

Briefly describe the research base for this model:

Has the district provided training on this model to teachers and administrative staff? If yes, describe the type of training and when it has occurred. If no, will you provide training during the upcoming school year?

The minimum requirements for teacher evaluation state that at least one component from each of the four domains of the Danielson Framework are used to measure a teacher. How will you ensure each of the domains is included in the professional practice rating?

Please attach additional documentation including a rubric, evaluation tool, etc., reflecting the model for professional practice.

Using the form on the following 4 pages, identify how the professional practice model can be cross-walked to the Danielson Framework.

South Dakota Framework for Teaching	Rubric Text or Descriptors Aligned to Components	Identify Gaps	Address Gaps
Domain 1 Planning and Preparation			
1a Demonstrating Knowledge of Content and Pedagogy * Knowledge of content and the structure of the discipline * Knowledge of prerequisite relationships * Knowledge of content-related pedagogy			
1b Demonstrating Knowledge of Students * Knowledge of child and adolescent development * Knowledge of the learning process * Knowledge of students' skills, knowledge, and language proficiency * Knowledge of students' interests and cultural heritage * Knowledge of students' special needs			
1c Setting Instructional Outcomes * Value, sequence, and alignment * Clarity * Balance * Suitability for diverse students			
1d Demonstrating Knowledge of Resources * Resources for classroom use * Resources to extend content knowledge and pedagogy * Resources for students			
1e Designing Coherent Instruction * Learning activities * Instructional materials and resources * Instructional groups * Lesson and unit structure			
1f Designing Student Assessments * Congruence with instructional outcomes * Criteria and standards * Design of formative assessments * Use for planning			

SOUTH DAKOTA TEACHER EVALUATION
CROSSWALK REQUEST FOR STUDENT LEARNING OBJECTIVES

Describe your process for measuring student growth?

Identify how your measurement reflects a rigorous yet realistic expectation of student growth?

The use of state assessments in all tested grades and subjects must be used as one measure to assess a teacher's impact on student growth. How will these assessments be used in your district beginning in the 2015-16 school year?

For teachers in grades and subjects in which assessments are not required, how will you measure student growth?

How will your process for measuring student growth take into account all students?

How will your measurement of student growth transfer into a student growth rating?

Please provide additional comments if needed:

Please attach additional document, forms, or other information you would like to share.

Data Collection and Review

Beginning with the results of evaluations conducted in the 2016-17 academic year, SDDOE will collect teacher and principal effectiveness summative ratings in aggregate at the school level. During the 2014 legislative session, House Bill 1030 passed protecting evaluation data as part of a teacher or principal's confidential human resources file, so this information will not be collected at the individual teacher level.

Data will be collected during the fall collection of personnel data in a tool called the Personnel Record Form (PRF). The PRF is a state database that is used to capture employment data that aids the state in identifying critical needs teaching areas and completing highly qualified calculations. When schools log-in to submit data to the PRF, an additional form will be added for districts to indicate, by school, how many teachers and principals were evaluated in the prior year, of those how many fell into each of the categories: Below Expectations, Meets Expectations, Exceeds Expectations, and the number of times professional judgment was used as well as the rationale for using this option. The data is collected in the fall to allow time for final assessment data to be used in the growth calculation after the close of the prior school year.

Once this data has been collected, SD DOE's Statewide System of Recognition, Accountability, and Support (SSRAS) will review the data and compare it to the data generated in the SPI index. Special attention will be paid to the ways in which the results of educator effectiveness match up to the Growth Model indicator as well as to Student Achievement gains in relation to Annual Measurable Objectives (AMOs). Those schools with the most disparate difference between ratings of educator effectiveness and student growth/gains towards AMOs, and those schools with the highest incidences of use of professional judgment will receive site visits and be provided technical assistance opportunities relating to educator effectiveness implementation with Title I, Title II and Teacher Quality staff members. At least 5 percent

of public schools in the state will be selected for annual follow up through this process. Schools or districts found to have concerns through this data review for multiple years may be selected for an accreditation follow up site-visit prior to the five-year review date.

Accreditation Visits

South Dakota's accreditation process operates on a five-year cycle, though the SEA may choose to conduct a follow-up site visit at any point in time. The accreditation process serves as a mechanism to check and validate that schools and districts are following pertinent state and federal rules and statute, that schools are examining data and conducting needs analyses to drive improvement, and that students across the state are being provided with equitable services in terms of curriculum alignment to state standards and access to qualified educators.

During a review, a team from the SEA goes over the requirements and discusses the district's compliance. If the SEA team finds that a district is out of compliance with one or more requirements, those findings are discussed during the review as well as how a district can remediate the issue. Districts are issued a formal letter of findings after the review to document those item(s) which are out of compliance, as well as the steps needed to remediate the issue, and given a reasonable deadline by which to comply. During the period after the review and before the deficiency is due to be remediated, SD DOE staff work closely with LEA staff to provide any technical assistance or guidance needed to remediate the situation. Under certain circumstances, if deficiencies persist without a district making genuine efforts to remediate the situation, the SEA may begin the process of placing a district on probation, which ultimately could lead to revoking district accreditation if the situation persists. These steps would impact the ability of the LEA to draw state and federal funding and to participate in the state high school activities association. The goal of the SEA, however, is to ensure all districts are in compliance with accreditation requirements and to help districts and schools maintain compliance with those requirements. Once a district has remediated any findings, the district is issued an accreditation certificate valid for five years from the date of the initial accreditation review.

