

In September 2011, the U.S. Department of Education (the Department) offered each state education agency (SEA) the opportunity to request flexibility from the one-size-fits-all requirements of the *Elementary and Secondary Education Act of 1965 (ESEA)*, as amended by the *No Child Left Behind Act of 2001 (NCLB)*, on behalf of itself, its local education agencies (LEAs), and schools. SEAs wishing to qualify for *ESEA* flexibility were required to provide the Department with rigorous and comprehensive state-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve instructional quality.

In order to receive *ESEA* flexibility, each SEA developed and implemented a system of differentiated recognition, accountability, and support that considered student achievement, graduation rates, and school performance and progress over time for the “all students” group, individual *ESEA* student subgroups, and any combined subgroup. A key element of the accountability systems was the identification of a state’s lowest-achieving schools and schools with the lowest graduation rates as priority schools and schools with the most significant achievement or graduation rate gaps as focus schools. Each SEA identified a number of schools equal to at least 5 percent of its Title I participating schools as priority schools and equal to at least 10 percent of its Title I participating schools as focus schools. Each SEA is ensuring that schools and students receive interventions and supports based on this comprehensive system of identification.

SEAs approved to begin implementation of *ESEA* flexibility in the 2012–13 school year (Windows 1 and 2 states) used 2010–11 data, 2011–12 data, or multiple years of data including 2011–12 data to identify schools under their systems of differentiated recognition, accountability, and support. Similarly, SEAs approved to begin implementation of *ESEA* flexibility in the 2013–14 school year (Windows 3 and 4 states) used 2011–12 data, 2012–13 data, or multiple years of data including 2012–13 data to identify schools under their accountability systems. The Department analyzed aggregate student data reported by SEAs to determine the extent to which each SEA’s identification of schools captured low subgroup achievement, low subgroup graduation rates, large subgroup achievement and graduation rate gaps, and subgroups meeting annual measurable objectives (AMOs), the 95-percent participation rate, and graduation rate targets. The data analysis that follows is a profile developed specifically for each state based on SEA-provided data for Title I participating schools. Each Window 1 and Window 2 state will have a Year 1 analysis (based on 2011–12 data) and a Year 2 analysis (based on 2012–13 data). Each Window 3 and Window 4 state will have only a Year 1 analysis (based on 2012–13 data). Please note that the analyses were impacted by varying levels of school data quality as indicated in the footnote for each exhibit and as noted in Appendix A-1 (Technical notes) and Appendix A-2 (Excluded and modified state profile analyses). Additionally, under *ESEA* flexibility, a state may have identified Title I eligible, but not Title I participating schools as priority schools. Such schools would not be included in the following analysis, which includes only Title I participating schools.

These profiles are provided to states as tools to facilitate continuous improvement of each SEA’s system of differentiated recognition, accountability, and support and to support conversations between individual SEAs and the Department. The Department intends to continue to generate data analyses of *ESEA* flexibility going forward. The current profiles are not designed to provide information on the effectiveness of individual state systems or the impact of *ESEA* flexibility on student achievement or other educational outcomes.

Section I: Overview of Accountability Under *Elementary and Secondary Education Act (ESEA) Flexibility*

Exhibit 1. What percentage of Title I participating elementary, middle, high, and non-standard schools were identified as priority, focus, or other?

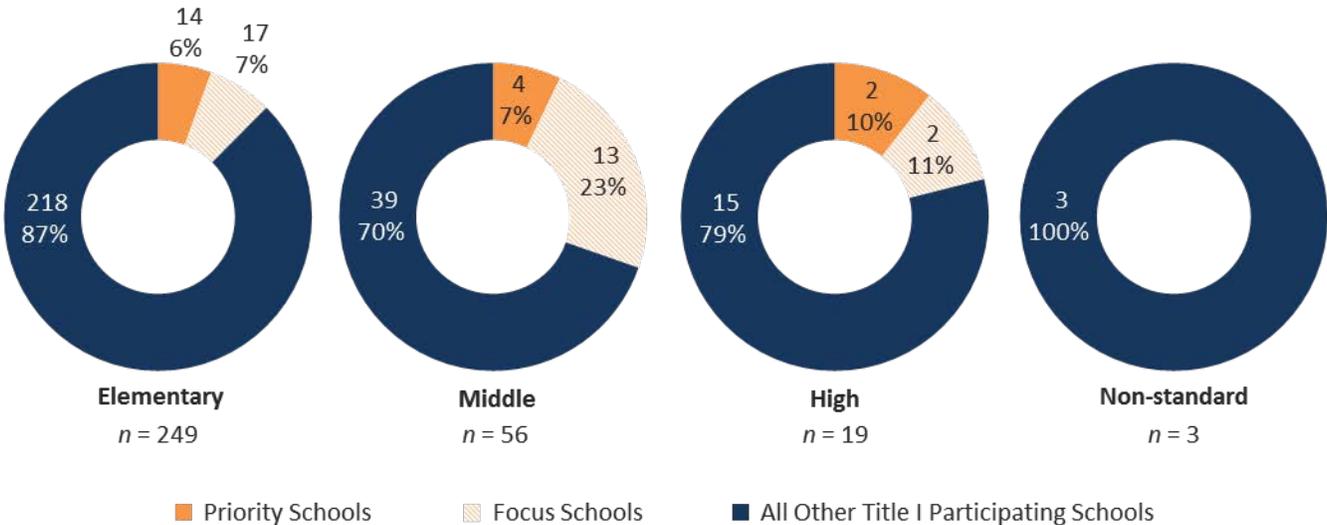


Exhibit reads: In South Dakota, among Title I participating elementary schools, 6 percent (14 schools) were identified as priority, 7 percent (17 schools) were identified as focus, and 87 percent (218 schools) were among all other Title I participating schools for 2012–13.

Source: 2011–12 ED*Facts*, Data Group (DG) 18: Grades offered; 2012–13 ED*Facts*, DG 34: Improvement status - school (n = 327 Title I participating schools)

Note: Technical notes for this exhibit appear in the Appendix.

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Exhibit 3. At the time of identification, what were the demographic characteristics of priority and focus schools compared to all other Title I participating schools?

