ESEA Flexibility Request

Principles 1 & 2 as amended June 30, 2014
Principle 3 as approved June 29, 2012

U.S. Department of Education
Washington, DC 20202

OMB Number: 1810-0708

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INTRODUCTION

The U.S. Department of Education (Department) is offering each State educational agency (SEA) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of 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. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

The Department invites interested SEAs to request this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the Secretary to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an SEA that receives funds under a program authorized by the ESEA and requests a waiver. Under this flexibility, the Department would grant waivers through the 2013–2014 school year, after which time an SEA may request an extension of this flexibility.

REVIEW AND EVALUATION OF REQUESTS

The Department will use a review process that will include both external peer reviewers and staff reviewers to evaluate SEA requests for this flexibility. This review process will help ensure that each request for this flexibility approved by the Department is consistent with the principles described in the document titled *ESEA Flexibility*, which are designed to support State efforts to improve student academic achievement and increase the quality of instruction, and is both educationally and technically sound. Reviewers will evaluate whether and how each request for this flexibility will support a comprehensive and coherent set of improvements in the areas of standards and assessments, accountability, and teacher and principal effectiveness that will lead to improved student outcomes. Each SEA will have an opportunity, if necessary, to clarify its plans for peer and staff reviewers and to answer any questions reviewers may have. The peer reviewers will then provide comments to the Department. Taking those comments into consideration, the Secretary will make a decision regarding each SEA's request for this flexibility. If an SEA's request for this flexibility is not granted, reviewers and the Department will provide feedback to the SEA about the components of the SEA's request that need additional development in order for the request to be approved.

GENERAL INSTRUCTIONS

An SEA seeking approval to implement this flexibility must submit a high-quality request that addresses all aspects of the principles and waivers and, in each place where a plan is required, includes a high-quality plan. Consistent with ESEA section 9401(d)(1), the Secretary intends to grant waivers that are included in this flexibility through the end of the 2013–2014 school year. An SEA will be permitted to request an extension of the initial period of this flexibility prior to the start of the 2014–2015 school year unless this flexibility is superseded by reauthorization of the ESEA. The Department is asking SEAs to submit requests that include plans through the 2014–2015 school year in order to provide a complete picture of the SEA's reform efforts. The Department will not accept a request that meets only some of the principles of this flexibility.

This version of the *ESEA Flexibility Request* replaces the document originally issued on September 23, 2011 and revised on September 28, 2011. Through this revised version, the following section has been removed: 3.A, Option B (Option C has been renamed Option B). Additions have also been made to the following sections: Waivers and Assurances. Finally, this revised guidance modifies the following sections: Waivers; Assurances; 2.A.ii; 2.C.i; 2.D.i; 2.E.i; Table 2; 2.G; and 3.A, Options A and B.

High-Quality Request: A high-quality request for this flexibility is one that is comprehensive and coherent in its approach, and that clearly indicates how this flexibility will help an SEA and its LEAs improve student achievement and the quality of instruction for students.

A high-quality request will (1) if an SEA has already met a principle, provide a description of how it has done so, including evidence as required; and (2) if an SEA has not yet met a principle, describe how it will meet the principle on the required timelines, including any progress to date. For example, an SEA that has not adopted minimum guidelines for local teacher and principal evaluation and support systems consistent with Principle 3 by the time it submits its request for the flexibility will need to provide a plan demonstrating that it will do so by the end of the 2011–2012 school year. In each such case, an SEA's plan must include, at a minimum, the following elements for each principle that the SEA has not yet met:

1. Key milestones and activities: Significant milestones to be achieved in order to meet a given principle, and essential activities to be accomplished in order to reach the key milestones. The SEA should also include any essential activities that have already been completed or key milestones that have already been reached so that reviewers can understand the context for and fully evaluate the SEA's plan to meet a given principle.

2. Detailed timeline: A specific schedule setting forth the dates on which key activities will begin and be completed and milestones will be achieved so that the SEA can meet the principle by the required date.

3. Party or parties responsible: Identification of the SEA staff (*e.g.*, position, title, or office) and, as appropriate, others who will be responsible for ensuring that each key activity is accomplished.

4. Evidence: Where required, documentation to support the plan and demonstrate the SEA's progress in implementing the plan. This *ESEA Flexibility Request* indicates the specific evidence that the SEA must either include in its request or provide at a future reporting date.

5. Resources: Resources necessary to complete the key activities, including staff time and additional funding.

6. Significant obstacles: Any major obstacles that may hinder completion of key milestones and activities (*e.g.,* State laws that need to be changed) and a plan to overcome them.

Included on page 19 of this document is an example of a format for a table that an SEA may use to submit a plan that is required for any principle of this flexibility that the SEA has not already met. An SEA that elects to use this format may also supplement the table with text that provides an overview of the plan.

An SEA should keep in mind the required timelines for meeting each principle and develop credible plans that allow for completion of the activities necessary to meet each principle. Although the plan for each principle will reflect that particular principle, as discussed above, an SEA should look across all plans to make sure that it puts forward a comprehensive and coherent request for this flexibility.

Preparing the Request: To prepare a high-quality request, it is extremely important that an SEA refer to all of the provided resources, including the document titled *ESEA Flexibility*, which includes the principles, definitions, and timelines; the document titled *ESEA Flexibility Review Guidance*, which includes the criteria that will be used by the peer reviewers to determine if the request meets the principles of this flexibility; and the document titled *ESEA Flexibility Frequently Asked Questions,* which provides additional guidance for SEAs in preparing their requests.

As used in this request form, the following terms have the definitions 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) reward school, (6) standards that are common to a significant number of States, (7) State network of institutions of higher education, (8) student growth, and (9) turnaround principles.

Each request must include:

- A table of contents and a list of attachments, using the forms on pages 1 and 2.
- The cover sheet (p. 3), waivers requested (p. 4-6), and assurances (p. 7-8).
- A description of how the SEA has met the consultation requirements (p. 9).
- Evidence and plans to meet the principles (p. 10-18). An SEA will enter narrative text in the text boxes provided, complete the required tables, and provide other required evidence. An SEA may supplement the narrative text in a text box with attachments, which will be included in an appendix. Any supplemental attachments that are included in an appendix must be referenced in the related narrative text.

Requests should not include personally identifiable information.

Process for Submitting the Request: An SEA must submit a request to the Department to receive the flexibility. This request form and other pertinent documents are available on the Department's Web site at: http://www.ed.gov/esea/flexibility.

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

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

Patricia McKee, Acting Director
Student Achievement and School Accountability Programs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

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

REQUEST SUBMISSION DEADLINE

SEAs have multiple opportunities to submit requests for the flexibility. The submission dates are November 14, 2011, February 28, 2012, and an additional opportunity following the conclusion of the 2011–2012 school year.

TECHNICAL ASSISTANCE MEETING FOR SEAS

The Department has conducted a number of webinars to assist SEAs in preparing their requests and to respond to questions. Please visit the Department's Web site at: http://www.ed.gov/esea/flexibility for copies of previously conducted webinars and information on upcoming webinars.

FOR FURTHER INFORMATION

If you have any questions, please contact the Department by e-mail at ESEAflexibility@ed.gov.

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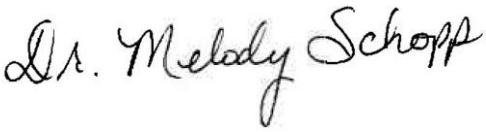
For each attachment included in the *ESEA Flexibility Request*, label the attachment with the corresponding number from the list of attachments below and indicate the page number where the attachment is located. If an attachment is not applicable to the SEA's request, indicate "N/A" instead of a page number. Reference relevant attachments in the narrative portions of the request.

LABEL	LIST OF ATTACHMENTS	PAGE
1	Notice to LEAs	114
2	Comments on request received from LEAs (if applicable)	124
3	Notice and information provided to the public regarding the request	126
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.		

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: Mary Stadick Smith Position and Office: Director of Operations and Information, Office of the Secretary Contact's Mailing Address: 800 Governors Drive, Pierre SD 57501 Telephone: (605) 773-7228 Fax: (605) 773-6139 Email address: mary.stadicksmith@state.sd.us	
Chief State School Officer (Printed Name): Dr. Melody Schopp	Telephone: (605) 773-5669
Signature of the Chief State School Officer:  X_ _____	Date: Feb. 26, 2012
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

☒ 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 schoolwide 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.

☒ 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools that meet the definition of "priority schools" set forth in the document titled *ESEA Flexibility*.

Optional Flexibilities:

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

☐ 11. 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.

☒ 12. 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 that are not reward schools, priority schools, or focus schools.

☒ 13. 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 rank sufficiently high to be served.

ASSURANCES

By submitting this application, the SEA assures that:

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

☒ 2. It will adopt 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 new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)

☒ 3. It will develop and 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). (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 report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)

☒ 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, all teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later than the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

☒ 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 request (Attachment E).

☒ 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 State 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 this request.

☒ 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 and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): 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. It will also 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.

If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all the guidelines for teacher and principal evaluation and support systems, it must also assure that:

☒ 15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)

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: September 14-15, 2011, October 26-27, 2011, December 1, 2011, and January 5, 2012. During that time period, the U.S. Department of Education also issued its ESEA Waiver Flexibility package, so the next logical step for the group was to discuss other state's models of the flexibility package and then focus on the guidelines of the flexibility request. Since South Dakota's Waiver has been approved and implemented, the group met in December 2012, as well as March and August 2013 to review progress of year one implementation and to offer input throughout the Part A monitoring process and again in November 2013 to offer input on proposed accountability amendments.

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. As noted earlier in this narrative, the work group met four times prior to the submission of the state's waiver application. 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.

Specifically, the following active teachers served on the Accountability Work Group:

- President, South Dakota Education Association (on leave from a local school district)
- Three award-winning teachers:
  - 2011 South Dakota Teacher of the Year
  - South Dakota's current Milken Educator
  - Teacher who serves as Ambassador for U.S. Department of Education

Also on the work group were individuals representing high-needs 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.

- Special Education Director at a school district in southeastern South Dakota

To access more information about the Accountability Work Group, please visit http://doe.sd.gov/secretary/nexgen_accountability.asp

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 on January 6, 2012, and again on February 16 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 October 2012, the group met and reviewed the process for working with SIG schools, the use of the SD LEAP system, proposed amendment requests, the use of SD LEAP as a monitoring tool, and administrative rules creation. In February 2013, the group met and discussed administrative rules clean up as it related to accountability and reviewed the state Accountability Addendum. In May 2013, the group met to specifically offer input regarding changes proposed to Focus and Priority School processes as well as proposed changes to the way that the SEA works with other Title I schools and handles the monitoring process, including the monitoring of School Support Team (SST) members working with Focus and Priority Schools. In June 2013, the group met to review progress with implementation of the waiver, to discuss updates needed to the waiver and administrative rules, to discuss work with SSTs, to discuss the new school Report Card process, to discuss changes to the e-grant and Consolidated Application process and the use of 1003(a) funds and an update on the basic tenants of the SD MTSS model that are being built holistically into the work with Focus and Priority Schools instead of running as a separate program. In October 2013, the group met and discussed updates surrounding part B monitoring, work with Title III and ELL students, trainings be scheduled surrounding differentiated instruction and special education work, updates to the SD LEAP system and monitoring of progress within the system, and progress with

the Academy of Pace Setting Districts being used in Priority Districts. In November 2013, the group again met to review potential amendments to Principle 2 of the waiver surrounding Focus Schools, other Title I schools and the creation of a watch list, SEA monitoring, and changes to the SPI calculation process. In March 2014, the group met to discuss the SIG application process, to review amendments to the waiver to be included in the renewal package, and to discuss how the change with schools choosing the Community Eligibility Provision will impact the use of free and reduced lunch data as an indicator of Economically Disadvantaged status for the purposes of accountability.

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 (4) superintendents and three (3) 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, as well as 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, Associated School Boards of South Dakota, the School Administrators of South Dakota 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). That delivery system includes special education teachers, teachers of English language learners, and teachers of Native American students.

At the same time, the state Secretary of Education hosted multiple teleconferences to solicit input on the proposal from key constituent groups. One of the teleconferences was specifically for the regional representatives of the South Dakota Education Association (teachers' association), and a network of active and award-winning teachers that the department has established.

The waiver application, in its entirety, was posted for public comment again on January 13, 2012, and input was solicited through February 3, 2012. The waiver also was on the January 27, 2012, agenda of the South Dakota Board of Education, at which time the board endorsed the application. The state Board of Education meets every two months, and the SEA updates the board at these meetings with information about the waiver and the state accountability work. Additionally, plans for amending the waiver were taken to the board and were endorsed at the November 2013 meeting.

Additionally, the SEA posted proposed changes to the system to its website and created a short video explaining those changes on the website (http://doe.sd.gov/Accountability/spifuture.aspx). 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 are 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).

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, law makers passed HB 1234, which was part of Gov. Dennis Daugaard's proposed education reform package. While it was overturned via referred vote in December 2012, the bill started the state down the path of designing high-quality teacher and principal effectiveness systems. The bill called for development of a common statewide evaluation system for teachers based on four levels of performance and including both qualitative and quantitative measures. It also called for development of a similar system for principals. Further, the bill 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.

The six work groups and their composition are detailed below. Teachers had strong representation on nearly every group.