Checking the implementation of teacher and principal evaluation in public school districts will be a critical piece of this review process beginning in the 2015-16 year. The process will mirror what is currently done to check curriculum and lesson alignment to state standards, whereby districts must show evidence to prove they are meeting the requirements of the state system. Districts will need to provide evidence that the evaluation cycle at all schools meets at least the requirements in state statute, and will need to provide evidence of the training in the effectiveness system that teachers and administrators have received. Districts using a cross walked system will be required to provide their most recently approved crosswalk for review and will have to show how they are meeting the plan laid out in their alternate system. SD DOE is partnering with their REL to develop guides and forms that will be used as part of this process.

Regardless of whether the district is using the state model or a system cross walked, a random selection of educator files will be selected to check for the following information:

- Evidence of professional practice ratings, including evidence used to support evaluation in all the required domains of the teacher and principal effectiveness systems;
- Evidence of student growth ratings, including actual review of SLOs to check for rigor and appropriateness as well as review to ensure that state assessments and results of the accountability system are being included as required; and
- Evidence of the process used to combine professional practice and student growth ratings into one final summative rating, including evidence of how the system differentiates between teachers and principals who make significantly different contributions to student growth and achievement, and evidence of how the results of these evaluations are used to inform personnel decisions including the

creation of professional growth plan or an improvement plan that will be used to make termination or continued contract decisions.

By engaging in a cumulative four year research study (pilot year plus three additional years), taking a deliberate and focused approach to planning for implementation and support via high quality training opportunities, carefully reviewing applications of districts asking for flexibility, collecting data including needs analyses and assurances, reviewing the results of the summative rating system in relation to growth measures, and checking for evidence of implementation of high quality effectiveness systems during accreditation visits, SDDOE will ensure that evaluation systems implemented across LEAs measure professional practice, student growth, and combine these in a way that meaningfully differentiates performance in a way that is comparable across the state and that informs personnel decisions

SAMPLE FORMAT FOR PLAN

Below is one example of a format an SEA may use to provide a plan to meet a particular principle in the *ESEA Flexibility*.

APPENDICES TO SUPPORT ESEA FLEXIBILITY EXTENSION REQUEST:

Please see original SD ESEA Flexibility Waiver request for appendices used at that point in time. This document contains only new appendices to support the ESEA Flexibility Waiver extension request.

Appendix A: Notice to LEAs

This message was sent to public school superintendents and principals.

Good morning,
The South Dakota Department of Education is seeking public comment on its application for renewal of the state's ESEA flexibility waiver.

As Congress has yet to pass reauthorization of the Elementary and Secondary Education Act (ESEA), the U.S. Department of Education is allowing states to apply for a renewal of their current flexibility waiver. The renewal period would encompass the 2015-16 through the 2017-18 school years.

Please see attached for a description of the changes proposed by the state.

More details can be found at: http://doe.sd.gov/Accountability/PublicComment.aspx

The deadline to provide comment is March 20, 2015 at 5:00pm. Please submit all public comment related to the renewal request to: DOE.Accountability@state.sd.us before this time.

Sincerely,
Laura Scheibe

Laura K. Scheibe
Accreditation and Accountability Administrator
South Dakota Department of Education
800 Governors Drive, Pierre, SD 57501
(w) 605-773-4773 (f) 605-773-6139

Table 1.Introuction and Principle 1: Updates to Reflect Current Work in the State of South Dakota		
Topic	Change to Waiver	Rationale
1.A. HIGH QUALITY COLLEGE AND CAREER READY STANDARDS	No changes.	
1.B TRANSITION TO COLLEGE AND CAREER READY STANDARDS	➢ Updates regarding the content standards revision process ➢ 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. ➢ Updated information on piloting of the NCSC assessment and trainings in Universal Design for Learning. ➢ 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 3rd grade statewide assessment. ➢ Updated information on dual credit, concurrent credit, and Advanced Placement courses for secondary students	➢ 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. ➢ 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. ➢ 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.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH	➢ 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. ➢ 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.	➢ 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 graduation.
Table 2. Principle 2: Amendments and Updates to the Accountability System		
Topic	**Change to Waiver**	**Rationale**
2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT	➢ 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. ➢ Underscore that no school with significant achievement or graduation gaps that are not closing	➢ Provide a more clear explanation as to how public schools in South Dakota will be rated on the SPI. ➢ Ensure that Focus and Priority schools are clear about requirements.