Characteristics	Schools Identified as Priority or Focus for 2012–13	All Other Title I Participating Schools
School Level (Percentage of Schools)		
Elementary	59.6%	79.3%
Middle	32.7%	14.2%
High	7.7%	5.5%
Non-standard ^a	0.0%	1.1%
Total	100.0%	100.0%
School Type (Percentage of Schools)		
Regular	98.1%	98.9%
Alternative	1.9%	1.1%
Special education	0.0%	0.0%
Vocational	0.0%	0.0%
Total	100.0%	100.0%
Charter School Status (Percentage of Schools)^b		
Urbanicity (Percentage of Schools)		
Large or middle-sized city	11.5%	5.1%
Urban fringe and large town	7.7%	14.9%
Small town and rural area	80.8%	80.0%
Total	100.0%	100.0%
Percentage of Students by Race/Ethnicity		
American Indian	63.5%	10.2%
Asian	2.0%	<1%
Black	2.2%	2.5%
Hispanic	4.5%	4.2%
White	25.6%	79.9%
Total^c	97.8%	97.8%
Percentage of Students Eligible for Free or Reduced-Price Lunch	82.3%	43.8%
Percentage of Students With Disabilities	13.9%	12.3%
Percentage of Limited English Proficient Students^d		
Average Total School Enrollment	178	176

Exhibit reads: In South Dakota, 60 percent of Title I participating schools identified as priority or focus for 2012–13 were elementary schools, compared to 79 percent of all other Title I participating schools.

Source: 2011–12 ED*Facts*, Data Group (DG) 18: Grades offered, DG 21: School type, DG 27: Charter status, DG 39: Membership, DG 74: Children with disabilities (IDEA) school age, DG 123: LEP students in LEP program, DG 565: Free or reduced-price lunch; 2012–13 ED*Facts*, DG 34: Improvement status - school ($n = 327$ Title I participating schools [52 Title I participating schools identified as priority or focus and 275 all other Title I participating schools])

Note: Technical notes for this exhibit appear in the Appendix.

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Section II: Performance of Title I Schools on Proficiency Rates and Graduation Rates

Exhibit 4. At the time of identification, what percentage of Title I participating priority, focus, and other schools had student subgroups performing in the bottom 5th percentile (for that subgroup) in reading?

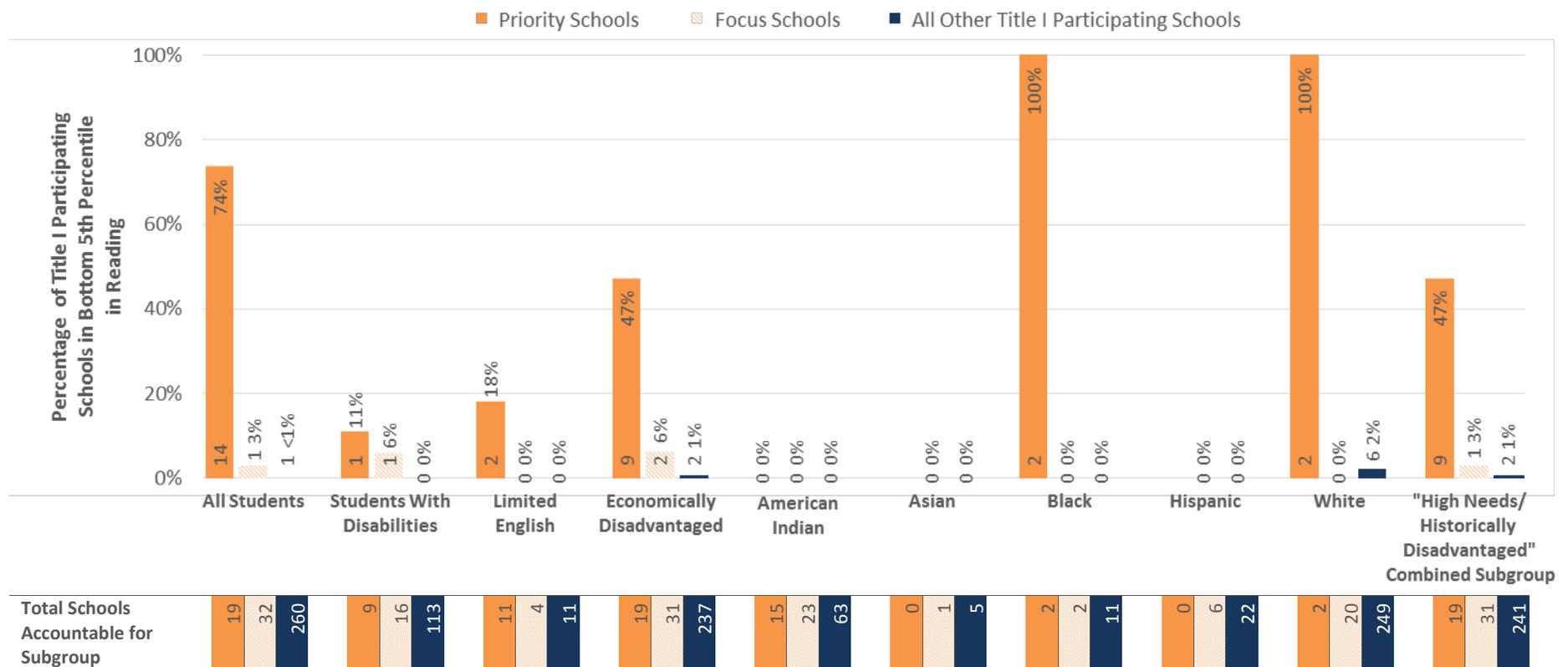


Exhibit reads: In South Dakota, among Title I participating schools, 74 percent of priority schools (14 schools), 3 percent of focus schools (1 schools), and less than 1 percent of all other Title I participating schools (1 school) scored in the bottom 5th percentile statewide in terms of the performance of the “all students” group in reading in 2011–12.

Source: 2011–12 ED*Facts*, Data Group (DG) 584: Academic achievement in reading; 2012–13 ED*Facts*, DG 34: Improvement status - school (*n* = 311 Title I participating schools [19 priority, 32 focus, and 260 all other Title I participating])

Note: Technical notes for this exhibit appear in the Appendix.

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Exhibit 5. At the time of identification, what percentage of Title I participating priority, focus, and other schools had student subgroups performing in the bottom 5th percentile (for that subgroup) in mathematics?