Critical Teaching Needs Scholarship Board

- Five-member board appointed by the Governor
- Purpose: Select Critical Teaching Needs Scholarship recipients

Local Teacher Reward Plan Advisory Council

- Members appointed by the Secretary of Education
- Members to include: Combination of six principals and superintendents; **six teachers**; three school board members
- Purpose: Provide input in developing one or more model local teacher reward plans

Local Teacher Reward Plan Oversight Board

- Members to include:
  - One member of the Senate
  - One member of the House of Representatives
  - Two representatives of the business community appointed by the Governor
  - One representative of an educational association appointed by the Governor
  - **One current or former teacher** appointed by the Governor
  - Secretary of Education
- Purpose: Review and approve/deny local teacher reward plans

Teacher Evaluation Work Group

- Members appointed by the Secretary of Education
- Members to include: **six teachers**, three principals, two superintendents, two school board members, four parents, and one representative from each of the following groups: **South Dakota Education Association**, School Administrators of South Dakota, Associated School Boards of South Dakota
- Purpose: Provide input in developing the four-tier rating system and evaluation instrument used by districts for teacher evaluation

Principal Standards and Evaluation Work Group

- Members appointed by the Secretary of Education
- Members to include: six principals, **three teachers**, two superintendents, two school board members, four parents, and one representative from each of the following groups: **South Dakota Education Association**, School Administrators of South Dakota, Associated School Boards of South Dakota
- Purpose: Provide input in developing principal standards, four-tier rating system and evaluation instrument used by districts for principal evaluation

South Dakota Education Reform Advisory Council

- Members to include:
  - Three members of the Senate, including at least one member of each political party, appointed by the president pro tempore of the Senate
  - Three members of the House of Representatives, including at least one member of each political party, appointed by the speaker of the House
  - Secretary of Education, who will serve as chair
  - Three superintendents jointly appointed by president pro tempore of Senate and speaker of the House
  - Three principals jointly appointed by president pro tempore of Senate and speaker of the House
  - **Five teachers** jointly appointed by president pro tempore of Senate and speaker of the House
  - Three school board members jointly appointed by president pro tempore of Senate and speaker of the House
  - One member of the Board of Regents selected by the board
  - One representative of the technical institutes, selected by their presidents
  - One representative selected by the School Administrators of South Dakota
  - **One representative selected by the South Dakota Education Association**
  - One representative selected by the Associated School Boards of South Dakota

- Purpose: Advise on implementation of the act and examine initiatives for increased teacher

compensation, areas of critical need, and improving student achievement

For more information about the Governor's Investing in Teachers education reform package, please visit http://doe.sd.gov/secretary/investinginteachers.asp

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 97percent 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, 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 teleconferences.

- Superintendents and Education Service Agency Directors (December 7, 2011)
- Principals (December 7 & 9, 2011)
- Curriculum, Assessment and Special Education Directors (December 9, 2011)
- Regional Representatives of the South Dakota Education Association (December 12, 2011)
- Commission on Teaching and Learning (Monthly beginning in January 2013)
- South Dakota Board of Education (invited to participate in all calls)
- Members of the Media (December 12, 2011; results of accountability determinations shared every time new calculations are run)
- Representatives of tribal education departments (invited to participate in all calls)
- Title I Directors and Title I personnel (December 13, 2011)
- State Parent Teacher Association (January 17, 2012)
- Accountability Work Group
- Committee of Practitioners

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

- One of the teleconferences specifically targeted **Special Education Directors**, Curriculum Directors and Assessment Directors

- One of the 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. Those publications can be found at Ed Online - http://doe.sd.gov/pressroom/educationonline/2011/december/index.asp ; Online Zebra - http://www.doe.sd.gov/pressroom/zebra/news/11/dec/art_5.asp 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. This can be found at: http://doe.sd.gov/Accountability/spifuture.aspx (Active as of 2/28/14).

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 will be 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 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 current accountability model, there is 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 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 to be included as part of the School Performance Index calculation at the Elementary and Middle School Levels. Key stakeholders from the growth model work group as well as other volunteers from the K-12 community will be engaged as the model and reports are developed to be used to show growth starting with new assessments in the 2014-15 and 2015-16 school years.

--Unduplicated counts of students

This particular issue was one that the Accountability Work Group stressed clearly as an area that needed addressing. Under the current system, students who are in multiple subgroups are counted multiple times in the calculation of AYP. This can negatively impact an AYP calculation, if a student scoring below proficient is counted numerous times – when in fact, it is just one student. 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

who would not have otherwise been captured for accountability calculations being included in the system. Moving forward, it has been requested that multiple years' worth of achievement data be examined 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% completer rate, showing that these programs are enabling students to complete a diploma in more than 4 years or to complete a GED program.

--College and Career Readiness

In the College/Career Readiness Indicator, the South Dakota Department of Education 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. Starting in the 2013-14 school year, SD DOE is partnering 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 choosing to use this assessment can use it as an additional measure of Career Readiness. Going forward, South Dakota also plans to incorporate alternate options including the Smarter Balanced Assessment results and the completion of remedial coursework before high school graduation as mechanisms for schools to show how they are preparing students to be college and career ready.

The state's full Flexibility Waiver application was put out for official public comment on January 13, 2012, and input was solicited through February 3, 2012. A presentation was made to the State Board of Education at its January 27, 2012, meeting. A specific webpage within the SEA's website was created in January 2014 to explain changes proposed during the waiver extension process. The final extension application and proposed amendments to the system were sent to the field and the Committee of Practitioners on May 1, 2014, and formal public comment was solicited through May 9, 2014. Results of the public comment period were shared with the Secretary's Advisory Council on May 12, 2014, and their input was solicited before the final renewal package was sent to USED. Additionally, proposed updates and amendments were shared with the State Board of Education at its November 2013 meeting.

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 128,294 students, and 111 of the 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 provides South Dakota Department of Education (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.** Ongoing training to help educators become well versed in these standards will continue through 2016. In 2015, the state will formally adopt 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 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 are being 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 will be used to inform planning for full implantation 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 USED in June 2013, and feedback was received in February 2014. The 2014 extension application includes an amendment to address concerns and to provide clarity around these systems.

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. By July 2013, over 70% of eligible public school teachers had participated in at least one state-sponsored training on the Common Core, and many had participated in multiple training days. Additional trainings are being offered surrounding specific instructional strategies and differentiated instruction through 2015-16.

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 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 dual credit courses offered through South Dakota technical institutes.

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, practice for the ACT, research careers, and access a host of resources related to potential employment.

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 with EDI 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 that were 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 now 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 workw 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 is working with

NCCC to develop an evaluation of SSTs and of the Improvement process that will be 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 coaches 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.

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 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 monthly 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 data submission within Indistar/ SDLEAP had passed. Key DOE personnel from all divisions meet with SSTs and technical advisors to review data and to discuss implementation successes and challenges. Teams of 3-5 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 seven turn around principles. The data review includes looking at the assessment and planning of LEAP indicators as well as looking at school and district self-assessments of progress towards indicators and at goals, objectives, and progress monitoring data the schools provide. As schools work on the process of implementing high quality interventions, SSTs are expected to log into the SDLEAP system 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 collected and 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	☐ 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

State's standards adoption process. (Attachment 4, page 126)	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 South Dakota Department of Education (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 44 states 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.

The South Dakota Department of Education is committed to supporting school districts in the transition to the new Common Core State Standards, starting with a statewide field test in 2013-14 and culminating with a new statewide assessment in school year 2014-15.

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.

Each elementary teacher could participate in up to six days of training through May 2014. Middle and high school teachers could participate in up to five days of training through May 2014. Teachers could receive a stipend of $125 for each day they attended outside their district contract, or districts could claim substitute reimbursement. The state provided districts and teachers flexibility by:

1. Completing a district application to host their training
2. Send teachers to state-sponsored regional trainings
3. Participate in a combination of district-hosted and state-sponsored training
4. Participate in online training

The state-sponsored regional trainings covered six different modules. More detailed descriptions can be found in the following document. http://doe.sd.gov/secretary/documents/CC_TrainM.pdf

1. Module 1: 8 Standards for Math Practice 101
2. Module 2: Common Core 101
3. Module 3 for Math: 8 Standards for Math Practice 201
4. Module 3 for ELA: Strategies for Implementing Informational Text
5. Module 4: Curating Resources, myOER, Blueprints
6. Module 5: Higher Order Instruction
7. Module 6: Higher Order Assessment

Of the state's 151 school districts, 149 participated in Common Core training. As of December 2013, 72% or 5,708 of K-12 teachers English language arts, math, special education, and ELL teachers participated in the Common Core training. The average attendance was four days. Total attendance at trainings was over 24,500.

South Dakota also provided regional trainings for teachers in grades 6-12 who are implementing the Literacy in History, Science, and Technical Subject standards. During the 2012-2013 and 2013-2014 school years, several regional trainings were held. The Division of Learning and Instruction and Division Career and Technical Education partnered to develop a tailored professional development for career and technical education teachers across the state. The regional training not only supports implementing the Common Core standards, but it meets the requirements set by Perkins Career and

Technical Education Act.

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

1. The first resource over 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 (myOER.org) to house curated open educational resources. A group of teacher-leaders curated 5,777 open educational resources using the Tri-State rubric as of the fall of 2013.
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 Instructional Focus (IF) and is the framework for 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
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. The state is sponsoring regional trainings for districts that are interesting in implementing a standards-based report card.

SD DOE offered online training focusing on the shifts in the math and English language arts standards for administrators during the 2012-13 school year. Twenty-three percent of administrators, principals and superintendents, took advantage of the online training.

SD DOE has also developed a communication plan to support districts and inform the public about Common Core. A public Common Core website: http://commoncore.sd.gov/ was developed along with various resources districts can use locally. SD DOE will continue to review and revise the communication plan moving forward.

SD DOE has established a Common Core Commission. The commission members are individuals representing:

- Assessment and Curriculum Director from a district
- District Superintendent
- Dean of Teaching, Learning & Leadership from a Public University
- Executive Director, Associated School Boards of South Dakota
- Director of SD Education Association
- Executive Director, School Administrators of South Dakota
- Development Director, TIE (Technology in Education)

- Legislator
- Director, Learning & Instruction
- System Vice President for Academic Affairs of SD Board of Regents
- Consultant

The commission will assist the state to review and revise the state's implementation plan, communication plan, and monitor progress towards implementation.

The department's plan for transitioning to the Common Core State Standards covers several phases:
1) Awareness
2) Transition
3) Implementation and Ongoing Professional Development

Phase I: Awareness
The Awareness phase, conducted during the 2010-11 school year, involved presenting at various meetings and hosting a series of webinars for key stakeholders which would lay the groundwork for future work. The department also developed a webpage (http://doe.sd.gov/octe/commoncoreStandards.asp) with resources/activities/information related to Common Core State Standards.

During the 2010-11 school year, the department, in conjunction with a teacher work group, conducted a comprehensive crosswalk in English language arts and mathematics, to determine the extent of alignment between the state's current content standards and the Common Core State Standards. Both crosswalk documents were made available on SD DOE's website to educators and school leaders across the state. The crosswalk was designed to be a tool for districts to become familiar with new Common Core State Standards as compared to the state's existing content standards. Results of the crosswalk were used, in part, to determine which focus area Common Core State Standards would be covered in professional development efforts.

Phase II: Transition
South Dakota has been in the transition phase of Common Core State Standards implementation, centering on state-sponsored professional development for teachers and administrators. Efforts began in the summer of 2011 with a state-sponsored pilot program consisting of three phases: unpacking the Common Core State Standards, unit design, and assessment. South Dakota is applying a train-the-trainer model to build capacity within individual districts to develop the ability of educators to help students master rigorous content knowledge and apply that knowledge through higher order thinking skills. The department was able to offer stipends to teachers for participation in the summer pilot as well as providing districts funds to cover the cost of substitute teachers so teachers could attend professional development opportunities during the current school year. Feedback from pilot participants was incorporated to adjust statewide training that occurred in school year 2011-12, and which continues to progress throughout the state. To date, only two school districts have not participated in this professional development opportunity.

The underlying outcomes for the state's initial College and Career Ready Common Core State Standards Professional Development initiative are:

- Provide teachers with opportunities to gain a deeper understanding of the standards;
- Investigate how the Common Core State Standards impact teaching practices;
- Learn about the Common Core State Standards starting with the end in mind, how the standards can be assessed, working through curriculum planning;

- Give teachers opportunities to collaborate with other teachers from their grade levels as they understand Common Core State Standards;
- Emphasize standards-driven curriculum;
- Connecting relevant initiatives and the 4 R's (rigor, relevance, relationships, results);
- Integrate Common Core for Special Education

South Dakota offered additional opportunities during the 2011-12 school year designed to assist teachers in the areas of math and literacy integration.

These professional development opportunities included:

8 Standards for Mathematical Practice in the Common Core State Standards
This one-day workshop is designed to aid in the understanding and the concepts behind the 8 Standards for Mathematical Practice. The 8 Standards for Mathematical Practice are a key part in the delivery of the increased cognitive demand of the Common Core State Standards. This workshop will provide teachers with background information and an in depth understanding of the 8 Standards for Mathematical Practice. Workshops were held throughout month of January 2012 in Sioux Falls, Watertown, Aberdeen, Platte, Pierre, Rapid City and Spearfish.

Literacy Integration
As outlined in the Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects, incorporating literacy into all content areas is necessary to prepare students for college and career. The Literacy Integration workshop is designed for participants to learn ways to integrate literacy into coursework for non-English Language Arts content areas. Topics include: literacy integration strategies and techniques from Southern Regional Education Board's (SREB) High Schools that Work, the Lexile Framework for Reading, State Library eResources, student-centered peer review and developing your classroom/school-wide plan.

All of the previously described Common Core professional development opportunities have been available to teachers of English language learners and students with disabilities, as well as those who teach Native American students. The training format allowed for these staff members to be trained alongside general education staff members who teach English language arts and math. This format promotes opportunities for collaboration among the staff within a school.

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 Conferences are sponsoring a joint conference in the summer of 2014, which will include 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.