	can be a reward school ➢ 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. ➢ Add more specific language regarding the requirement for Focus and Priority schools to have a family and community engagement strategy.	
2.B. SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES	No substantive edits.	
2. C. REWARD SCHOOLS	No substantive edits.	
2. D. PRIORITY SCHOOLS	➢ **AMENDMENT: Remove the requirement for Priority Districts to participate in the Academy of Pacesetting Districts (APD).** ➢ Update the Turnaround Principles and Priority School Requirements chart. ➢ Provide more detail on the role of School Support Team (SST) members and the SD DOE's procedure for evaluating schools throughout the year.	➢ **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.** ➢ In response to feedback from schools, the SD DOE revised its evaluation process to provide greater transparency and more meaningful feedback.
2.E FOCUS SCHOOLS	➢ **AMENDMENT: Focus school designation will be two year process; one planning, one implementation (requested last**	➢ **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**

	year, re-requesting this year). ➢ Provide more detail on the role of SST members and the SD DOE's procedure for evaluating schools throughout the year. ➢ Add language on the Family, School, and Community Engagement requirement for focus schools.	**achievement gap.** ➢ In response to feedback from schools, the SD DOE revised its evaluation process to provide greater transparency and more meaningful feedback.
2. F. PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS	➢ Expand the description of the small and special school audit process. ➢ Update with additional supports offered to other Title I schools, including Technical Assistance/Capacity Building Visits and Personal Learning Plans for students.	➢ Demonstrate the support offered to other Title I schools that are not designated as Focus or Priority.
2.G. BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING	➢ Provide additional information on the Results Driven Monitoring System for Special Education programs ➢ Remove reference to APD (see above) ➢ Remove specific references to SD LEAP (see above) ➢ Update information on the South Dakota Virtual School and Advanced Placement Coursework	➢ Update the waiver language to reflect current practices.

Table 3. Principle 3: Teacher and Principal Effectiveness	
SECTION	SUMMARY
3.A: DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS	➢ Description of state law and administrative rule detailing teacher evaluation guidelines. ➢ 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. ➢ Overview of how the system is designed to drive continuous improvement and growth for teachers and principals. ➢ Definitions of the South Dakota Framework for Teaching and the Framework for Principals. ➢ 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). ➢ 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. ➢ 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. ➢ 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. ➢ 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; requirements for full implementation in 2015-16 and beyond to include use of State assessment data). ➢ Details can be found in the Teacher Effectiveness, Principal Effectiveness and SLO handbooks as well as in the implementation schedule (http://doe.sd.gov/secretary/TE.aspx and http://doe.sd.gov/secretary/PE.aspx)
3.B:ENSURE LEAS IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS	Details of monitoring and research process across the state including: ➢ Assignment of Teachscape licenses ➢ Pilot site research effort

	➢ School planning documents for 2014-15 year ➢ 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. ➢ Use of consolidated application process to provide assurances that state model is being implemented. ➢ 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. ➢ 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) ➢ 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

Appendix B: Comments on Extension Request Received From LEAs

From: Superintendent
Sent: Tuesday, February 24, 2015 9:08 AM
Subject: Re: Request for comment: SD's ESEA Flexibility Waiver Renewal

I have told Dr. Schopp this several times over the past couple of years, but I would still be in favor of dumping the waiver and taking our chances with NCLB. The additional load place on teachers, principals, and soon to be Superintendents is not necessary.

Require schools to evaluate teachers every year. Require schools to evaluate administrators every year and then submit an assurance to the DOE. Prescribing how those evaluations should be done is not the state's job, nor is it the job of the federal government.

Thank you.

From: Curriculum Director and Superintendent
Sent: Wednesday, February 25, 2015 8:14 PM
Subject: Waiver Response

The X School District has reviewed the South Dakota's ESEA Flexibility Waiver Renewal. The District appreciates the work from both the Department of Education and their collaboration with the Commission on Teaching and Learning. The changes and adaptions through a process of reflection and feedback is appreciated. The X School District would encourage the Commission and Department to make adjustments to the required differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.

The accountability system indicates that there must be differentiation, but it does not indicate that a certain percent of schools must be in each category. I would encourage the state accountability team to create benchmark definitions for each of the categories from exemplary to priority rather than rank schools and place them in a category based on a percentile rank. The concept of creating benchmarks for each category is already being implemented with the criteria for exemplary schools having a clause that does not allow a school with significant achievement gaps across subgroups. Defined categories for each category of reward, focus, or priority create a criterion reference model rather than a normative model. I would encourage the state team to implement a differentiated recognition system based on criterion.

From: Superintendent
Sent: Monday, March 09, 2015 8:32 AM
Subject: Teacher Principal effectiveness

I understand the University of SD has dropped the Danielson framework model for evaluation of their student teachers. If this is true, why are we keeping this as part of the waiver?

From: Superintendent
Sent: Monday, March 09, 2015 11:33 AM
Subject: RE: Public Comment now open: SD's ESEA Flexibility Waiver Renewal

My comment is directed to the practice that calls for 5% Priority and 5% Focus school designations.

This is not right, nor just to students or schools.

If 5% will always be designated, then there is no escape without the assumption that other schools are going to stop growing and improving.