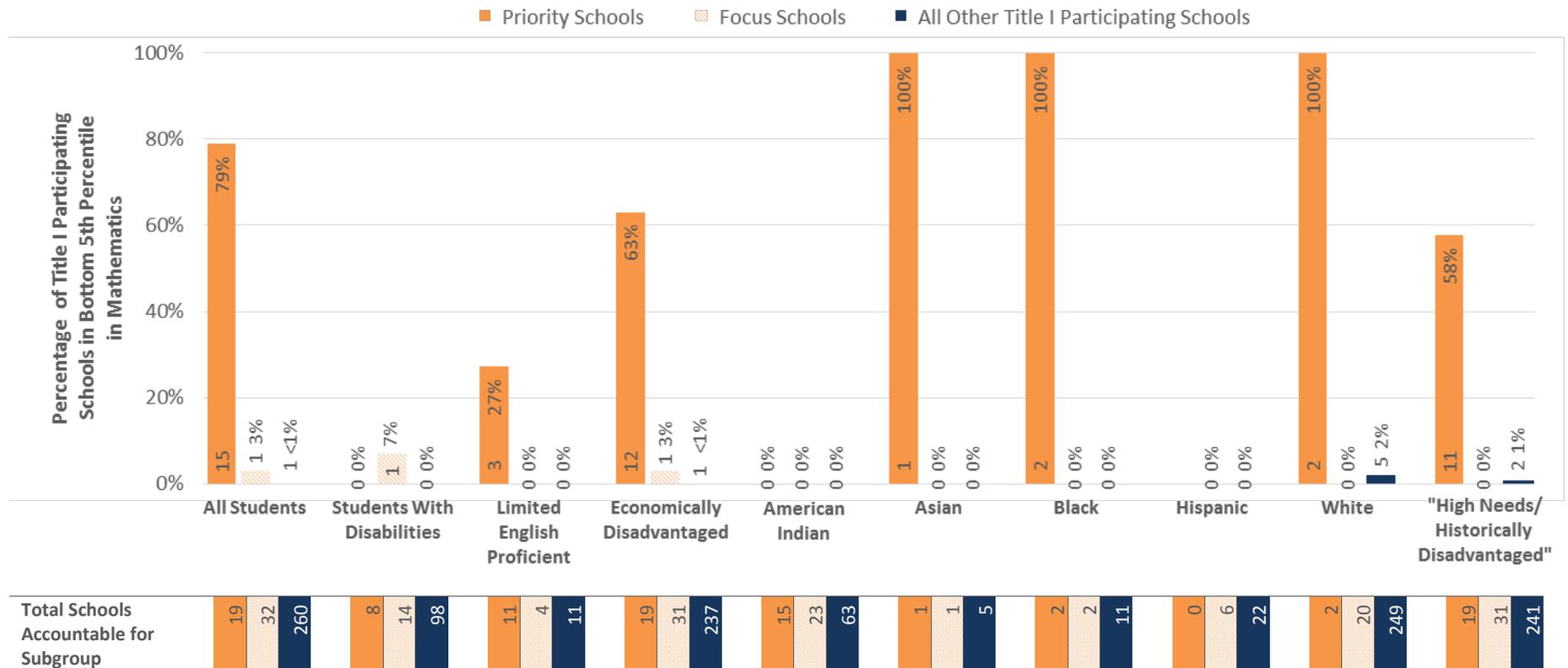


Exhibit reads: In South Dakota, among Title I participating schools, 79 percent of priority schools (15 schools), 3 percent of focus schools (1 school), and less than 1 percent of all other Title I participating schools (1 school) scored in the bottom 5th percentile statewide in terms of the performance of the "all students" group in mathematics in 2011–12.

Source: 2011–12 ED*Facts*, Data Group (DG) 583: Academic achievement in mathematics; 2012–13 ED*Facts*, DG 34: Improvement status - school ($n = 311$ Title I participating schools [19 priority, 32 focus, and 260 all other Title I participating])

Note: Technical notes for this exhibit appear in the Appendix.

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Exhibit 6. At the time of identification, what percentage of Title I participating priority, focus, and other schools had student subgroup gaps that exceeded statewide subgroup gaps by one or more standard deviations?