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 25 states which intends to develop 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 Common Core 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 school year 2013-14, 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 enthusiastically embraced the colored hard copies of the Mathematics Instructional Families, both from a conceptual and literal standpoint during the training and 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 4 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 MASSIs in 2012-2013 as well. All of the CoP members participated in the MASSI webinars and follow-up conversations. Eleven of the SD CoP members piloted the actual MASSIs in their classrooms and provided feedback to UNC Charlotte including, but not limited to, providing videotapes of SD teachers using the MASSIs in their classrooms with students.

In addition, a SD 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 of South Dakota. In the 2013-14 year, they are distributing a state-wide survey to established prioritized needs to help build trainings and personalized classroom supports.

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. Over 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 ELA materials 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 ELA materials. Additional trainings are being planned to continue the transition to the Common Core standards for students with significant cognitive disabilities. NCSC will also have an online professional development library that will be made available to all teachers at the conclusion of the grant.

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. 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 is planned in the 2014-15 year and beyond. 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.

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. 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.

Separately, SD DOE has engaged one of the Education Service Agencies to lead a Curriculum Curation effort that will build the capacity of educators at the local level. Through the Curriculum Curation effort, a team of educators designed a blueprint for delivering the Common Core standards for each subject and each grade level. This blueprint also utilizes a pacing guide to help teachers know what to teach and when to teach it. The teams also will curate suggested resources to be used in conjunction with the blueprint. The resources will be selected to meet the principles of Universal Design for Learning and allow for differentiation of instruction to meet the needs of all learners, including students with disabilities, English language learners and Native American students. These curated resources are readily accessible to all South Dakota teachers in the state's myOER.org resource list.

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. 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. Local school districts will be a full partner in this collaborative, as all Virtual School course registrations flow through the local education agency. Students can take coursework through the My Foundations Lab program and can take the Accuplacer 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.

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.

Finally, SD DOE will work to build internal capacity for statewide implementation of the Common Core standards by utilizing regional Education Service Agency staff to deliver professional development around the new college- and career-ready standards. This will result in a cadre of trainers who can spread across the state to deliver high-quality professional development and work with local

school districts to implement the new standards.

Phase III: Implementation and Ongoing Professional Development
The third phase will be the full implementation of the Common Core State Standards in 2013-14 school year and assessment on the new standards in 2014-15 school year. Since submitting the original waiver, South Dakota has entered the first full year of Common Core implementation statewide and conducted a statewide field test of the Smarter Balanced Assessment in spring 2014.

The $8.4 million professional development effort aimed at South Dakota educators called the ***Investing in Teachers*** initiative has allowed state efforts to focus heavily on Common Core State Standards training for English language arts and math for teachers and administrators, as well as training on the state's new teacher standards (Charlotte Danielson Framework for Teaching).

Funding for the Investing in Teachers professional development initiative includes training for all public school teachers of English language arts and math – inclusive of teachers of ELL students and teachers of students with disabilities within the state's public school districts.

The Investing in Teachers training initiative also establishes a professional development tract designed specifically for school and district leaders. The professional development initially covered a two-year period. Beginning in the 2012-13 school year, it engaged 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. As part of this effort, school and district leaders have had available the option to access online modules that will enhance their understanding of the Common Core from both content, and pedagogical, perspectives. Beginning in the summer of 2013, the emphasis of the Investing in Teachers leadership training shifted to teacher and principal evaluation. However, the Common Core will continue to be woven into this next phase of training.

In the summer of 2013, SD DOE received a grant from the Helmsley Foundation 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 of 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 progress towards implementation.

The following strengths were identified in the capacity review:

- Continue to be accessible and build relationships with stakeholders throughout the state
- Continue to provide high-quality training, while also differentiating support for districts
- Maintain and consider how to leverage the support of the education community
- Continue communicating the changes and value of the Common Core

The feedback from the capacity review revealed the following recommendations to support the work:

- Feedback loops: Need to collect implementation data
- Principal supports: Focus on preparing them to support teachers in this work and to be engaged with the larger community
- Student supports: Refine and prioritize strategies for supporting at-risk students for all teachers
- Clearinghouse of best practices: Expand or build upon what is already there, including instructional materials, best practices and resources from other districts and opportunities for

districts and schools to share with one another

- Funding: Look at the resources at the state and districts and how you can maximize utility of fund sources to support CCSS implementation
- Plans: Take the opportunity to create a new three-year plan and focus more on the external piece; plan moving forward should be both aspirational and implementational
- Communication: Consider differentiating that message by stakeholder group; articulate the problem that Common Core standards are solving;

To address the recommendations from the capacity review, SD DOE has or is completing the following:

a) During the school year 2012-2013, SD DOE partnered with educational service agencies to offer regional trainings for administrators focusing on Common Core Implementation and Teacher/Principal Effectiveness. Monthly webinars for curriculum directors and administrators are conducted to provide updates on implementation of curriculum, instruction, and assessments of Common Core and other related topics.

b) In the fall of 2013, SD DOE sent a Common Core and Teacher Effectiveness Implementation survey out to all K-12 teachers as well as building principals and superintendents. The response rate for teachers was 45%. All districts except for one very small rural elementary district had individuals respond to the survey. The survey indicated very positive feedback for the state and a few areas the state can strengthen for districts. SD DOE will use the same process in the future to gain additional feedback on progress towards implementation.

c) The state is hosting regional training for South Dakota's Hutterite Colony teachers for math and English language arts. The training will focus on how to apply Common Core standards to a multi-grade level classroom.

d) Each district will receive a state-sponsored coaching day to:
   - Review their school's data from the statewide survey and create their own "Stop Light" report on progress towards implementation of Common Core.
   - Review and discuss state-supported professional development options for the next two years.
   - Create a district "next steps" plan for implementation of Common Core and/or closing the gaps and develop a plan for implementing the state's Teacher Effectiveness model.

   Districts will work directly with the Education Service Agencies (ESAs) to schedule the professional development, and the state will reimburse the ESA for the cost to deliver the training. The state-sponsored coaching/training opportunities are around the following topics:

   A. TEACHER EFFECTIVENESS SYSTEM AWARENESS AND PLANNING

   1. Orientation to South Dakota's Recommended Teacher Effectiveness Model

   B. EVALUATIONS OF PROFESSIONAL PRACTICE (DANIELSON MODEL)

   1. Administrators: South Dakota Framework for Teaching (Danielson Model) Observer Training and Proficiency Assessment
   2. Teachers: Understanding and Applying the South Dakota Framework for Teaching (Danielson Model)
   3. Teachers: Introduction to the South Dakota Framework for Teaching and Teachscape Focus

4. Teachers: Preparing for Observations and Artifact Collection
5. Integrating Teachscape Reflect

C. EVALUATIONS OF STUDENT GROWTH (STUDENT LEARNING OBJECTIVES)

1. Administrators: Orientation to Student Learning Objectives as a Measure of Educator Effectiveness
2. Teachers: Orientation to Student Learning Objectives as a Measure of Teacher Effectiveness
3. Teachers: Selecting or Creating Assessments to Establish and Assess Student Learning Objectives
4. Teachers: Using Student Learning Objectives to Guide Instruction and Student Learning
5. Administrators: Implementing Student Learning Objectives with Consistency and Rigor

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. Understanding Number Concepts & Cognitive Guided Instruction (Grades K-5)
3. Concepts of Rational Numbers; Fractions, Decimals, and Percents (Grades 3-8)
4. Proportional Reasoning (Starting in summer 2015) (Grades 5-8)
5. Foundational Reading Skills
6. Close Reading – Informational Text (starting in Oct. 2014)
7. Text Based Questions (starting in Oct. 2014)
8. Literacy Integration (Grades 6-12 non ELA/math)

E. IMPLEMENTATION OF STANDARDS & INSTRUCTION

1. Higher Order Thinking: Webb Leveling
2. Beyond Data Retreats: Extending Data Use to Impact Student Learning (starting Oct. 2014)
3. Curriculum Alignment & Gap Analysis (starting in Aug. 2014)
4. SD Assessment Portal (starting in Oct. 2014)
5. Creating High Quality Assessment Items (starting in Oct. 2014)

Districts will receive a specific number of state-sponsored training/coaching days based on the size of its schools. SD DOE is able to provide districts this opportunity with the remaining Investing in Teachers funds.

- 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.

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.

- *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/). 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?*

South Dakota has completed a follow-up accommodation study to one previously 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 the Smarter Balanced Assessment Consortium (SBAC), 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.

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 is being developed for a

census pilot to be administered 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. Until that time, the state will continue to use the Dakota STEP-A assessments in grades 3-8 and 11 for those students not participating in the NCSC field test.

South Dakota was recently 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. With support from the CEEDAR Center, the SEA and IHEs will convene a leadership team to serve as the primary mechanism for building and sustaining reform efforts.

- *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.

The initial Common Core State Standards training that SD DOE provided was open to administrators. One of the additional "prongs" of the training effort is a leadership initiative targeting school administrators. In partnership with the states IHEs, online training that resulted in college credit targeted administrators in their roles as instructional leaders. Coursework and stipends were made available to administrators in Common Core Mathematics Standards, Common Core English Language Arts Standards, and in the state frameworks for effective teachers and principals. Additionally, special training opportunities for administrators to receive training in teacher and principal effectiveness models and in working with teachers to create meaningful, rigorous Student Learning Objectives (SLOs) to measure student growth are being offered across the state.

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.

- *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 myOER.org. 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.

- *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 has growing participation and high success levels in 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 this trend. 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. Last year, 2,481 students took at least one AP exam, an increase of more than 27 percent in five years' time. Even more impressive is that the number of exams on which students scored a 3 or better increased by 15 percent in the last year. The pass percentage for all students in South Dakota was 67.9 percent in 2011, 10 percentage points higher than the national average of 57.9 percent.

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, 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.

South Dakota Virtual School is not only for AP courses but also to help those students who may need to do some remedial coursework before they go on to postsecondary endeavors, ultimately saving students/families time and money by getting remedial work done before college. Students who do not meet the Board of Regents cut scores for math and English readiness on the ACT are offered the opportunity to take the Accuplacer and My Foundations Lab coursework to fill in knowledge gaps and demonstrate college readiness. Students who go through this process and pass the Accuplacer while still in high school are able to enroll in credit-bearing courses within SD BOR universities and do not have to take remedial coursework upon entering higher education.

Due to its governance role with the state's four technical institutes, the South Dakota Department of Education has focused its efforts on dual credit options at the four technical institutes in the state.

Two of the four technical institutes, Lake Area Technical Institute and Mitchell Technical Institute, offer high school students an opportunity to earn dual credit while pursuing programs of study in the health care, energy and communication fields. Coursework is primarily online, however, students are required to complete labs on campus. Students can earn up to 12 credits toward technical institutional credits.

Additionally, the technical institutes are in the process of developing concurrent courses, which are taught by qualifying secondary instructors who have been trained to teach postsecondary curriculum in their local district. Currently, the technical institutes are targeting the agriculture, business and information technology fields. If successful, the framework developed with Mitchell Technical Institute to offer concurrent courses, for dual credit purposes, would serve as a model for other technical institutes statewide. See document at http://www.sdbor.edu/theboard/agenda/2011/documents/Z.pdf

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.

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 requires substantial thinking, planning and effort on the part of local school districts. In recognition of the magnitude of this effort, South Dakota started by embedding some Common Core State Standards-aligned test items into its statewide assessment over three 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. Additionally, a benchmarking exam consisting of retired common core aligned items from the state assessment has been 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 to be used in classroom-level assessments. SD DOE has also been working to expand the array of technology enhanced items as well as open-ended constructed response items available to teachers, and has started by embedding the publicly released NAEP items into the portal for teachers to use. Training in the portal is offered at nearly every educational conference in the state, and is made available free of charge to any interested district willing to dedicate a half day and at least 10 teachers to the training.

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. 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	☐ 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 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)

	least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.	

South Dakota is part of the Smarter Balanced Assessment Consortium (SBAC), one of two multistate consortia awarded funding from the U.S. Department of Education to develop an assessment system based on the new Common Core State Standards. To achieve the goal that all students leave high school ready for college and careers, SBAC 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 will be administered live during the 2014-2015 school year.

South Dakota is a Governing State in the Smarter Balanced Assessment Consortium. As defined in the Governance Document, each state is required to take an active role in supporting the work of the consortium; South Dakota is a member of the Transition Work Group and Formative Assessment Practices and Professional Learning Work Group.

Summative Assessment:
One of the core components of SBAC is computer adaptive assessments administered in the last 12 weeks of the school year in grades 3-8 and 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 the Smarter Balanced Consortium 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 formative 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 the SMARTER Balanced Consortium.

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 plans to utilize the Smarter Balanced Consortium interim assessments in 2014-2015.

SD Common Core Assessment Transition Plan

	Year 1 2011-2012	**Year 2 2012-2013**	**Year 3 2013-2014**	**Year 4 2014-2015**
Common Core Summative Assessment	South Dakota D-STEP covers current SD standards Common Core State Standards field test questions embedded into D-STEP	South Dakota D-STEP covers current SD standards Common Core State Standards field test questions embedded into D-STEP	Smarter Balanced Field Test administered statewide. Small pockets of students unable to take online assessments take D-STEP Math and ELA Assessments.	Smarter Balanced Assessment covers Common Core State Standards
Special Education Assessment	Dakota STEP-A	Dakota STEP-A	National Center and State Collaborative Assessment field test. Students not taking NCSC take DSTEP-A assessment.	National Center & State Collaborative Assessment
CCSS Classroom Assessment	SD Assessment Portal	SD Assessment Portal	SD Assessment Portal	SD Assessment Portal

Interim Assessment	Optional: district purchased assessments	Optional: Assessment Portal Benchmark Assessment	Optional: Assessment Portal Benchmark Assessment	Tentatively: Smarter Balanced
College & Career Readiness Assessment	ACT	ACT	ACT	ACT; SBAC; NCRC

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 SDDOE 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 USED 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 SDDOE 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 a new 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.