It punishes schools for improving – to a score that would have previously been above the lowest 10% and then remaining sentenced and labeled.

For the labeling to be fair, the state must set bench marks. All schools that meet or exceed the bench marks are free to operate without labels.

All schools that do not meet or exceed the bench marks are labeled regardless of the % in that category.

I urge action on this very important piece for the puzzle.

From: Principal
Sent: Wednesday, March 11, 2015 4:41 PM
Subject: feedback

I would like to see local districts have flexibility in evaluating teachers and principals. We have been and will continue to do an excellent job evaluating staff. We do not need Teachscape, FFT, SLOs or Charlotte Danielson to do this. I know we had an option to crosswalk our documents but feel that should have been the state's responsibility not local district's responsibility. We will end up spending less time in classrooms due to these requirements. I would also like to see less testing or at least the process to be much easier. There are too many things to prepare for with the new testing system before the tests actually occur. I am not opposed to assessing students but all of the preparation work burns out staff before the tests are even given. I feel like all school districts were penalized due to some school districts not evaluating teachers and principals in the past. I would hope for a better relationship between the DOE and local districts instead of pushing down more and more requirements.

From: Superintendent/Principal
Sent: Friday, March 13, 2015 1:16 PM
Subject: public comment

I think it is wrong that we are requiring more time and effort out of our teachers and administration of good schools to implement new evaluation tools. Yes, we provide training, but

what about after the training is there compensation for schools then? These evaluations if done right are going to take time and this is something teachers and administrators don't have since all the major budget cuts.

If you are one of the lower performing schools, you should be forced to use the state's evaluation tool, but it is not fair to the rest of the schools, teachers, administrators and students to take away what was working and incorporate a new system that takes extra time and work to complete if incorporated correctly.

From: BOR Representative
Sent: Monday, March 02, 2015
Subject: Request for Comment: SD's ESEA Flexibility Waiver

I have had an opportunity to review the documents and support the recommended changes being proposed. The changes seem logical and align with many of the things we had discussed during the initial accountability taskforce meetings.

From: Legislator
Sent: Monday, March 02, 2015
Subject: Request for Comment: SD's ESEA Flexibility Waiver

I always appreciate being included in the work of the Department of Education. Thankfully, I trust the knowledgeable and dedicated people who work in the Department. As you may know, not every state has the same level of working relationship that SD has.

It feels good to be at a place where only tweaks are necessary for the waiver application. Thanks for your work in this process.

Appendix C: Notice and information provided to the public regarding the Renewal request

Please see: http://doe.sd.gov/Accountability/PublicComment.aspx. Information available starting March 9, 2015. Active as of March 31, 2015.

Appendix D: Reward Schools

Completer Rate Calculations for 2013-14

** Suppression has been applied where the cohort is less than 10.*

				All Students			Asian *	Black*	Hispanic*	Native American*	Pacific Islander*	More Races*	White			Female			Male			ED*	Students with Disabilities*	LEP (ELL)*	Migrant*	GAP			Non GAP		
District #	District Name	School Name	School #	Completer Cohort	Completer Count	Comp Rate							Completer Cohort	Completer Count	WH Comp Rate	Completer Cohort	Completer Count	FM Comp Rate	Completer Cohort	Completer Count	ML Comp Rate					Completer Cohort	Completer Count	GP Comp Rate	Completer Cohort	Completer Count	NG Comp Rate
1002	Stickney	Stickney H.S.	1	15	15	100							15	15	100	.	.	.	.	.	.					.	.	.	.	.	.
4003	Scotland	Scotland H.S.	1	13	13	100							13	13	100	10	10	100	.	.	.					.	.	.	11	11	100
6006	Groton Area	Groton Area H.S.	1	42	42	100							41	41	100	22	22	100	20	20	100					.	.	.	35	35	100
20003	Timber Lake	Timber Lake H.S.	1	23	22	95.65							14	14	100	17	17	100	.	.	.					13	12	92.31	10	10	100
21001	Armour	Armour H.S.	1	11	11	100							10	10	100	.	.	.	.	.	.					.	.	.	.	.	.
22006	Ipswich	Ipswich H.S.	1	20	20	100							20	20	100	12	12	100	.	.	.					.	.	.	16	16	100
38001	Arlington	Arlington H.S.	1	21	21	100							19	19	100	10	10	100	11	11	100					.	.	.	14	14	100
44002	Leola	Leola H.S.	1	10	10	100							10	10	100	.	.	.	.	.	.					.	.	.	.	.	.
51005	Wall	Wall H.S.	1	25	25	100							22	22	100	10	10	100	15	15	100					.	.	.	19	19	100
54004	Rosholt	Rosholt H.S.	1	16	15	93.75							16	15	93.75	10	9	90	.	.	.					.	.	.	12	12	100
56006	Hitchcock-Tulare	Hitchcock-Tulare H.S.	1	15	14	93.33							15	14	93.33	11	10	90.91	.	.	.					.	.	.	13	12	92.31