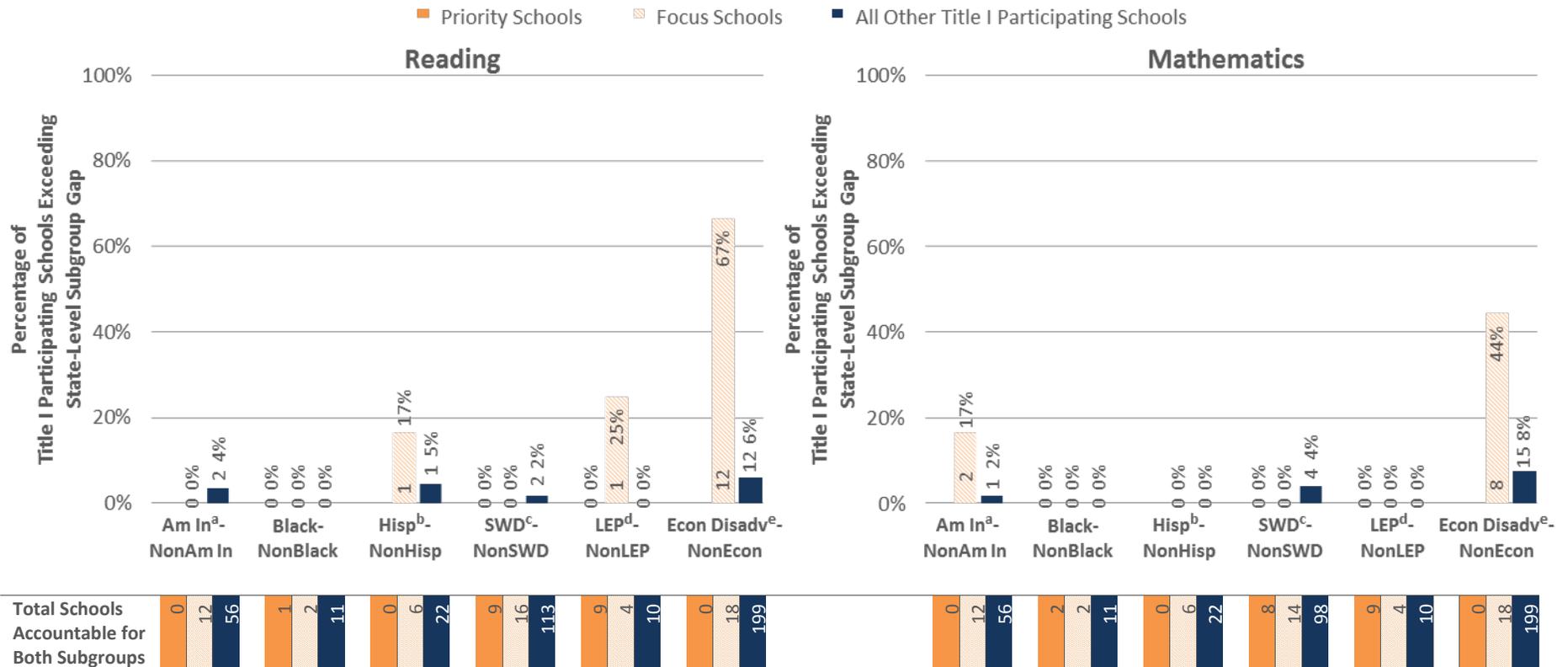


Exhibit reads: In South Dakota, among Title I participating schools, 0 percent of focus schools (0 schools) and 4 percent of all other Title I participating schools (2 schools) had a performance gap between American Indian and nonAmerican Indian students exceeding the state-level gap by one or more standard deviations in reading in 2011–12. No priority school met the analysis threshold (i.e., 10 students in the graduation cohort) for the American Indian and nonAmerican Indian subgroup gap analysis.

Source: 2011–12 ED*FACTS*, Data Group (DG) 583: Academic achievement in mathematics, DG 584: Academic achievement in reading; 2012–13 ED*FACTS*, DG 34: Improvement status - school (n = 244 Title I participating schools [12 priority, 23 focus, and 209 all other Title I participating])

Note: States had flexibility regarding which subgroups and subgroup gaps they would target in identifying focus schools. Technical notes for this exhibit appear in the Appendix.

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Exhibit 7. At the time of identification, what percentage of Title I participating priority, focus, and other high schools had graduation rates below 60 percent?

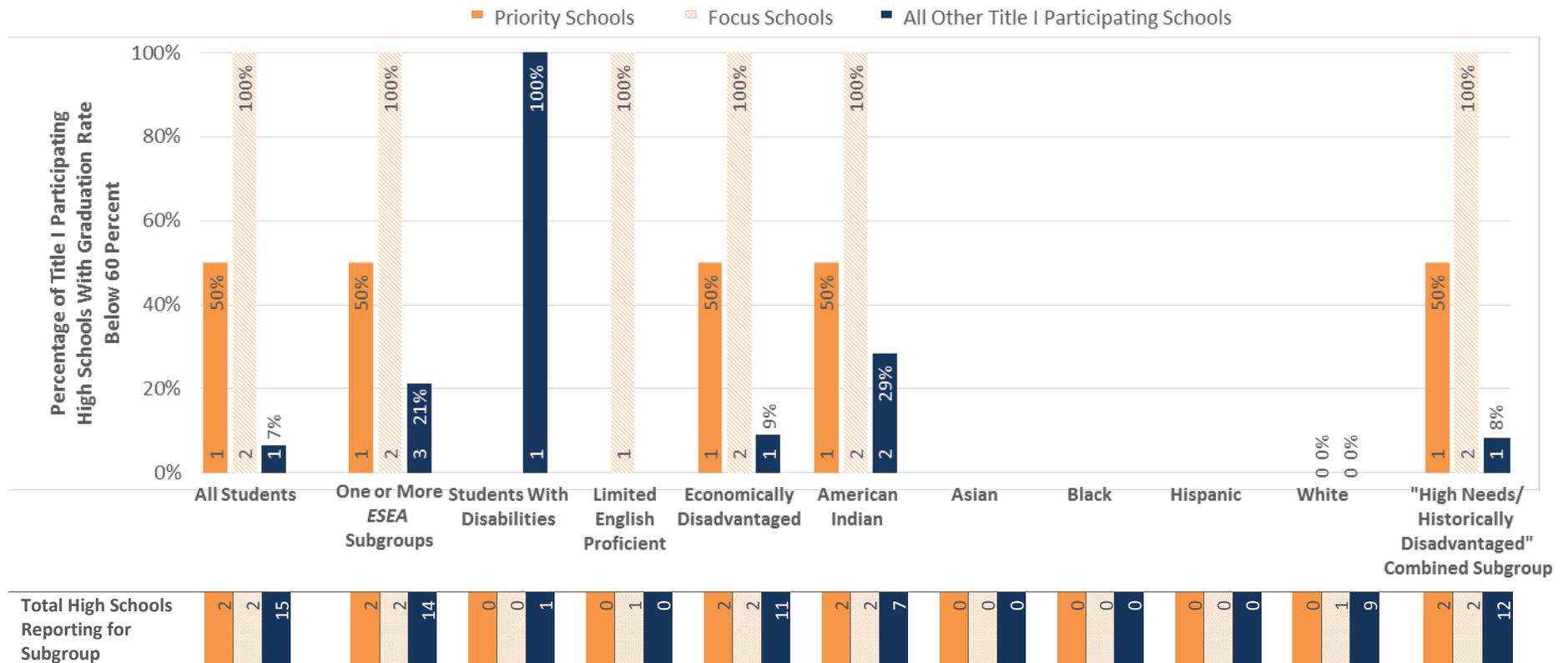


Exhibit reads: In South Dakota, among Title I participating high schools, 50 percent of priority schools (1 school), 100 percent of focus schools (2 schools), and 7 percent of all other Title I participating schools (1 school) had a four-year adjusted cohort graduation rate below 60 percent for the "all students" group in 2011–12.

Source: 2011–12 ED*Facts*, Data Group (DG) 695: Adjusted four-year cohort graduation rates; 2012–13 ED*Facts*, DG 34: Improvement status - school ($n = 19$ Title I participating high schools [2 priority, 2 focus, and 15 all other Title I participating])

Note: Technical notes for this exhibit appear in the Appendix.