South Dakota's accountability classification system recognizes the top 10% of schools in the state as Exemplary and Status Schools, will recognize those 5% making the most gains as Exemplary High Progress schools, 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.

South Dakota's proposed 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 publically 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).

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 proficient or advanced 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 all students' daily attendance

   OR

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

The accountability model uses a 100-point index, called the School Performance Index (SPI). 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: 1) one for High School accountability, and 2) 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 & Career Ready**	
2014-15 (Spring 2015 test, reported Fall 2015)	Math points: 25 ELA points: 25	Completion points: 12.5 Graduation points: 12.5	College math readiness points: 12.5 College ELA readiness points: 12.5 Career Readiness 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 (Spring 2015 test, reported Fall 2015)	Math points: 40 ELA points: 40	Points: 0	Points: 20
2015-16 and beyond	Math points: 20 ELA points: 20	Math points: 20 ELA points: 20	Points: 20

INDICATOR #1: Student Achievement (40 points in 2015-16)
Through 2013-14, only one year of state assessment data has been used to award points for student achievement. When next-generation assessments are introduced 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 prior to 2015-16), the student achievement score is based on the percent of students scoring proficient or advanced on the statewide assessment in English language arts and mathematics delivered in 11th grade.

At the Elementary and Middle School levels (80 points prior to 2015-16), the student achievement score is based on the percent of students scoring proficient or advanced 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 reading 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 proficient or higher 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 Proficient.
- Marcus – Limited English Proficient and Economically Disadvantaged subgroups. -- Scored Basic.
- Cheyenne – Native American. -- Scored Advanced.

Based on the above, an unduplicated count would show three total students with two of the students (Addy and Cheyenne), or 66.66 percent, 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 proficient or higher in the Non-Gap Group would be included 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

Overall possible points : 40

Step 1:	Divide maximum allowable index points in half to allow equal weight for reading 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 (1) times the % of students (3) in each group to get the weighted points for each group

Step 5: Calculate the % Proficient/Advanced for each group

Step 6: Calculate the score for each group by multiplying the % P/A (5) times the weight points for each group (4).

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

	Step:	**1**	**2**	**3**	**4**	**5**	**6**	
		Overall Index Points Possible	Number of Students	% of Students	Weighted Points (% Students X Points)	% Proficient/ Advanced	Score (Weighted Points X % P/A)	
Math	Gap	20	71	26%	5.2	58%	3.016	
	Non-Gap		200	74%	14.8	83%	12.284	
Reading	Gap	20	71	26%	5.2	62%	3.224	
	Non-Gap		200	74%	14.8	88%	13.024	
	TOTAL	40			40		**31.55**	**Step 7**
							TOTAL POINTS for Student Achievement indicator	

By moving to the use of a single subset group encompassing all students that have historically experienced achievement gaps and a minimum N size of 10, SD DOE expects that schools across the state will be held accountable for an <u>additional 1,052 subgroups</u>. This result reflects the small rural nature of the state's public school districts.

As an example: In 2011, High School XYZ had 6 Native American students, 9 economically disadvantaged students, 5 SPED students and 0 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 3 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 newly created Gap and Non-Gap Groups, who are not proficient within six years will be set and publically 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 proposed Student Achievement calculation method 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 (Elementary and Middle School – 40 points in 2015-16) OR **High School Completion Rate** (High School – 30 points in 2015-16)

At the Elementary and Middle School levels, 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. The group will make its final recommendation in the summer of 2014, and the model will be rolled out to the field over the course of the 2014-2015 year, for first use when the results of the 2016 spring assessments are available. This delay in implementation of a growth model will coincide with the availability of a new assessment in the 2014-2015 school year to be used as a baseline. It also coincides with implementation of other indicators in the SPI.

At the High School level, the High School Completion Rate (25 points prior to 2015-16) 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, with the Graduation Rate accounting for 50 percent and Completer Rate accounting for 50 percent of the score for this indicator.

Completer Rate – South Dakota uses percent of students who, in the current school year, have attained one of the following: a) diploma, b) GED.

The Completer Rate is calculated as follows:

Example of Completer Rate calculation, School Year 2012-13:

HS Diploma = 100 + GED = 7 in SY 2012-13 (Total = 107)
Dropouts = 7 + HS Diplomas = 100 + GED = 7 in SY 2012-13 (Total = 114)

107/114 = 94% completion rate

The example below shows the remainder of the calculation for a final High School Completion Rate, assuming this indicator is worth 30 points.

Example: Calculation of High School Completion Rate

- 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 Rate

Step		**1**	**2**	**3**
Factors	**Weight as %**	**Weighted Points**	**Rate as %**	**Score**
% of students who have "Completed"	50.0%	15	94%	14.1
Four-year cohort "Graduation Rate"	50.0%	15	91%	13.65
Total possible points	100%	30		**27.75 Step 4 Total points for High School Completion Indicator**

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 (20 points) OR College & Career Readiness (30 points in 2015-16)

Attendance

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 plans to instead look 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 would be multiplied by the total points for this category to come up with 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 30, School A's score for this indicator would be 27 (30*.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)

At the High School level, the College & Career Readiness score will be based on the factors noted below. Data will be based on the prior year's graduating class for this indicator (i.e. How well did a school/ district do in preparing those students who graduated last year for success in college and careers this year?)

Each of the factors will be weighted. Through the 2014-2015 year, all points will come from the college readiness measures as detailed below:

1) Percent of students whose ACT math sub-score is 20 or above (using the highest score if the ACT is taken more than once)
2) Percent of students whose ACT English sub-score is 18 or above (using the highest score if the ACT is taken more than once)

Although the benchmark of 20 for ACT math is below the national benchmark of 22 set by ACT, this is the required minimum score for admittance at South Dakota's public universities. SD DOE chose to use the same benchmark for consistency purposes.

Beginning in the 2015-2016 year, this indicator will be adjusted to include multiple pathways that schools can show that students have attained levels of college and career readiness.

Example: Calculating College & Career Readiness Calculation (2012-13 through 2014-15)*

Overall possible points: 25

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 weight points for each group

Step 4: The sum of these is the points for the College and Career Readiness

Step:	**1**	**2**	**3**	**4**	**5**	
Factors		Weight as %	Weighted Points	Rate as %	Score	
% ACT Score 20 or Greater for Math		50%	12.5	67%	8.38	
% ACT Score 18 or Greater for English		50%	12.5	69%	8.63	
Total possible points		100.0%	25.00		17.01	**Step 6**
					TOTAL POINTS for College & Career Readiness	

Beginning in the 2015-2016 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.

30 points total: One of the two following applies based on Career Readiness assessment participation	
Math ready: 10 points ELA ready: 10 points Career ready: 10 points	Math ready: 15 points ELA ready: 15 points Career ready: 0 points

Beginning in 2015-2016, schools can demonstrate that a student has met college readiness in math or English in multiple ways:

1) Meeting the South Dakota Board of Regents' math or English ACT cut scores (20 in English, 18 in math)
2) Meeting the South Dakota Board of Regents' math or English cut scores on the 11th grade Smarter Balanced Assessment.
3) Missing both the ACT and SBAC cut scores, but completing the Board of Regents approved remedial coursework and Accuplacer exam prior to high school graduation.

SD DOE will also make available to all schools choosing to participate, the National Career Readiness Certificate / ACT WorkKeys exam for either the 11th or 12th grade class at a public high school. Scores from schools choosing to use this assessment will be used at the same time these students are part of the college and career readiness cohorts to determine the percentage of students demonstrating they have employability skills. Points for the career readiness portion of the College and Career Ready indicator will be awarded based on the percentage of students in the cohort who took the exam and earned a certificate.

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 6 years

2015-16 **Add** Growth Model at the Elementary and Middle School levels
Add multiple paths to show College Readiness
Add Career Readiness option for schools choosing to give Career Ready assessment

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 2015-2016 school year.

SPI INDEX & INDICATORS: High Schools

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

	2013-14 (announced Fall 2014): No new designations	**2014-15 (announced Fall 2015)**	**2015-16 (announced Fall 2016)**	**2016-17 (announced Fall 2017)**	**2017-18 (announced Fall 2018)**
Academic Achievement	**Spring 2014 SBAC Field test → no achievement data to report; All assessed report to include Science results**	**Spring 2015 SBAC and NCSC assessments:** **50 points total (25 ELA/ 25 math), points for percent proficient** **Weighted for Gap/ Non-Gap**	**Spring 2015 and 2016 SBAC and NCSC assessments:** **40 points total (20 ELA/ 20 math), points for percent proficient** **Weighted for Gap/ Non-Gap**	**Spring 2015, 2016 and 2017 SBAC and NCSC assessments:** **40 points total (20 ELA/ 20 math), points for percent proficient** **Weighted for Gap/ Non-Gap**	**Spring 2016, 2017 and 2018 SBAC and NCSC assessments:** **40 points total (20 ELA/ 20 math), points for percent proficient** **Weighted for Gap/ Non-Gap**
College and	**ACT**	**Total: 25**	**Total: 30**	**Total: 30**	**Total: 30**

Career Readiness	**proficiency rates reported out**	**points** **College Math ready (ACT): 12.5** **College ELA ready (ACT): 12.5**	**points** **College Math ready: Met ACT or SBAC or passed Accuplacer (10 or 15 points)** **College ELA ready: Met ACT or SBAC or passed Accuplacer (10 or 15 points)** **Career Ready: 2015 graduates earning bronze or higher on NCRC (0 or 10 points)**	**points** **College Math ready: Met ACT or SBAC or passed Accuplacer (10 or 15 points)** **College ELA ready: Met ACT or SBAC or passed Accuplacer (10 or 15 points)** **Career Ready: 2016 graduates earning bronze or higher on NCRC (0 or 10 points)**	**points** **College Math ready: Met ACT or SBAC or passed Accuplacer (10 or 15 points)** **College ELA ready: Met ACT or SBAC or passed Accuplacer (10 or 15 points)** **Career Ready: 2017 graduates earning bronze or higher on NCRC (0 or 10 points)**
Graduation and Completion	**Graduation and completer rates reported out**	**Total: 25 points** **4 year cohort graduation rate (12.5)** **Completer rate (12.5)**	**Total: 30 points** **4 year cohort graduation rate (15)** **Completer rate (15)**	**Total: 30 points** **4 year cohort graduation rate (15)** **Completer rate (15)**	**Total: 30 points** **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:

	2013-14 (announced Fall 2014): No new designations	2014-15 (announced Fall 2015)	2015-16 (announced Fall 2016)	2016-17 (announced Fall 2017)	2017-18 (announced Fall 2018)
Academic Achievement	Spring 2014 SBAC Field test → no achievement data to report; All assessed report to include Science results	Spring 2015 SBAC and NCSC assessments: 80 points total (40 ELA/ 40 math), points for percent proficient Weighted for Gap/ Non-Gap	Spring 2015 and 2016 SBAC and NCSC assessments: 40 points total (20 ELA/ 20 math), points for percent proficient Weighted for Gap/ Non-Gap	Spring 2015, 2016and 2017 SBAC and NCSC assessments: 40 points total (20 ELA/ 20 math), points for percent proficient Weighted for Gap/ Non-Gap	Spring 2016, 2017 and 2018 SBAC and NCSC assessments: 40 points total (20 ELA/ 20 math), points for percent proficient Weighted for Gap/ Non-Gap
Student Growth	Growth Model work group finishes work, growth is not a part of the SPI	New AMOs and growth baseline set based on Spring 2015 SBAC; 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	Average Daily Attendance Data reported publicly	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. While the format of the new Report Card including Career Readiness and Growth measures has not been completely flushed out, SD DOE plans to continue using 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

Only data for schools and subgroups in which there are 10 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 newly created Gap and Non-Gap groups, who are not proficient within six years. AMOs are set separately for reading/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 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 at the Basic and Below Basic levels.
- 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 the Proficient and Advanced levels 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 the Proficient and Advanced levels.
- STEP 6: To determine the AMO in Year 1, add the base year percentage of students testing at the Proficient and Advanced levels 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 newly created 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 Prof/Adv.					
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 Prof/Adv.

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 would be 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 until two years of growth data relating to new assessments become available.