Four Year Cohort Calculations for 2013-14

** Suppression has been applied where the cohort is less than 10.*

				All Students			Asian*	Black*	Hispanic*	Native American*	Pacific Islander*	Two or More Races*	White			Female			Male			ED*	Students w Disabilities*	LEP (ELL)*	Migrant*	GAP			Non-GAP		
District #	District Name	School Name	School #	Adjusted Cohort	Grad	Grad Rate							Adjusted Cohort	Grad	WH Grad Rate	Adjusted Cohort	Grad	FM Grad Rate	Adjusted Cohort	Grad	ML Grad Rate					Adjusted Cohort	Grad	Gap Grad Rate	Adjusted Cohort	Grad	NG Grad Rate
4003	Scotland	Scotland H.S.	1	13	13	100							13	13	100	10	10	100	.	.	.					.	.	.	11	11	100
6006	Groton Area	Groton Area H.S.	1	45	42	93.33							44	41	93.18	22	22	100	23	20	86.96					10	7	70	35	35	100
20003	Timber Lake	Timber Lake H.S.	1	26	22	84.62							17	14	82.35	17	17	100	.	.	.					15	12	80	11	10	90.91
21001	Armour	Armour H.S.	1	11	11	100							10	10	100	.	.	.	.	.	.					.	.	.	.	.	.
22006	Ipswich	Ipswich H.S.	1	19	19	100							19	19	100	11	11	100	.	.	.					.	.	.	15	15	100
38001	Arlington	Arlington H.S.	1	20	19	95							19	18	94.74	.	.	.	11	10	90.91					.	.	.	14	14	100
44002	Leola	Leola H.S.	1	11	11	100							11	11	100	.	.	.	.	.	.					.	.	.	.	.	.
51005	Wall	Wall H.S.	1	25	25	100							22	22	100	10	10	100	15	15	100					.	.	.	19	19	100
54004	Rosholt	Rosholt H.S.	1	15	15	100							15	15	100	.	.	.	.	.	.					.	.	.	12	12	100
56006	Hitchcock-Tulare	Hitchcock-Tulare H.S.	1	13	13	100							13	13	100	10	10	100	.	.	.					.	.	.	11	11	100

Math Results for 2012-13

(Note: no achievement results are available for 2013-14)