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Exhibit 8. At the time of identification, what percentage of Title I participating priority, focus, and other high schools had graduation rate subgroup gaps that exceeded statewide subgroup gaps by one or more standard deviations?

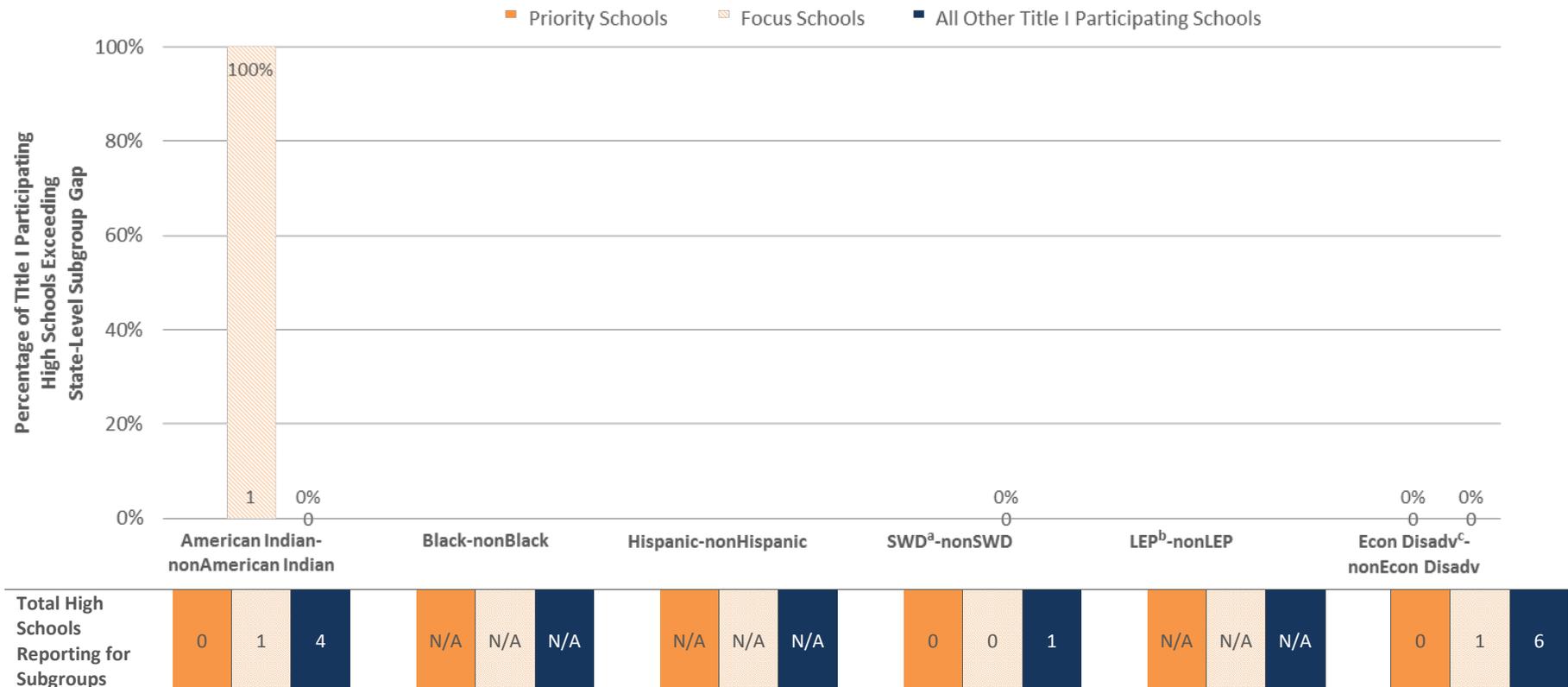


Exhibit reads: In South Dakota, among Title I participating high schools, 100 percent of focus schools (1 school) and 0 percent of all other Title I participating schools (0 schools) had a graduation rate gap between American Indian and nonAmerican Indian students exceeding the state-level gap by one or more standard deviations in 2011–12. No priority school met the analysis threshold (i.e., 10 students in the graduation cohort) for the American Indian and nonAmerican Indian subgroup gap analysis.

Source: 2011–12 ED*Facts*, Data Group (DG) 695: Adjusted four-year cohort graduation rates; 2012–13 ED*Facts*, DG 34: Improvement status - school ($n = 9$ Title I participating high schools [0 priority, 2 focus, and 7 all other Title I participating])

Note: States had flexibility regarding which subgroups and subgroup gaps they would target in identifying focus schools.

Technical notes for this exhibit appear in the Appendix.

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Section III: Performance of Title I Schools on ESEA Accountability Targets

Exhibit 9. At the time of identification, what percentage of Title I participating priority, focus, and other schools had met the state-defined annual measurable objective (AMO) targets in reading?