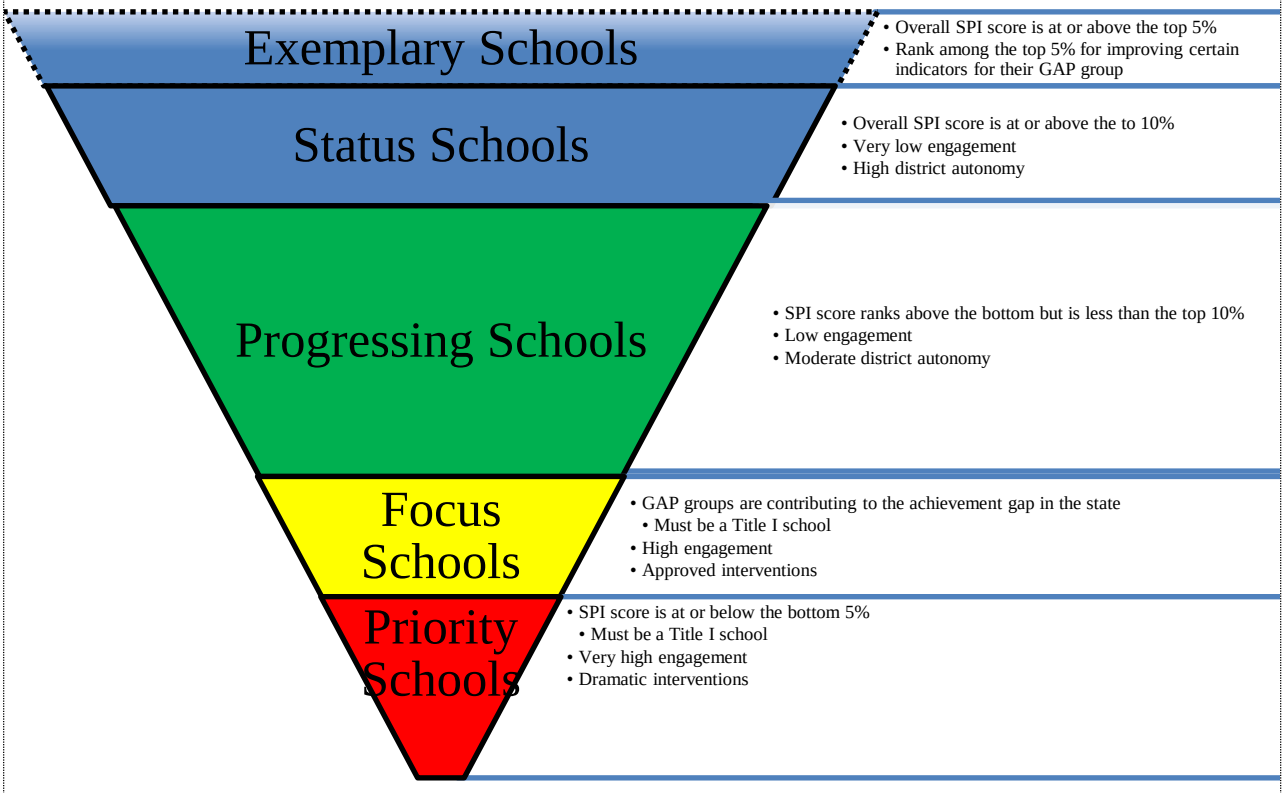
- **Status Schools:** Schools whose total score on the SPI is at or above the top 10 percent.

- **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. Tier I and II SIG schools are included in this classification.



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, to develop a school turnaround plan; support of a School Support Team 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 at least once during the four-year designation. For the other years, School Leadership Teams may choose to either attend the Regional Data Retreats sponsored by SD DOE 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 their 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 both by SSTs and via the SDLEAP/ Indistar reporting system.

Focus Schools receive some state- and district-level support, including support for the SDLEAP (Indistar) analysis of effective practices, a designated School Support Team 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 prior to their implementation year. 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. Priority Districts are also required to participate in the Academy of Pace Setting Districts, as well as a data reflection retreat at the end of the year to determine progress. Each Title I school in a Priority District that is designated a Focus or a Priority School must hold 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 considered 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 within the consolidated application process. 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 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 PIRC to strengthen Family Engagement. SD DOE has a contract with the SD PIRC for Focus and Priority Schools to receive additional professional development and

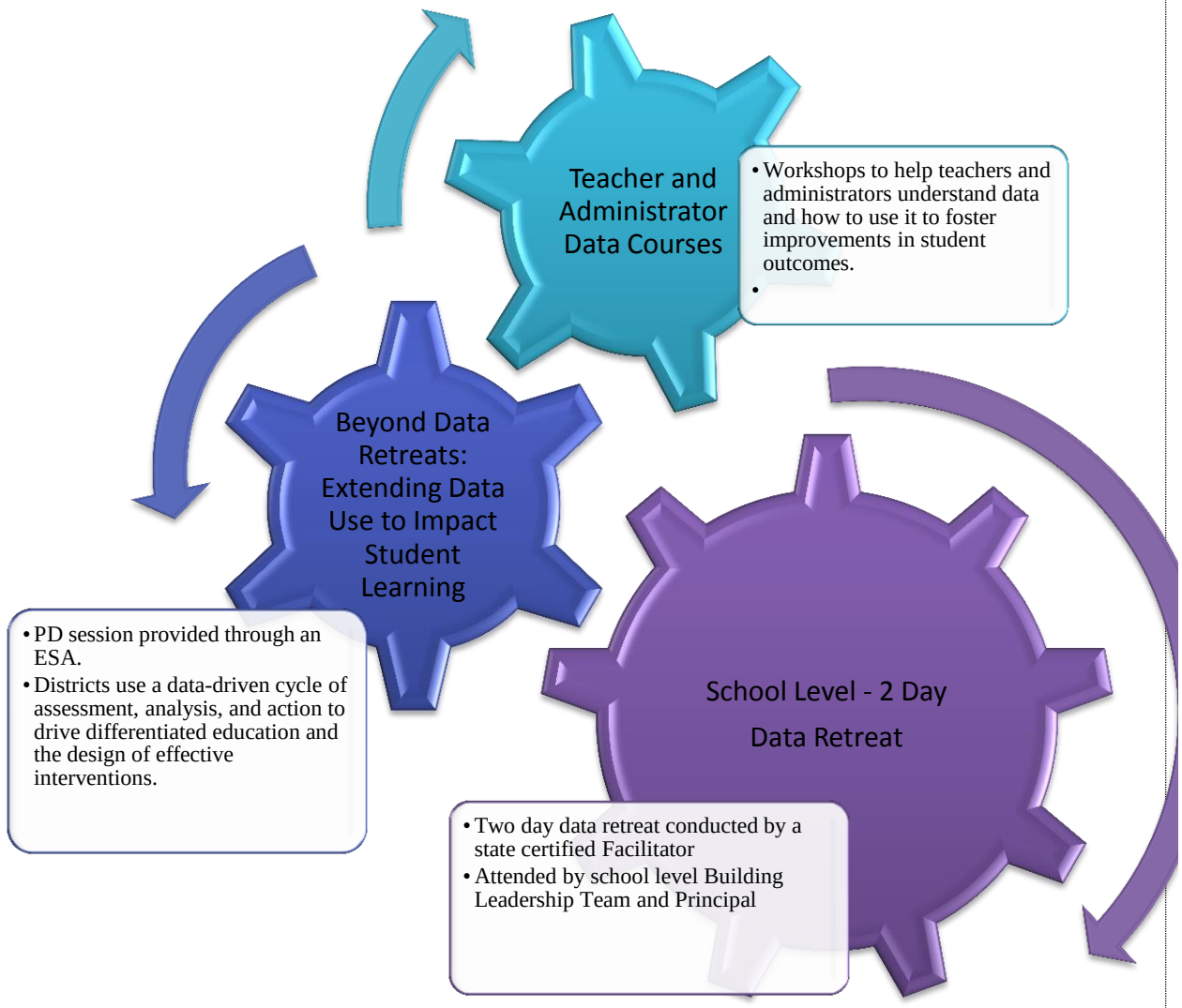
support directly tied to Turnaround Principle 7.

In addition to the SSTs and technical advisors assigned in Priority Schools and Districts, regional SSTs 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, SDLEAP 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 now be the decision makers in the school, using relevant and current data to drive what is happening in the school. SD DOE is offering 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 learn and to use the data in the state longitudinal data system) ; and 3) classes on using data to guide school improvement and/or instruction (SD DOE practical hands-on learning being offered via public universities for $40 per credit hour).



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 & Career Readiness (High School)

AMO Targets and Goals

To hold schools accountable, South Dakota will be using 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 newly created Gap and Non-Gap groups, who are not proficient within six years. AMOs will be set separately for reading/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 a new 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 at the Basic and Below Basic levels.
- 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 the Proficient and Advanced levels 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 the Proficient and Advanced levels.
- STEP 6: To determine the AMO in Year 1, add the base year percentage of students testing at the Proficient and Advanced levels 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 newly created 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 new operational assessments 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 graduating students who have demonstrated they are ready to enter credit-bearing math and/or English courses in South Dakota Board of Regents colleges (via ACT, SBAC 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 & 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 new operational assessments in the Spring of 2015.
- **Attendance**
- **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 will assure that no school with a significant achievement gap, as determined by the Focus or Priority School calculations, will be classified as a Reward School.

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.

- 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 will be assigned based on the 2013-14 data, but 2012-13 designations will hold 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 SDDOE 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.	• 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 and submit this to SD DOE • Ensure PD opportunities for principal are aligned to school needs • Form a School Leadership Team, including principal, to drive the continuous improvement process • 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 • Through the SD LEAP system, principals are required to monitor teacher performance; see SD LEAP indicators that address this principle • Principals 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 tiered levels of support that result in targeted interventions aligned with the needs of students • 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, starting with at least one two-day Data Retreat led by an outside facilitator certified by the SD DOE and continuing throughout the year via School Leadership Team meetings ○ Once a school has attended at least one off-site Regional Data retreat in the four year period, schools may contract with a state certified facilitator to provide on-site data retreats that adhere to the state model. Schools found not to be making progress may be required to continue to attend off-site retreats at the SD DOE's discretion. • 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 Benchmark assessments at least three (3) times a school year • Implement progress monitoring as part of tiered levels of support • Set meaningful SLOs that rely on quality data for all teachers being evaluated • See SD LEAP indicators that address this principle
6. Establishing a school environment that	• Complete the Survey of Effective

improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.	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 may 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 in years 1, 2, and 3 of implementation. Districts designated as Priority Districts or high risk grantees must also utilize their Title I funding to pay for a state assigned technical advisor to work with the schools.

Priority Districts must participate in the Academy of Pacesetting Districts (APD).

SD DOE's Statewide System of Recognition, Accountability and Support (SSRAS) team meets regularly with School Support Team (SST) members to monitor the progress of Priority Schools. This includes a review of the data submitted via the SD LEAP system 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. All data is reviewed within two weeks of the submission date, and within one month of submission, Priority 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 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.

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.

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 • Participate in the Academy of Pace Setting Districts (if a Priority District) • 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	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 • to monitor/revise District Operations Manual and District SD LEAP indicators (if a Priority District) • Monitor quarterly the progress towards achieving improvement goals Continue regular monitoring and tiered interventions to meet student needs. • to use **Indistar** to escalate the development of a school turnaround plan • Conduct a data analysis to strengthen the	• 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 to monitor/revise District Operations Manual and District SD ELAP indicators (if a Priority District) Continue regular monitoring and tiered interventions to meet

budget • Utilize **Indistar** to develop a school transformation plan utilizing the rapid turnaround indicators • 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	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	student needs • Continue to use **Indistar** • 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 in the SDLEAP system 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	January 15	May 15
Planning Year	School is identified in October	Edit school Information Assessment and Demographics (optional) Add School Team Assess 10* **Priority Key** School Turnaround (ST) indicators Submit School Turnaround Plan Submit Survey of Effective Practices	Assess 10* additional **Priority Key** 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 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 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 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 indicators Monitoring plan Submit School Turnaround Plan Submit Goals and Objectives 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 Monitoring plan Submit School Turnaround Plan Submit Goals and Objectives Submit Survey of Effective Practices

Additionally Priority Districts participate in the Academy of Pacesetting districts according to the following schedule as of the 2014-15 year:

Academy Schedule Suggested LEA Schedule		
❖ Notification to participate from SEA ❖ Complete MOU and establish District Academy Team ❖ Attend SD LEAP Training as Needed **October Planning Year**	❖ Interaction with School Support Team Member ❖ Attend SD LEAP Training as Needed **Nov/Dec Planning Year**	❖ Attend 2 Day District Team Kickoff Meeting **February Planning Year**

❖ Monthly Working Session ❖ Interaction with School Support Team Member **March Planning Year**	❖ Participate in Spring Learning Session ❖ Interaction with School Support Team Member **April Planning Year**	❖ Participate in Summer Learning Session ❖ Interaction with School Support Team Member **June Planning Year**
❖ Monthly Working Session ❖ Interaction with School Support Team Member **Sept. Implementation Year**	❖ Participate in Fall Learning Session ❖ Interaction with School Support Team Member **Oct. Implementation Year**	❖ Attend District Team Summative Meeting **Nov/Dec Implementation Year**
❖ Submit Final District Operations Manual ❖ Implementations of Operations Manual **January Implementation Year**	❖ Review and revise District Operations Manual as Necessary ❖ Plan and Monitor District Indicators in SD LEAP **February Implementation Year and ongoing**	

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 required data submission deadline in SD LEAP. A SD DOE team 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. A Priority School may apply to exit this designation after four years 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

SDLEAP documentation.

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. 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.

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 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) 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 will be 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 Proficient/Advanced in Math and Reading for all Title I schools
STEP 2: Remove all schools with N size less than 10 in the Math or Reading Gap groups
STEP 3: Rank Gap group's % Proficient/Advanced in Math from lowest to highest
STEP 4: Rank Gap group's % Proficient/Advanced in Reading from lowest to highest
STEP 5: Rank Gap groups Attendance rate % (elementary/middle school) or Graduation rate % (high school) from lowest to highest
STEP 6: Sum the Gap group's Math, Reading and Attendance (elementary/middle school) or Graduation (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 will be assigned based on the 2013-14 data, but 2012-13 designations will hold steady and the SEA will continue to support schools as per their 2012-13

designations.

As a safeguard to ensure that no single ESEA subgroup within the larger Gap Group is ignored, any ESEA subgroup whose combined reading and math proficiency rate is 75% lower than the Gap Group combined reading 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 will become effective in the 2012-13 school year. (See Focus School safeguard calculation results, Attachment G.)

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 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.