** Suppression has been applied where the cohort is less than 10.*

				All Students				White				Black*	Asian				Native American*	Hispanic*	Pacific Islander*	Two or More Races*	ED				LEP				Male				Female				Students w Disabilities				Migrant*	Gap				Non-Gap			
District #	District Name	School Name	#. Tested	Adv	Prof	Basic	Below Basic	Adv	Prof	Basic	Below Basic		Adv	Prof	Basic	Below Basic					Adv	Prof	Basic	Below Basic	Adv	Prof	Basic	Below Basic	Adv	Prof	Basic	Below Basic	Adv	Prof	Basic	Below Basic	Adv	Prof	Basic	Below Basic		Adv	Prof	Basic	Below Basic	Adv	Prof	Basic	Below Basic
1002	Stickney	Stickney Elem.	34	26	65	9	0	26	65	9	0		.	.	.	.					29	57	14	0	.	.	.	.	33	60	7	0	21	68	11	0	.	.	.	.		27	60	13	0	26	68	5	0
1003	White Lake	White Lake Elem.	30	53	43	3	0	58	38	4	0		.	.	.	.					23	69	8	0	.	.	.	.	53	41	6	0	54	46	0	0	.	.	.	.		20	73	7	0	87	13	0	0
4001	Avon	Avon Elem.	69	26	71	3	0	26	71	3	0		.	.	.	.					19	74	7	0	.	.	.	.	29	71	0	0	24	71	6	0	10	80	10	0		20	73	7	0	31	69	0	0
4002	Bon Homme	Hutterische Colony Elem.	23	22	70	9	0	22	70	9	0		.	.	.	.					.	.	.	.	8	77	15	0	27	64	9	0	17	75	8	0	.	.	.	.		7	79	14	0	.	.	.	.
4003	Scotland	Scotland H.S.	14	14	71	14	0	14	71	14	0		.	.	.	.					.	.	.	.	.	.	.	.	.	.	.	.	18	73	9	0	.	.	.	.		.	.	.	.	18	73	9	0
5006	Deubrook Area	Deubrook Elem.	78	32	64	4	0	33	64	3	0		.	.	.	.					25	60	15	0	.	.	.	.	29	67	5	0	36	61	3	0	0	91	9	0		18	71	11	0	40	60	0	0
6005	Warner	Warner Elem.	61	44	49	7	0	44	51	5	0		.	.	.	.					29	57	14	0	.	.	.	.	47	44	9	0	41	56	4	0	40	30	30	0		38	43	19	0	48	53	0	0
6006	Groton Area	Groton Area H.S.	39	21	72	3	5	21	72	3	5		.	.	.	.					.	.	.	.	.	.	.	.	17	78	0	6	24	67	5	5	.	.	.	.		.	.	.	.	24	70	3	3
17001	Ethan	Ethan Elem.	69	52	41	7	0	55	38	8	0		.	.	.	.					55	40	5	0	.	.	.	.	53	35	12	0	51	46	3	0	.	.	.	.		50	35	15	0	53	44	2	0
17002	Mitchell	Gertie Belle Rogers Elem.	195	34	58	8	0	36	58	6	0		.	.	.	.					17	65	18	0	.	.	.	.	33	59	9	0	35	57	8	0	12	64	24	0		19	65	16	0	44	53	3	0
20003	Timber Lake	Timber Lake H.S.	21	24	71	5	0	31	69	0	0		.	.	.	.					30	70	0	0	.	.	.	.	.	.	.	.	19	75	6	0	.	.	.	.		21	71	7	0	.	.	.	.
21001	Armour	Armour H.S.	11	36	64	0	0	40	60	0	0		.	.	.	.					.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.		.	.	.	.	.	.	.	.
21001	Armour	Armour Elem.	28	39	57	4	0	42	54	4	0		.	.	.	.					.	.	.	.	.	.	.	.	47	47	6	0	27	73	0	0	.	.	.	.		.	.	.	.	53	47	0	0
21002	Corsica	Corsica Elem.	39	46	49	5	0	46	49	5	0		.	.	.	.					55	36	9	0	.	.	.	.	47	47	5	0	45	50	5	0	.	.	.	.		46	38	15	0	46	54	0	0
22006	Ipswich	Ipswich H.S.	20	20	70	10	0	20	70	10	0		.	.	.	.					.	.	.	.	.	.	.	.	.	.	.	.	18	82	0	0	.	.	.	.		.	.	.	.	21	79	0	0
24004	Faulkton Area	Faulkton Elem.	71	37	58	6	0	39	55	6	0		.	.	.	.					11	78	11	0	.	.	.	.	45	52	3	0	30	63	8	0	.	.	.	.		14	73	14	0	47	51	2	0
30003	Bridgewater-Emery	Emery Elem.	11	18	82	0	0	18	82	0	0		.	.	.	.					.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.		.	.	.	.	20	80	0	0
35002	Kadoka Area	Midland Elem.	10	10	90	0	0	10	90	0	0		.	.	.	.					.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.		.	.	.	.	.	.	.	.
38001	Arlington	Arlington H.S.	20	50	35	15	0	53	32	16	0		.	.	.	.					.	.	.	.	.	.	.	.	27	55	18	0	.	.	.	.	.	.	.	.		.	.	.	.	57	36	7	0
38001	Arlington	Arlington Elem.	77	30	62	6	0	30	63	5	0		.	.	.	.					22	61	17	0	.	.	.	.	37	60	2	0	21	65	12	0	.	.	.	.		20	64	16	0	35	62	2	0
39004	Rutland	Rutland J.H.	19	32	63	5	0	32	63	5	0		.	.	.	.					.	.	.	.	.	.	.	.	45	55	0	0	.	.	.	.	.	.	.	.		.	.	.	.	25	75	0	0
44002	Leola	Leola H.S.	12	33	67	0	0	33	67	0	0		.	.	.	.					.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.		.	.	.	.	.	.	.	.
44002	Leola	Leola Elem.	32	34	63	3	0	34	63	3	0		.	.	.	.					46	54	0	0	.	.	.	.	33	61	6	0	36	64	0	0	.	.	.	.		46	54	0	0	26	68	5	0
49002	Brandon Valley	Robert Bennis Elem.	247	47	48	4	0	48	47	3	0		.	.	.	.					28	56	12	0	.	.	.	.	48	48	4	0	46	48	4	0	24	47	29	0		27	55	16	0	51	46	1	0
49005	Sioux Falls	All City Elem.	71	24	73	3	0	25	73	2	0		.	.	.	.					.	.	.	.	.	.	.	.	22	75	3	0	26	71	3	0	.	.	.	.		9	91	0	0	27	70	3	0
49005	Sioux Falls	Challenge Center	145	61	39	0	0	60	39	0	0		70	30	0	0					60	40	0	0	.	.	.	.	63	35	0	0	58	42	0	0	.	.	.	.		63	37	0	0	60	39	0	0
51005	Wall	Wall H.S.	26	23	69	8	0	23	68	9	0		.	.	.	.					.	.	.	.	.	.	.	.	27	60	13	0	18	82	0	0	.	.	.	.		.	.	.	.	22	72	6	0
51005	Wall	Wall Elem.	43	26	67	7	0	29	68	3	0		.	.	.	.					19	63	19	0	.	.	.	.	16	76	8	0	39	56	6	0	.	.	.	.		18	65	18	0	31	69	0	0
54004	Rosholt	Rosholt H.S.	15	20	67	13	0	20	67	13	0		.	.	.	.					.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.		.	.	.	.	25	67	8	0
56002	Doland	Hillside Colony Elem.	28	32	68	0	0	32	68	0	0		.	.	.	.					32	68	0	0	.	.	.	.	23	77	0	0	40	60	0	0	.	.	.	.		32	68	0	0	.	.	.	.
56002	Doland	Clark Colony Elem.	18	44	56	0	0	44	56	0	0		.	.	.	.					44	56	0	0	.	.	.	.	.	.	.	.	54	46	0	0	.	.	.	.		44	56	0	0	.	.	.	.
56006	Hitchcock-Tulare	Hitchcock-Tulare H.S.	14	14	86	0	0	14	86	0	0		.	.	.	.					.	.	.	.	.	.	.	.	.	.	.	.	10	90	0	0	.	.	.	.		.	.	.	.	17	83	0	0
58003	Agar-Blunt-Onida	Sully Buttes J.H.	39	28	67	5	0	29	69	3	0		.	.	.	.					10	70	20	0	.	.	.	.	27	68	5	0	29	65	6	0	.	.	.	.		9	73	18	0	36	64	0	0
59003	Colome Consolidated	Colome Elem.	62	34	61	5	0	39	57	4	0		.	.	.	.					33	67	0	0	.	.	.	.	33	61	6	0	34	62	3	0	.	.	.	.		32	66	3	0	38	54	8	0