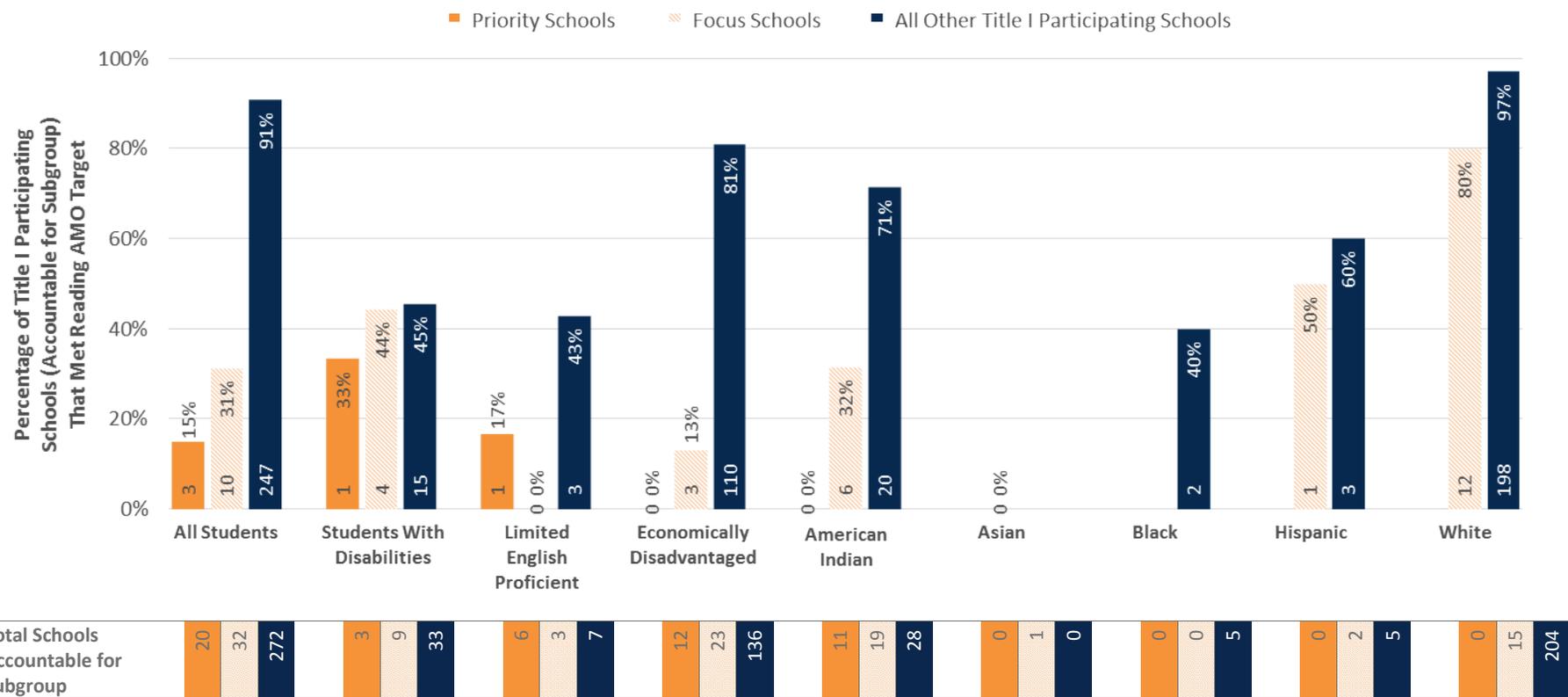


Exhibit reads: In South Dakota, among Title I participating schools, 15 percent of priority schools (3 schools), 31 percent of focus schools (10 schools), and 91 percent of all other Title I participating schools (247 schools) met the state-defined reading AMO target for the “all students” group in 2011–12.

Source: 2011–12 ED*Facts*, Data Group (DG) 552: AMO reading/ELA status; 2012–13 ED*Facts*, DG 34: Improvement status - school ($n = 324$ Title I participating schools [20 priority, 32 focus, and 272 all other Title I participating])

Note: Technical notes for this exhibit appear in the Appendix.

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Exhibit 10. At the time of identification, what percentage of Title I participating priority, focus, and other schools had met the 95 percent participation rate requirement in reading?

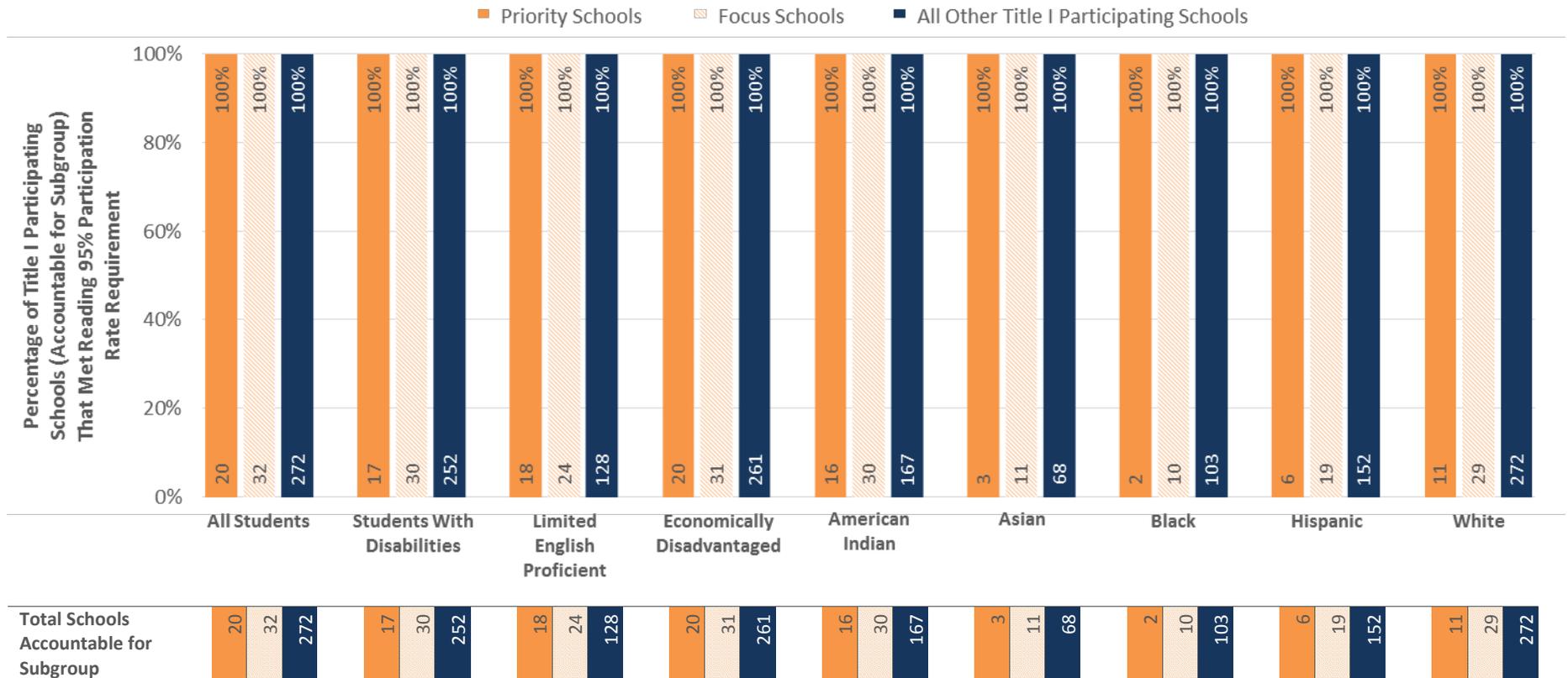


Exhibit reads: In South Dakota, among Title I participating schools, 100 percent of priority schools (20 schools), 100 percent of focus schools (32 schools), and 100 percent of all other Title I participating schools (272 schools) met the reading 95 percent participation rate requirement for the “all students” group in 2011–12.