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. 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 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 an off-site two-day Regional Data Retreat led by a certified outside facilitator and continuing throughout the year via School Leadership Team meetings ○ Once a school has attended at least one off-site Regional Data, if they remain a Focus School, they may contract with a state-certified facilitator to provide an on-site data retreat in subsequent years that adhere to the state model or they may continue to attend Regional Data Retreats. If a Focus school remains in Focus school status after the initial two-year Focus identification, the data retreat attended must be a Title I sponsored off-site data retreat. Schools remaining in Focus status must attend one of these off-site retreats at least every other year, and conduct on-site data retreats in interim years.
SD LEAP Planning Tool	Use South Dakota Leading Effectively Achieving Progress (SD LEAP) online 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 reading 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.

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).

SD DOE's Statewide System of Recognition, Accountability and Support (SSRAS) team meets regularly with School Support Team (SST) members to monitor the progress of Focus Schools. This includes a review of the data submitted via the SD LEAP system 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. 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 in SDLEAP 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.

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.

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 Key** School Turnaround (ST) indicators Submit School Turnaround Plan	Assess 9*additional **Focus Key** 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 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 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 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 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 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 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 required data submission deadline for information in SD LEAP. A SD DOE departmental process is used to review data and progress after each submission and is used to make recommendations to schools. 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 reading 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. 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.

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/spi.aspx. Active 06/25/2014					
TOTAL # of Schools:			**34**	**20**	**34**

Total # of Title I schools in the State: 337 (in 2010-11)
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

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 **E.** Tier I or Tier II SIG school implementing a school intervention model	**Focus School Criteria:** **F.** 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 **G.** Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate **H.** 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 their local community, the capacity of their school personnel, their school's history and the policy context in which the school functions. Consequently, school's capacity for change and level of need varies. 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.

South Dakota has had a long history of providing quality education for all students. Average NAEP test scores and ACT scores typically are above the national average. The waiver process provides the South Dakota Department of Education (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.

Currently, 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 technical institutes. By creating a digital portfolio through SDMyLife, an online tool to assist students 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. 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 10 hours working through the tutorials, their ACT score rises between 1 and 3 points.

By using multiple indicators, South Dakota's School Performance Index presents a multi-dimensional picture of a school's performance. 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.

The movement to a minimum N of 10 and a single overarching Gap group, consisting of those subgroups that have historically experienced achievement Gaps, will require **more** South Dakota schools to be studying the performance of their subgroups and identifying strategies to assist students in those groups. (SD DOE will continue to report progress toward AMOs for all ESEA subgroups, with the addition of the Gap and Non-Gap groups.)

With its six-year cycle, the proposed 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 when the new state assessment is available). 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.

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 has 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 proposed 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.

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 will receive an annual score on the School Performance Index and will be rank ordered accordingly. Each school will have its own unique AMO goals and targets by subgroup with the ultimate result of reducing by half the percentage of students in the Basic and Below Basic levels.

These AMOs will be in place for six years. 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 in South Dakota fill out a Consolidated Application to apply for Title funds. 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 – all in an effort to bolster effective practices and promote continuous improvement. SD DOE is engaging and training Education Service Agencies 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.

Beyond annual monitoring of Progressing Schools, SD DOE's Title I office will collaborate 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.

SD DOE also will provide support in the form of the new statewide longitudinal data system through which schools will have access to a host of reports and data, including student achievement reports that will assist these schools in clearly identifying areas for improvement. In the end, local education agencies will 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 will provide differentiated support to those schools determined by their SPI scores and subgroup data to be the most in need of assistance.

The analysis of indicators in the SPI and related subgroup data will push 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.

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. Small schools, and schools whose primary purpose is to address behavioral as opposed to academic needs of students will be monitored via a special school audit process in order to ensure that all schools are being held accountable for all students' academic achievement.

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.

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. 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.

<u>All Title I districts</u> are provided the opportunity to participate in the Academy of Pace Setting Districts, and those districts identified as Priority Districts must take part in the program. This program helps districts differentiate their support to the schools by developing an operations manual.

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 Math 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.

South Dakota Virtual School is not only for AP courses but also to help those students who may need to do some remedial coursework before they go on to postsecondary endeavors, ultimately saving students/families time and money by getting remedial work done before college.

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 83%.

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 publically, 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 2 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 month 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.
- Support the implementation of Academy of Pacesetting Districts for districts with identified schools electing to go through the program and for all schools in Priority Districts.
- Monitor quarterly the progress towards achieving improvement goals
- Support to schools in the Indistar 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

- Participate in the Academy of Pace Setting Districts to develop a system of support of its schools (Priority Districts Only)

- 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

- Utilize **Indistar** to 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 Indistar 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

- Utilize **Indistar** to 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, January 15, and May 15) 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 submitted in the form of Indistar indicators and allows schools to evaluate the current state of the indicator, plan for the indicator, assign tasks to complete the indicator, and track progress towards implementation. Schools are to assess, plan, and track indicators related to 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 SDLEAP 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 with in the SDLEAP system 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 (evidenced via SDLEAP indicators); 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 borne forth in the data.

Schools continue to implement turnaround plans and to track progress towards goals and objectives, with SSTs logging into the system on a regular basis to help 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 May 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 monthly 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.

ACADEMY OF PACESETTING DISTRICTS (APD)

The Academy of Pacesetting Districts (APD) is an opportunity for high-level leaders in a district to explore their current district and school operations with a particular focus on district support for school turnaround. Priority Districts, as defined earlier, have at least one Priority School and 50% or more of their schools identified as Priority and/or Focus Schools. The goal of a Priority District should be to achieve efficient and effective district policies, programs and practices that enhance growth in student learning through differentiated supports to all schools.

District Leadership Teams will formalize a system of support reflecting district-level practices proven successful at promoting and supporting positive change at the school and classroom level. The major work product of the academy experience is an Operations Manual for a District System of Support. This Operations Manual will be created via a process of reviewing the District Indicators of Effective Practice in the SD LEAP system and a series of virtual and/or face-to-face meetings with the cohort of Priority Districts completing the Academy at the same time. Upon completion of the Operations Manual, District Leadership Teams continue to monitor, on a quarterly basis, the implementation of the manual as well as the District Indicators of Effective Practices in the SD LEAP system.

- **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 SDDOE 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 via SD LEAP, 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. 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 will engage 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. While the training is currently being developed, the expectation is that school and district leaders will access online modules that will enhance their understanding of the Common Core from both a content, and a pedagogical, perspective. The online training will be augmented by professional development opportunities at key education conferences held throughout the year.

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 Academy of Pacesetting Districts is a program that SD DOE implements with Priority Districts to hold them accountable for improving school and student performance. Districts will assess, plan, and monitor district indicators of effective practice within SD LEAP. Once the SD LEAP Process has started, district leaders also develop a District Operations Manual which provides a basis for what policies and practices are currently in place within the district. The work being done by districts is guided and monitored throughout the process by School Support Team members as well as SD DOE staff. School Support Team members are present at Academy events and progress is monitored via SD LEAP. All district leadership, regardless of Priority District status, is able to access SD LEAP reports and provide feedback for all schools in their district using the system.

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

Research clearly indicates that effective teachers have a profound impact on student learning. South Dakota's proposed model of accountability and its 100-point School Performance Index (SPI) includes as a key indicator Teacher and Principal Effectiveness. Under this proposal, the Effective Teachers and Principals indicator would not be implemented as part of the SPI until the 2014-15 school year, which gives South Dakota time to engage key stakeholders in this very important process.

South Dakota has done some initial work related to Teacher and Principal Effectiveness. 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 student 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, now codified law at 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, mandates 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 to use the winter of 2010 and the spring of 2011 to educate the field on the framework. Purposefully, there was a delay until the March 2011 board meeting to ensure there was a deep understanding in the field. Numerous presentations/trainings were held statewide. 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.

Roll-out of the SD FfT is occurring in two phases: Growing Knowledge and Growing Skill. Growing Knowledge is focused on developing a working knowledge of the Framework for Teaching as a system for improving teaching practice. Growing Knowledge opportunities started in the fall of 2011 with online book studies, informational seminars for administrators and teacher leaders, and district specific studies. These activities will run through the summer of 2012. Growing Skill is aimed at designing an evaluation system specific to the needs of the district that aligns with the Framework for Teaching as a system for improving teaching.

Specifically, Growing Skill includes 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. Twelve sites were selected for the pilot. The pilot sites will receive assistance in the implementation of SD FfT from East Dakota Educational Cooperative and Technology and Innovations in Education. Some sites will receive on-site consultation while others will receive "Train the Trainer" seminars to deliver FfT to their staff. Starting January 2012 and running through the summer of 2012, pilot sites will participate 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 will adopt and implement the FfT by August 2012. During the summer and fall of 2012,

pilot sites will receive training in Cognitive Coaching for mathematics and science teachers.

South Dakota will continue to build fair and rigorous evaluation and support systems. The SD DOE and the state's public school districts will develop, adopt, pilot, and implement teacher and principal evaluation and support systems with the involvement of teachers, principals, and other key stakeholders. **Critical to this commitment will be the passage of legislation in 2012** to require evaluating the performance of certified teachers on a statewide evaluation instrument with four performance levels and to establish minimum professional performance standards for certified principals along with evaluation procedures.

HB 1234, introduced by the Governor in the 2012 legislative session, calls for public school districts to evaluate the performance of each certified teacher on a statewide evaluation instrument. The evaluation instrument will define four performance levels. And by the 2014-15 school year, every teacher will be evaluated for their performance annually. Each school shall report aggregate numbers of teacher performance at each of the four levels on the statewide evaluation instrument. The bill includes specific (and similar) requirements related to principal standards and evaluation as well.

(View current version of HB 1234 at http://legis.state.sd.us/sessions/2012/QuickFind.aspx ; type in bill number.)

NOTE: Since submitting this application, HB 1234 passed the South Dakota Legislature. 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 is dedicated specifically to developing the four-tier rating system and evaluation instrument to be used by districts for teacher evaluation. Another is 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. The groups are expected to begin meeting in June 2012 and continue their work through the end of the calendar year. Their work will become the foundation for the Teacher and Principal Effectiveness indicator on South Dakota's School Performance Index.

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.

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). District teacher evaluation procedures will serve as the basis for programs to increase professional growth and development of certified teachers. The evaluation procedures will also include a plan of assistance for any certified teacher whose performance does not meet district performance standards. Evaluation procedures will be based on a four-tier rating system of: distinguished, proficient, basic, and unsatisfactory.

The district procedures will require multiple measures including quantitative and qualitative components. The bill currently being considered by the legislature indicates that 50 percent of a teacher's rating will be based on quantitative measures of student growth reflected in reports of student performance. Fifty percent will be based on qualitative components that are measureable and evidenced-based characteristics of good teaching and classroom practice as defined by the new evaluation tool. School districts will collect evidence using any of the following assessment measures: classroom drop-ins, parent surveys, student surveys, portfolios, or peer review. NOTE: Since submitting this application, HB 1234 passed the South Dakota Legislature. The final version of HB 1234 is available at http://legis.state.sd.us/sessions/2012/QuickFind.aspx ; type in the bill number.

The development of a statewide evaluation system based on professional performance standards, namely the South Dakota Framework for Teaching, provides a strong base for teacher growth and teacher accountability. The performance standards and evaluation process will provide a thoughtful approach to accountability and growth. The evaluation process will be relevant to teachers as they must reflect on their own practice. It will push teachers and administrators to delve deep into the practice of teaching in order to achieve continuous improvement.

The professional performance standards are the "what" of the system. They answer the question: What am I being evaluated on? They are the standards teachers will strive for. The evaluation process is the "how," or how the evaluation is done to ensure consistency and accountability.

However, the professional performance standards/evaluation system is only effective if teachers and their evaluators are properly trained. To that end, South Dakota's professional development efforts inclusive of Growing Knowledge and Growing Skill (specific to the roll-out of the Framework for Teaching) and the Governor's proposed Investing in Teachers initiative, which includes training for evaluators, meet the needs. House Bill 1234 requires evaluators to participate in training prior to using the evaluation tool. The training is intended to support school administrators in their roles as instructional leaders, as they work to implement Common Core standards, manage the demands of aligning new curriculum, and evaluate teachers based on South Dakota's performance standards using evidence-based observations.

It should be noted that HB 1234 contains other components related to teacher evaluation and support. Specifically, it would set up the ability for districts to reward teachers for efforts related to student achievement, teacher leadership and for the market-based needs of a district. In addition, it proposes several reasons for school boards to refuse to renew the contract of a tenured teacher, including a rating of "unsatisfactory" on two consecutive evaluations. Finally, it would eliminate continuing contract for new teachers entering the profession. Those who have already attained continuing contract status would be "grandfathered" in, should the bill pass. NOTE: Since submitting this application, HB 1234 passed the South Dakota Legislature. The final version of HB 1234 is available at http://legis.state.sd.us/sessions/2012/QuickFind.aspx ; type in the bill number.

Evidence of the adoption of the guidelines
See Attachment D for evidence of adoption of teacher standards.

The SEA's plan to develop and adopt remaining guidelines for local teacher and principal evaluation and support systems by the end of the 2011-2012 school year.

HB 1234, introduced in the 2012 legislative session, requires school districts to evaluate the performance of each certified teacher on a statewide evaluation instrument, in order to receive state accreditation. The bill also directs the South Dakota Board of Education to promulgate administrative rules to establish minimum professional performance standards for certified principals and an instrument for principal evaluation that must be used by school districts.

If this bill passes, it would become effective July 1, 2012. South Dakota would then begin the process of developing administrative rules outlining the specifics of the evaluation systems for both teachers and principals. NOTE: Since submitting this application, HB 1234 passed the South Dakota Legislature. The final version of HB 1234 is available at http://legis.state.sd.us/sessions/2012/QuickFind.aspx ; type in the bill number.

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.