Reading Results for 2012-13

(Note: no achievement results are available for 2013-14)

** Suppression has been applied where the cohort is less than 10.*

District #	District Name	School Name	# Tested	All Students				White				Black*	Asian				Native American*	Hispanic*	Pacific Islander*	Two or More Races*	ED				LEP				Male				Female				Students w Disabilities				Migrant*	Gap				Non-Gap			
				Adv	Prof	Basic	Below Basic	Adv	Prof	Basic	Below Basic		Adv	Prof	Basic	Below Basic					Adv	Prof	Basic	Below Basic	Adv	Prof	Basic	Below Basic	Adv	Prof	Basic	Below Basic	Adv	Prof	Basic	Below Basic	Adv	Prof	Basic	Below Basic		Adv	Prof	Basic	Below Basic	Adv	Prof	Basic	Below Basic
1002	Stickney	Stickney Elem	34	32	62	6	0	32	62	6	0		.	.	.	.					21	79	0	0	.	.	.	.	27	73	0	0	37	53	11	0	.	.	.	.		27	73	0	0	37	53	11	0
1003	White Lake	White Lake Elem.	30	50	43	7	0	54	38	8	0		.	.	.	.					38	54	8	0	.	.	.	.	41	47	12	0	62	38	0	0	.	.	.	.		33	53	13	0	67	33	0	0
4001	Avon	Avon Elem.	69	39	52	9	0	40	52	8	0		.	.	.	.					19	70	11	0	.	.	.	.	29	63	9	0	50	41	9	0	10	70	20	0		20	70	10	0	54	38	8	0
4002	Bon Homme	Hutterische Colony Elem	23	4	87	4	4	4	87	4	4		.	.	.	.					.	.	.	.	8	77	8	8	9	91	0	0	0	83	8	8	.	.	.	.		7	79	7	7	.	.	.	.
4003	Scotland	Scotland H.S.	14	21	71	7	0	21	71	7	0		.	.	.	.					.	.	.	.	.	.	.	.	.	.	.	.	18	82	0	0	.	.	.	.		.	.	.	.	27	73	0	0
5006	Deubrook Area	Deubrook Elem.	78	38	51	10	0	39	51	11	0		.	.	.	.					35	55	10	0	.	.	.	.	31	52	17	0	47	50	3	0	9	73	18	0		25	61	14	0	46	46	8	0
6005	Warner	Warner Elem.	61	56	39	5	0	56	41	3	0		.	.	.	.					36	43	21	0	.	.	.	.	59	38	3	0	52	41	7	0	20	70	10	0		38	48	14	0	65	35	0	0
6006	Groton Area	Groton Area H.S.	39	21	56	15	8	21	56	15	8		.	.	.	.					.	.	.	.	.	.	.	.	17	61	11	11	24	52	19	5	.	.	.	.		.	.	.	.	24	55	15	6
17001	Ethan	Ethan Elem.	69	43	46	10	0	45	45	9	0		.	.	.	.					50	40	10	0	.	.	.	.	44	41	15	0	43	51	6	0	.	.	.	.		38	38	23	0	47	51	2	0
17002	Mitchell	Gertie Belle Rogers Elem	195	44	47	9	0	45	47	8	0		.	.	.	.					29	54	17	0	.	.	.	.	40	52	8	0	48	43	10	0	20	56	24	0		31	54	15	0	53	43	4	0
20003	Timber Lake	Timber Lake H.S.	21	48	52	0	0	62	38	0	0		.	.	.	.					60	40	0	0	.	.	.	.	.	.	.	.	56	44	0	0	.	.	.	.		57	43	0	0	.	.	.	.
21001	Armour	Armour H.S.	11	27	64	0	9	30	60	0	10		.	.	.	.					.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.		.	.	.	.	.	.	.	.
21001	Armour	Armour Elem.	28	50	39	11	0	54	38	8	0		.	.	.	.					.	.	.	.	.	.	.	.	59	24	18	0	36	64	0	0	.	.	.	.		.	.	.	.	63	37	0	0
21002	Corsica	Corsica Elem.	39	54	41	5	0	54	41	5	0		.	.	.	.					64	27	9	0	.	.	.	.	58	32	11	0	50	50	0	0	.	.	.	.		54	31	15	0	54	46	0	0
22006	Ipswich Public	Ipswich H.S.	20	20	60	20	0	20	60	20	0		.	.	.	.					.	.	.	.	.	.	.	.	.	.	.	.	9	73	18	0	.	.	.	.		.	.	.	.	21	64	14	0