Source: 2011–12 ED*Facts*, Data Group (DG) 553: Reading/ELA participation status; 2012–13 ED*Facts*, DG 34: Improvement status - school (n = 324 Title I participating schools [20 priority, 32 focus, and 272 all other Title I participating])

Note: Technical notes for this exhibit appear in the Appendix.

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Exhibit 11. At the time of identification, what percentage of Title I participating priority, focus, and other schools had met the state-defined annual measurable objective (AMO) targets in mathematics?



Exhibit reads: In South Dakota, among Title I participating schools, 25 percent of priority schools (5 schools), 34 percent of focus schools (11 schools), and 89 percent of all other Title I participating schools (243 schools) met the state-defined mathematics AMO target for the “all students” group in 2011–12.

Source: 2011–12 ED*FACTS*, Data Group (DG) 554: AMO mathematics status; 2012–13 ED*FACTS*, DG 34: Improvement status - school (*n* = 324 Title I participating schools [20 priority, 32 focus, and 272 all other Title I participating])

Note: Technical notes for this exhibit appear in the Appendix.

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Exhibit 12. At the time of identification, what percentage of Title I participating priority, focus, and other schools had met the 95 percent participation rate requirement in mathematics?



Exhibit reads: In South Dakota, among Title I participating schools, 100 percent of priority schools (20 schools), 100 percent of focus schools (32 schools), and 100 percent of all other Title I participating schools (272 schools) met the mathematics 95 percent participation rate requirement for the “all students” group in 2011–12.

Source: 2011–12 ED*Facts*, Data Group (DG) 555: Mathematics participation status; 2012–13 ED*Facts*, DG 34: Improvement status - school (n = 324 Title I participating schools [20 priority, 32 focus, and 272 all other Title I participating])

Note: Technical notes for this exhibit appear in the Appendix.

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Exhibit 13. At the time of identification, what percentage of Title I participating priority, focus, and other high schools had met the state-defined four-year adjusted cohort graduation rate targets?

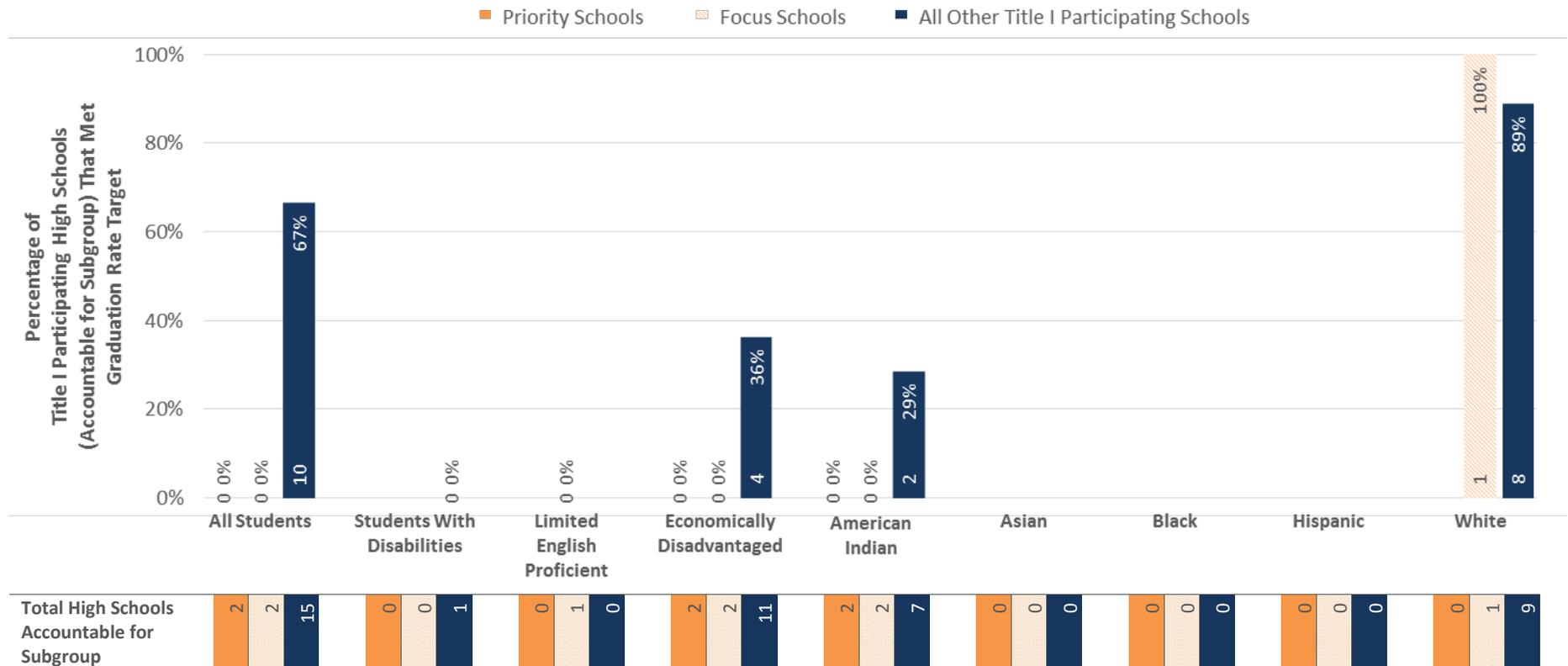


Exhibit reads: In South Dakota, among Title I participating high schools, 0 percent of priority schools (0 schools), 0 percent of focus schools (0 schools), and 67 percent of all other Title I participating schools (10 schools) met the state-defined four-year adjusted cohort graduation rate target for the “all students” group in 2011–12.

Source: 2011–12 ED Facts, Data Group (DG) 557: High school graduation rate indicator; 2012–13 ED Facts, DG 34: Improvement status - school (n = 19 Title I participating high schools [2 priority, 2 focus, and 15 all other Title I participating])

Note: Technical notes for this exhibit appear in the Appendix.