A work group consisting of teachers, administrators, parents, school board members, and others met several times throughout 2010 to select standards for the teaching profession.

In fall 2011, the SD DOE also established an Accountability Work Group to advise the department in the development of a new accountability system, including teacher and principal evaluation. The group has met four times to date; its broad representation including teachers.

Moving forward, SD DOE will appoint a work group to provide input in further developing the four-tier rating system for teachers and develop an evaluation instrument that must be used by school districts. Minimum work group membership will 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 group is expected to begin its work summer 2012 and conclude by November/December of 2012. NOTE: Since submitting this application, HB 1234 passed the South Dakota Legislature. The bill establishes six work groups, including one to address teacher evaluation and one to address principal standards and evaluation.

This work group will use the data and other information from the 12 Danielson Framework pilot sites to help craft the parameters of the four-tier rating system for teachers and develop the teacher evaluation instrument that districts must use beginning school year 2014-2015. Pilot work outcomes include the following: 1) districts will have gained knowledge of the research-based Framework that drives improved teaching; 2) districts will have designed an evaluation plan based on the Framework that supports a system of improved teaching; 3) districts will have gained the instructional capacity and practice that reflects the constructivist approach to learning; and 4) districts will have developed a common language among the educators that defines teaching standards, evaluation, and evidence.

To date, implementing the Danielson Framework as a system of improving teaching and use as an evaluation model has had a positive influence on the attitudes of both teachers and administrators in the pilot sites. General data from the pilot sites is that teachers are eager to have conversations about rubrics that define good teaching and work toward improving their teaching. Administrators are excited to see the growth in improved teaching. The work group charged with developing statewide guidelines will benefit from the data and experiences from the pilot sites as they work toward a system that improves teaching and student achievement.

In addition, SD DOE will convene work groups representing various non-tested content areas and specific student groups (i.e., English language learners), to recommend appropriate measures to determine student growth and subsequently used as a component of teacher evaluation.

The South Dakota Board of Education has the authority to promulgate rules relative to the rating system and evaluation instrument. The expected timeline is as follows: From November/December 2012 to March 2013, the department will conduct presentations and disseminate information relative to the teacher standards and evaluation procedures, and seek public comment. The South Dakota Board of Education will have its first reading of the proposed standards and evaluation procedures at its May 2013 meeting with a public hearing and rule adoption no later than July 2013.

Public school districts seeking state accreditation would be required to evaluate the performance of certified principals every other year. School districts will adopt procedures for evaluating the performance of principals that:

- Are based on rules established by the South Dakota Board of Education
- Require multiple measures of performance
- Serve as the basis for programs to increase professional growth and development of certified principals
- Are based on the following rating system: distinguished, proficient, basic, and unsatisfactory.

The department will establish another work group to provide input in developing principal performance standards and developing a model evaluation tool that must be used by school districts. The work group will include, at a minimum, the following: six principals (elementary, middle and high school), three teachers (elementary, middle, and high school), two superintendents, two school board members, four parents, and representatives of the South Dakota Education Association, School Administrators of South Dakota, and Associated School Boards of South Dakota. The work group is expected to begin its work summer 2012 and conclude November/December 2012. NOTE: Since submitting this application, HB 1234 passed the South Dakota Legislature. The bill establishes six work groups, including one to address teacher evaluation and one to address principal standards and evaluation.

Following the conclusion of the work group's efforts, the expected timeline is as follows: From November/December 2012 to March 2013, the department will conduct presentations and disseminate information regarding the principal standards and evaluation, and collect public comment. The South Dakota Board of Education will have a first reading of the proposed principal evaluation rules at its May 2013 meeting with a public hearing and rule adoption no later than July 2013.

Starting with the 2014-15 school year, all individuals designated to conduct teacher or principal evaluations must have completed training conducted by the SD DOE prior to conducting any evaluations. Training dollars proposed by the governor in December 2011 would fund the initial development and statewide training of all school administrators. Training would be ongoing thereafter. NOTE: Since submitting this application, the Governor's proposal related to funding professional development opportunities related to Common Core and teacher/principal evaluation has passed the Legislature.

The department also will develop and release a Request for Proposal (RFP) to school districts for the purpose of serving as a pilot site for implementing the teacher and principal evaluation systems. The RFPs will be reviewed by a panel of external and internal reviewers. Sites will be selected based on several factors, with the goal of getting broad representation from around the state. SD DOE will work to include districts of varied size and from varied geographic regions, but all with the capacity for success. The pilot sites will be selected and the implementation process will begin during the 2013-2014 school year. SD DOE will contract with an outside source to provide technical assistance and collect data for pilot evaluation purposes. Additionally, methods will be established for teachers and principals to monitor and provide feedback on implementation of the pilots within their districts. The pilot sites will receive technical assistance and support from either an Educational Cooperative or an Education Service Agency. Those entities will also collect data from the sites throughout the pilot year. In the spring of 2014, the work groups that developed the teacher and principal evaluation systems will reconvene to evaluate the pilot site data and refine procedures and tools as appropriate. During the pilot site year, data and results will not be publicized.

Charlotte Danielson, whose framework South Dakota has adopted for its teaching standards, met with SD DOE staff and the Governor following the 2012 legislative session. She has committed to provide ongoing monitoring of the project as we begin the pilots and implement the teacher evaluation system statewide.

Starting 2014-2015, all certified teachers and certified principals will be evaluated as South Dakota fully implements its evaluation and support systems.

The SD DOE will provide a support system for teachers and principals throughout the timeframe of the waiver request. The department has provided support for new teachers through the Teacher to Teacher Support Network. The network provides online and face-to-face mentoring for new teachers, and other methods to connect, such as a dedicated Ning. As noted above, provided the governor's proposal passes, the department will also provide intense training, starting the summer of 2012, for teachers and administrators in the areas of instructional leadership, evidence-based observations, Common Core State Standards with an emphasis on pedagogy and high order thinking skills, and the Danielson Framework for Teaching.

An assurance that the SEA will submit to the Department a copy of the remaining guidelines it will adopt by the end of the 2011-2012 school year.

See Assurance 15.

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 foundation of the South Dakota Department of Education's process for ensuring LEA adoption of high-quality teacher and principal evaluation and support systems will be the passage of a bill that requires public school districts seeking state accreditation to evaluate the performance of each certified teacher annually, using a statewide evaluation instrument. The bill also directs the South Dakota Board of Education to promulgate rules to establish minimum professional performance standards for certified principals in public schools. The bill calls for evaluation of principals every other year in order to gain state accreditation. The bill will be considered during the 2012 legislative session. NOTE: Since submitting this application, the bill (HB 1234) passed the South Dakota Legislature.

The bill calls for LEAs to adopt procedures for evaluating the performance of certified teachers based on several factors, including a four-tier rating system of distinguished, proficient, basic, and unsatisfactory. A work group will be appointed by the secretary of the Department of Education to provide input in further developing the four-tier rating system, and in the development of an evaluation instrument. The work group will, at a minimum, consist of six teachers (elementary, middle, and high school), three principals (elementary, middle, and high school), two superintendents, two school board members, and four parents. Following the group's work and recommendations, the South Dakota Board of Education will promulgate rules regarding further details of the four-tier rating system and adopting an evaluation tool.

In a similar fashion, the secretary of the Department of Education will appoint another work group to provide input in developing minimum professional performance standards for certified principals, a four-tier rating system of distinguished, proficient, basic, and unsatisfactory for principals, and a model instrument for principal evaluation. The workgroup will consist of six principals (elementary, middle, and high school), three teachers (elementary, middle, and high school), two superintendents, two school board members, and four parents. Following the group's work and recommendations, the South Dakota Board of Education will promulgate rules relative to professional performance standards, the four-tier rating system, and the principal evaluation process and tool.

The principal and teacher evaluation and support systems will be on the same timeline, due to work that began this spring to address principal standards. These efforts are being supported by the Bush Foundation, providing both funds for a statewide convening of leaders and personnel to support the efforts. Initial meetings were held this spring to discuss the adoption of principal standards, which will serve as the foundation for a new principal evaluation system. Work group meetings will begin in June and will be scheduled throughout the summer to coincide with the timeframe for the teacher evaluation system adoption. Ongoing support from the Bush Foundation provides the necessary resources to assure a principal evaluation tool will be ready to disseminate for piloting and training of principals and evaluators by the fall of 2013.
A significant support system to the work described above is an intensive professional development effort entitled "South Dakota Investing in Teachers." In his December 6, 2011 budget address, Governor Dennis Daugaard proposed $8.4 million dollars for this training. NOTE: Since submitting this application, the Governor's proposal related to funding statewide professional development has passed.

"South Dakota Investing in Teachers" includes a three-year professional development initiative. The initiative has several prongs; those pertinent to this waiver request include:

- Common Core and Teacher Standards training
  This prong provides English language arts and math teachers with hands-on experiences to gain deeper understanding of the Common Core standards; investigates how the Common Core standards impact teaching practices; work through curriculum planning; emphasize standards-driven curriculum; and connect relevant initiatives.

- Focus on Teacher Standards
  Training to ensure that teachers statewide fully understand the Charlotte Danielson Framework for Teaching, which forms the basis for teacher evaluation in South Dakota.

- Leadership training
  Training to support administrators in their roles as instructional leaders, as they work to implement the Common Core across schools and districts, manage the demands of aligning new curriculum, and evaluate teachers based on the state's teaching standards using evidence-based observations.

South Dakota has the foundation in place for the next steps of training and implementation of the evaluation systems. The state's relatively small population, challenged with long distances and pockets of isolation, is supported with a strong technology backbone. Each school district is reinforced with a statewide technology infrastructure that includes two-way audio/video systems in every district, with

multiple systems in some of the larger districts. As a result, initial meetings have been held with multiple partners, including one of the cooperatives leading in technology and the university system, with the intention of building courses to train educators on the new evaluation systems. The courses will provide various options for delivery to include face-to-face, synchronous video sessions, and asynchronous trainings. It will be critical for the state to provide continual training and professional development for educators who are new to the state.

In addition, work has been initiated between the Board of Regents, which oversees the public university system, and SD DOE to discuss modifications to the teacher and principal preparation programs – to include training in the implementation of both the Common Core standards as well as the new evaluation systems. This comprehensive plan will not only support the current field, but will provide expertise in preparing the pipeline.

Finally, HB 1234 requires that, prior to evaluation of teachers and principals in the 2014-15 school year, **all** evaluators will be required to have received the state training. This will assure that the new evaluation systems are implemented with fidelity.

In summary, the department's process to ensure LEAs implement teacher and principal evaluation and support system is establishing policies in state law; establishing teacher and principal evaluation work groups to garner input in development of teacher and principal evaluation processes; and promulgate state administrative rules to further define policies directed by state law. Public school districts must implement the requirements in order to maintain state accreditation by the department. The above work is supported by a multi-year, statewide, professional development initiative.

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*.

These timelines indicate SD DOE's plan for Effective Teachers and Leaders section of this application.

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (*e.g.*, staff time, additional funding)	Significant Obstacles
SEA adopts guidelines for teacher and principal evaluation and support systems through the introduction and passage of a legislative bill.	South Dakota 2012 Legislative Session. The session begins January 2012 and runs through March 2012. Bill becomes law July 1, 2012	The bill will be sponsored by the Governor's Office; supported by Department of Education	Signed bill	Staff time.	
Provide teachers of English/language arts and mathematics with student growth data from the E-Metric system	Occurs annually available year round	Director of Assessment	Description of access to E-Metric to teachers	E-Metric	None
Provide training for teachers and administrators on the Common Core State Standards and pedagogy, evidence-based observation, and instructional leadership.	Training will occur 2012-13 and 2013-14, at various locations.	Department of Education	Agendas, attendance rosters, summary reports.	Staff time and funding.	None
Appoint a work group to provide input into the teacher rating system and develop an evaluation process/instrument.	The work group will be appointed by the Secretary of Education in July 2012, when the bill directing the work group and its work becomes law. The group will meet for the first time July/August 2012.	Department of Education	List of individuals appointed to the workgroup and meeting agenda.	Staff time, funding.	None
Appoint a work group to provide input into developing minimum	The work group will be appointed by the Secretary of	Department of Education	List of individuals appointed to	Staff time, funding.	None

professional performance standards for certified principals and develop an evaluation process/ instrument.	Education in July 2012, when the bill directing the workgroup and its work becomes law. The group will meet for the first time July/August 2012.		the workgroup and meeting agenda.		
The teacher rating and evaluation development work group meets throughout the fall of 2012 and concludes its work by November/December 2012.	The group will meet throughout the fall of 2012	Department of Education	Meeting agendas, meeting minutes, summary report.	Staff time, funding.	None
The principal standards and evaluation development work group meets throughout the fall of 2012 and concludes its work by November/December 2012.	The group will meet throughout the fall of 2012	Department of Education	Meeting agendas, meeting minutes, summary report.	Staff time, funding.	None
The Department of Education provides training seminars, presentations, and opens public comment relative to the teacher rating/evaluation process and principal standards and evaluation process.	The presentations and trainings will occur from November/December 2012 through March 2013	Department of Education in partnership with Educational Service Agencies.	Training materials, attendance rosters.	Staff time and funding.	None
The South Dakota Board of Education receives information and holds a first reading of proposed administrative rules regarding teacher rating and evaluation systems and principal standards and evaluation.	The first reading of the rules is expected to occur at the May 2013 board meeting.	Department of Education	State board agenda and meeting minutes.	Staff time	None
Develop a Request for Proposal (RFP) and invite public school districts to become a pilot site for the	The department will develop and issue an RFP to school districts to become a pilot site by June	Department of Education.	The RFP and list of pilot sites.	staff time, funding.	None

implementation of the teacher and principal evaluation and support systems.	2013. The RFPs will be reviewed by a panel of external and internal reviewers and pilot sites selected by August 2013. The department will contract with an outside source to provide technical assistance and collect data for pilot evaluation purposes.				
Develop a process for department sponsored evaluator training.	During the summer and early fall of 2013, the department, in conjunction with key education partners will develop the curriculum and protocols for evaluator training. The training will be available to school district personnel by October 2013.	Department of Education	Training curriculum, listing of statewide workshops.	staff time, funding	None.
The South Dakota Board of Education holds a public hearing and adopts administrative rules regarding teacher rating/ evaluation system and principal standards and evaluation system.	Expected by July 2013	Department of Education	board minutes, administrative rules.	Staff time.	None.
All evaluators will participate in department sponsored training prior to evaluating teachers or principals.	Statewide workshops will be offered starting summer and early fall of 2013 and running through the 2013-2014 school year. The pilot sites will receive training in September/ October 2013.	Department of Education and other partners.	workshop attendance rosters	Staff time and funding	None.
Local Education Agencies pilot the implementation of teacher/principal evaluation and	The 2013-2014 school year. In the spring/summer of 2014, the work groups will				

support systems.	reconvene to evaluate pilot site data and refine processes and instruments as needed.				
Full implementation of the teacher and principal evaluation and support systems.	Beginning in the 2014-2015 school year, each certified teacher will be evaluated annually. Principals will be evaluated every other year.				