24004	Faulkton Area	Faulkton Elem.	71	46	51	3	0	48	48	3	0		.	.	.	.					44	50	6	0	.	.	.	.	58	39	3	0	38	60	3	0	.	.	.	.		41	50	9	0	49	51	0	0
30003	Bridgewater-Emery	Emery Elem.	11	45	36	18	0	45	36	18	0		.	.	.	.					.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.		.	.	.	.	50	40	10	0
35002	Kadoka Area	Midland Elem.	10	0	100	0	0	0	100	0	0		.	.	.	.					.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.		.	.	.	.	.	.	.	.
38001	Arlington	Arlington H.S.	20	45	45	10	0	47	42	11	0		.	.	.	.					.	.	.	.	.	.	.	.	45	36	18	0	.	.	.	.	.	.	.	.		.	.	.	.	43	50	7	0
38001	Arlington	Arlington Elem.	77	43	49	5	1	44	48	5	1		.	.	.	.					39	52	4	4	.	.	.	.	47	47	5	2	38	53	6	0	.	.	.	.		40	52	4	4	44	48	6	0
39004	Rutland	Rutland J.H.	19	21	74	5	0	21	74	5	0		.	.	.	.					.	.	.	.	.	.	.	.	27	73	0	0	.	.	.	.	.	.	.	.		.	.	.	.	25	75	0	0
44002	Leola	Leola H.S.	12	25	67	8	0	25	67	8	0		.	.	.	.					.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.		.	.	.	.	.	.	.	.
44002	Leola	Leola Elem.	32	47	53	0	0	47	53	0	0		.	.	.	.					38	62	0	0	.	.	.	.	39	61	0	0	57	43	0	0	.	.	.	.		38	62	0	0	53	47	0	0
49002	Brandon Valley	Robert Bennis Elem.	247	50	42	6	0	50	43	5	0		.	.	.	.					32	52	12	0	.	.	.	.	50	43	6	0	50	42	7	0	18	41	41	0		32	43	23	0	54	42	2	0
49005	Sioux Falls	All City Elem.	71	61	39	0	0	64	36	0	0		.	.	.	.					.	.	.	.	.	.	.	.	50	50	0	0	71	29	0	0	.	.	.	.		27	73	0	0	67	33	0	0
49005	Sioux Falls	Challenge Center	145	89	10	0	0	91	8	0	0		85	15	0	0					73	27	0	0	.	.	.	.	87	11	0	0	91	9	0	0	.	.	.	.		79	21	0	0	90	9	0	0
51005	Wall	Wall H.S.	26	31	58	12	0	36	59	5	0		.	.	.	.					.	.	.	.	.	.	.	.	33	53	13	0	27	64	9	0	.	.	.	.		.	.	.	.	33	61	6	0
51005	Wall	Wall Elem.	43	58	35	7	0	63	34	3	0		.	.	.	.					50	38	13	0	.	.	.	.	56	40	4	0	61	28	11	0	.	.	.	.		47	41	12	0	65	31	4	0
54004	Rosholt	Rosholt H.S.	15	47	40	13	0	47	40	13	0		.	.	.	.					.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.		.	.	.	.	58	33	8	0
56002	Doland	Hillside Colony Elem.	28	11	82	7	0	11	82	7	0		.	.	.	.					11	82	7	0	.	.	.	.	0	92	8	0	20	73	7	0	.	.	.	.		11	82	7	0	.	.	.	.
56002	Doland	Clark Colony Elem.	18	33	56	11	0	33	56	11	0		.	.	.	.					33	56	11	0	.	.	.	.	.	.	.	.	31	62	8	0	.	.	.	.		33	56	11	0	.	.	.	.
56006	Hitchcock-Tulare	Hitchcock-Tulare H.S.	14	36	43	21	0	36	43	21	0		.	.	.	.					.	.	.	.	.	.	.	.	.	.	.	.	30	50	20	0	.	.	.	.		.	.	.	.	42	33	25	0
58003	Agar-Blunt-Onida	Sully Buttes J.H.	39	36	54	10	0	37	51	11	0		.	.	.	.					20	70	10	0	.	.	.	.	32	55	14	0	41	53	6	0	.	.	.	.		18	64	18	0	43	50	7	0
59003	Colome Consolidated	Colome Elem.	62	37	53	10	0	41	53	6	0		.	.	.	.					36	55	9	0	.	.	.	.	36	52	12	0	38	55	7	0	.	.	.	.		34	55	11	0	42	50	8	0