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, principals, curriculum directors, special education directors and assessment directors.

Good morning,

The South Dakota Department of Education is seeking public comment on its application for a one-year extension of the state's ESEA flexibility waiver.

As Congress has yet to pass a new version of the Elementary and Secondary Education Act (NCLB), the U.S. Department of Education is allowing states to apply for a one-year extension of their current flexibility waivers. States are to take care of updates and changes to the system based on the first three years of implementation and monitoring visits conducted by the U.S. Department of Education at the same time.

Please see the attached tables for a description of the changes proposed by the state.

More details can be found at http://www.doe.sd.gov/Accountability/PublicComment.aspx

The deadline to provide comment is **5 p.m. May 11, 2014.** Please submit all public comment related to the extension request to: DOE.Accountability@state.sd.us before this time.

Thank you,
Abby Javurek-Humig
Director, Division of Assessment and Accountability
South Dakota Department of Education
(605) 773-4708
Abby.javurek-humig@state.sd.us

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	➢ UPDATE: Updates regarding participation in Math and ELA standards trainings; district stoplight reports; plans for ongoing professional development to include state sponsored days; development of new assessments; work done with ELL and	➢ Tremendous amount of work has been done statewide since the original application in 2012; updating to reflect the status of standard and assessment implementation ➢ Accountability Workgroup (Dec 2012, March 2013, August

	SPED teachers; internal monitoring processes ➢ Updates regarding stakeholder consultation and public comment	2013, December 2013); Committee of Practitioners (Jan 2012, Feb 2012, Oct 2012, Feb 2013, May 2013, June 2013, Oct 2013, Nov 2013, March 2014); Board of Education (bi-monthly in 2012 – 2014); Secretary's Advisory Council (Dec 2012, Mar 2013, Aug 2013, Nov 2013, Mar 2014, May 2014); Growth Model Workgroup (March 2013 – April 2014); Commission on Teaching and Learning (Jan 2013 – May 2014); Webpage and video (Dec 2013 and ongoing)
1.B TRANSITION TO COLLEGE AND CAREER READY STANDARDS	➢ UPDATE: Through its work with the Education Delivery Institute (EDI), SD DOE has set forth four overarching goals: 1) all students will leave grade 3 proficient in reading; 2) all students will leave eighth grade proficient in math; 3) academic achievement for Native American students will increase; and 4) all students will graduate high school ready for post-secondary and the workforce. ➢ UPDATE: See 1 A. above – SD DOE has created a	➢ 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. ➢ SD DOE wanted to ensure that the different elements of the Waiver would be integrated and aligned as much as possible in

	comprehensive set of CCSS trainings that are aligned to the state's teacher evaluation framework (Danielson model), including a focus on student learning objectives (SLOs).	order to facilitate implementation at the district and school level.
1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH	➢ UPDATE: SD DOE sought and received a waiver that enabled them to administer the SMARTER Balanced Assessment to all its students in the spring of 2014. In addition, SD DOE, through a grant opportunity, will offer an alternative assessment for students with significant cognitive disabilities. Other supports that SD DOE has added include formative assessments, the South Dakota Assessment Portal (SDAP) which will enable teachers to monitor progress.	➢ SD DOE is committed to making decisions that minimize duplication of effort. By obtaining a waiver to administer SBAC to all students, SD DOE was able to avoid over testing or double testing students in order to participate in the field-test year of SBAC.

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 ➢ SPI: Attendance	➢ AMENDMENT: Moving from ADA to % of students meeting attendance targets in 2014-15.	➢ ADA masks data for pockets of students with chronic attendance concerns; change provides districts and states with data needed to help target interventions
2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT ➢ SPI: Achievement	➢ AMENDMENT: Begin with 2014-2015 assessments to build up to three years achievement data.	➢ There was concern from the field that using only one year of data will make the system overly sensitive to fluctuations of one or two outlying students, especially for small schools. ➢ Embedding multiple years of data when new assessments are implemented will provide a more consistent picture of student achievement at these schools.
2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT ➢ SPI: College and Career Readiness	➢ AMENDMENT: Including the use of Smarter Balanced and Accuplacer Results to measure college readiness in addition to ACT scores, starting with assessments being given in the 2015 year for the 2016 graduating class. ➢ AMENDMENT: Including the option for schools choosing to use the NCRC as a	➢ This will allow a college readiness score to be calculated for all students, not just those taking the ACT. This also gives schools credit for working with students in their senior year to enable them to enter credit bearing courses at Public Universities upon graduation. ➢ The Board of Education and

	measure of Career Readiness, starting with assessments being given in the 2015 year for the 2016 graduating class. Schools not electing to use the assessment will earn all points for this indicator from College Ready measures.	Accountability Workgroup requested the state look for a separate measure of career readiness to include in the system. The South Dakota Department of Labor has been using the NCRC Work Keys assessment as a measure of career readiness for job seekers in the state for several years. Funding was secured to allow for either juniors or seniors in a high school to take the assessment. This is voluntary, and schools may choose to use it in the way that best matches the needs of their students.
2.B. SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES	➢ AMENDMENT: Moving from 5 indicators to three – SPI indicators will be: 1) student achievement; 2) Academic Growth- Elem and MS or High School Completion for High School; and 3) Attendance – Elem and MS or College and Career Readiness – High School. Effective Teacher and Leaders and School Climate will still be evaluated but not as part of the SPI. ➢ UPDATE: AMOs to	➢ SD DOE wanted that the SPI to consist of measures of student performance and to ensure that the assessment of effective teachers and leaders and school climate to remain objective. Teacher and Principal evaluation remain critical components of the accountability system, though schools do not receive points for them. Climate remains an important focus of Priority school work. ➢ As new assessments

	be reset with new assessments.	are rolled out student achievement percentages will look different, and AMOs need to be reset to reflect the data.
2. C. REWARD SCHOOLS	➢ UPDATE: Expanded recognition for Exemplary schools, including a long term plan for a website to serve as a clearinghouse for effective practices from Reward Schools	➢ SD DOE is clarifying work done to recognize schools and to gather lessons learned about effective practices happening in its Reward Schools
2. D. PRIORITY SCHOOLS	➢ UPDATE: Priority Schools will have a one year planning year to prepare for a three year implementation phase. In addition, districts with at least 50% Priority or Focus school designations will be designated a Priority District. ➢ UPDATE: SD DOE will monitor progress of Priority Schools through three data reviews conducted by members of the SSRAS and SSTs ➢ UPDATE: Clarification of required interventions and alignment to	➢ Since implementation of the waiver, SD DOE worked to clarify and streamline process by which it works with Priority Schools. This had been updated at the time of USED Part B monitoring, but needs to be updated in the waiver to reflect current processes. ➢ Data shows that there are instances where Priority schools can

	turnaround principles ➢ AMENDMENT: Option for Priority Schools making progress to continue in designation as long as progress continues instead of implementing an intervention model. ➢ UPDATE: 2013-2014 designations will remain in place for 2014-2015 due to the SBAC pilot testing	make significant progress, but may still be classified as Priority Schools. In instances where significant progress is made, this allows SD DOE to continue to work to support schools instead of replacing staff. ➢ SD DOE is committed to making decisions that minimize duplication of effort. By obtaining a waiver to administer SBAC to all students, SD DOE was able to avoid over testing or double testing students in order to participate in the pilot year of SBAC.
2.E FOCUS SCHOOLS	➢ AMENDMENT: After three years of Focus School designation, a school will be moved to Priority School; SD DOE may waive this requirement if a school has showed significant progress. ➢ UPDATE: 2013-2014 designations will remain in place for 2014-2015 due to the SBAC field testing	➢ Data shows that there are instances where Focus schools can make significant progress, but may still be classified as Focus Schools. In instances where significant progress is made, this allows SD DOE to continue to work to support schools instead of replacing staff. ➢ SD DOE is committed to making decisions that minimize duplication of effort. By obtaining a waiver to administer SBAC to all students, SD DOE was able to avoid over

	➢ AMENDMENT: Clarification of required interventions and alignment to turnaround principles ➢ AMENDMENT: SD DOE will monitor progress of Focus Schools through three data reviews conducted by members of the SSRAS and SSTs ➢ AMENDMENT: Focus school designation will be two year process; one planning, one implementation	testing or double testing students in order to participate in the pilot year of SBAC. ➢ Since implementation of the waiver, SD DOE worked to clarify and streamline process by which it works with Focus Schools. Much of this work had been updated at the time of USED Part B monitoring, but needs to be updated in the waiver to reflect current processes. ➢ 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 achievement gap.
2. F. PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS	➢ AMENDMENT: SD DOE Internal process for identifying Watch List of schools most at danger of becoming Focus or Priority Schools. ➢ AMENDMENT: Title I schools close to the Priority and/or Focus School designation may seek the same supports as Priority and Focus Schools, including data retreats and state-sponsored professional development	➢ Much of this work had been updated at the time of USED Part B monitoring, but needs to be updated in the waiver to reflect current processes.

	opportunities. ➢ AMENDMENT: Schools on internal watch list may be selected for additional on-site monitoring.	
2.G. BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING	➢ UPDATE: SD DOE is providing targeted supports and interventions, including access to additional funding through grants where schools must demonstrate a connection between the program identified for funding and the reasons for Priority or Focus designation. ➢ AMENDMENT: Clarifies process by which SD DOE looks at data for all schools including report card review process; SD LEAP monitoring; SST work and monitoring of SST relationships; Consolidated Application and School Needs Analysis data ➢ UPDATE: SD DOE is also providing statewide professional development opportunities related to its CCSS trainings and its teacher and principal evaluation framework.	➢ Much of this work had been updated at the time of USED Part B monitoring, but needs to be updated in the waiver to reflect current processes.

	➢ UPDATE: SD DOE is supporting the implementation of the SD Multi-Tier System of Supports including PBIS and RtI. ➢ UPDATE: SD DOE offers the Academy of Pacesetting Districts as a support to any districts and requires that this is used in Priority Districts to support Priority and/or Focus Schools. This program supports districts in reviewing its policies to create a District Operations Manual that aligns with the needs of a district's Priority and Focus Schools.	

Appendix B: Comments on Extension Request Received From LEAs

From: COP Member
Sent: Monday, May 05, 2014 9:46 AM
Subject: RE: SD Dept. of Education seeks public comment on application to extend ESEA flexibility waiver

This all looks reasonable to me.
Thanks,

From: COP Member
Sent: Friday, May 02, 2014 3:35 PM
Subject: RE: SD Dept. of Education seeks public comment on application to extend ESEA flexibility waiver

I think we need to extend the waiver. I am in favor of extending when we are held accountable for state testing. I do not think we are ready to make our scores public. We have not been doing the standards long enough to ensure we are hitting them to the level we need to be at.

From: Superintendent / Principal
Sent: Thursday, May 01, 2014 10:59 AM
Subject: Public Comment

I am in favor of the extension. I believe this would allow the state of SD to become better prepared to create a more real and holistic approach to our state's accountability system. We all want accountability but we want to make sure the time and measures to do give an accurate depiction of what is happening in the state should be the focus. The extension will allow us to do that.

From: Phone Call with School District Superintendent and Federal Programs Officer – district has Focus School
Date: 5-6-2014

- In favor of amendments to waiver, especially opportunity to start embedding multiple years of data and to allow schools to remain Priority or Focus if they are making progress.
- Desire not to be held accountable for test results from the 2014-15 school year, but understand that US DOE requires use of test results from 2014-15 year.

From: Art Teacher, large school district
Sent: Tuesday, May 06, 2014 6:41 AM
Subject: ESEA document

Good morning-
I read with interest the summary document you sent out about changes to SD ESEA.
I noticed typographical errors in the middle box of 1 B.
I just wanted to let you know. Perhaps you have already fixed them.

Best,

From: Superintendent – Secretary's Advisory Council
Date: 5-12-14
Expressed concerns about moving forward with waiver at all. Feels Principal and Teacher Effectiveness is too much and would prefer to go back to AYP/NCLB.

From: Superintendent – Secretary's Advisory Council
Date: 5-12-14
Encouraged SEA to stay the course and appreciates work to include voice from the field in the system.

Appendix C: Notice and information provided to the public regarding the Extension request

Please see: http://doe.sd.gov/Accountability/spifuture.aspx. Information available starting December 2013. Active as of June 25, 2014.