Appendix

Exhibit A-1. Technical notes

Exhibit Number	Technical Notes
<p>Exhibit 1. What percentage of Title I participating elementary, middle, high, and non-standard schools were identified as priority, focus, or other?</p>	<p>School levels were defined using <i>Common Core of Data (CCD)</i> codes, which were calculated from the school's corresponding low/high grade span: elementary (low grade: PK–3; high grade: PK–8), middle (low grade: 4–7; high grade: 4–9), high (low grade: 7–12; high grade: 12 only), and non-standard (grade configurations not falling within the elementary, middle, or high categories).</p> <p>This exhibit is restricted to elementary, middle, and high schools that provided a Title I Targeted Assistance (TAS) program or Title I Schoolwide program (SWP) in 2011–12 and reported improvement status for 2012–13. This exhibit excludes 8 schools, including 6 Title I participating elementary, middle, or high schools missing data for accountability status for 2012–13 and 2 schools reporting “not applicable” for 2011–12 Title I participation status.</p>
<p>Exhibit 3. At the time of identification, what were the demographic characteristics of priority and focus schools compared to all other Title I participating schools?</p>	<p>^a Non-standard schools are schools with a grade configuration not falling within the elementary (low grade: PK–3, high grade: PK–8); middle (low grade: 4–7, high grade: 4–9); or high school (low grade: 7–12, high grade: 12 only) categories.</p> <p>^b Charter school legislation has not been passed in South Dakota.</p> <p>^c Percentage of students by race/ethnicity may not sum to 100 percent due to exclusion of students reported as “two or more races.” <i>Asian</i> includes Pacific Islander, <i>American Indian</i> includes Alaska Native, <i>Black</i> includes African American, and <i>Hispanic</i> includes Latino.</p> <p>^d The percentage of limited English proficient (LEP) students participating in LEP programs is excluded because the difference between the state aggregate count based on <i>EDFacts</i> and the total LEP count in the Consolidated State Performance Report exceeds 15 percent.</p> <p>Student characteristics are weighted in proportion to the number of students enrolled in a school. This exhibit is restricted to schools that provided a Title I Targeted Assistance (TAS) program or Title I Schoolwide program (SWP) in 2011–12 and reported improvement status for 2012–13. Due to missing data in <i>EDFacts</i>, analysis samples vary across school characteristics, ranging from 42 to 52 for Title I participating schools identified as priority or focus and from 144 to 275 for all other Title I participating schools. This exhibit also excludes 8 schools, including 6 Title I participating schools missing data for accountability status for 2012–13 and 2 schools reporting “not applicable” for 2011–12 Title I participation status.</p>
<p>Exhibit 4. At the time of identification, what percentage of Title I participating priority, focus, and other schools had student subgroups performing in the bottom 5th percentile (for that subgroup) in reading?</p>	<p>Percentiles are defined by the percentage of students scoring at or above proficient on state assessments in reading/English language arts. The percentage of schools in the bottom 5th percentile may exceed 5 percent in cases where the cut point for the 5th percentile and higher ranked percentiles (e.g., 10th, 15th) is 0 percent proficient. No priority school met or exceeded the minimum <i>n</i> size for the Asian or Hispanic subgroups. Under <i>ESEA</i> flexibility, South Dakota uses a combined subgroup (“high-needs/historically disadvantaged students”), consisting of the following student subgroups: economically disadvantaged, limited English proficient, students with disabilities, American Indian, Black, and Hispanic.</p> <p>This exhibit is restricted to schools that provided a Title I Targeted Assistance (TAS) program or Title I Schoolwide program (SWP) in 2011–12 and reported improvement status for 2012–13. This exhibit excludes 24 schools, including 14 Title I participating schools (1 priority, 0 focus, 13 all other Title I participating) below the minimum <i>n</i> size for each student subgroup; 2 Title I participating school (0 priority, 0 focus, 2 all other Title I participating) missing reading proficiency data for every student subgroup; 6 Title I participating schools missing data for accountability status for 2012–13; and 2 schools reporting “not applicable” for 2011–12 Title I participation status.</p>

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<p>Exhibit 5. At the time of identification, what percentage of Title I participating priority, focus, and other schools had student subgroups performing in the bottom 5th percentile (for that subgroup) in mathematics?</p>	<p>Percentiles are defined by the percentage of students scoring at or above proficient on state assessments in mathematics. The percentage of schools in the bottom 5th percentile may exceed 5 percent in cases where the cut point for the 5th percentile and higher ranked percentiles (e.g., 10th, 15th) is 0 percent proficient. No priority school met or exceeded the minimum <i>n</i> size for the Hispanic subgroup.</p> <p>Under ESEA flexibility, South Dakota uses a combined subgroup (“high-needs/historically disadvantaged students”), consisting of the following student subgroups: economically disadvantaged, limited English proficient, students with disabilities, American Indian, Black, and Hispanic.</p> <p>This exhibit is restricted to schools that provided a Title I Targeted Assistance (TAS) program or Title I Schoolwide program (SWP) in 2011–12 and reported improvement status for 2012–13. This exhibit excludes 24 schools, including 14 Title I participating schools (1 priority, 0 focus, 13 all other Title I participating) below the minimum <i>n</i> size for each student subgroup; 2 Title I participating school (0 priority, 0 focus, 2 all other Title I participating) missing mathematics proficiency data for every student subgroup; 6 Title I participating schools missing data for accountability status for 2012–13; and 2 schools reporting “not applicable” for 2011–12 Title I participation status.</p>
<p>Exhibit 6. At the time of identification, what percentage of Title I participating priority, focus, and other schools had student subgroup gaps that exceeded statewide subgroup gaps by one or more standard deviations?</p>	<p>^a Am In = American Indian ^b Hisp = Hispanic ^c SWD = Students with disabilities ^d LEP = Limited English proficient ^e Econ Disadv = Economically disadvantaged</p> <p>No priority school met or exceeded the minimum <i>n</i> size for the subgroups included in the American Indian-nonAmerican Indian or economically disadvantaged-noneconomically disadvantaged subgroup gap analysis. Proficiency rates for the nonAmerican Indian, nonBlack, nonHispanic, noneconomically disadvantaged, nonSWD, and nonLEP subgroups were calculated by subtracting the number of proficient students and the number of students with valid scores for the American Indian, Black, Hispanic, economically disadvantaged, SWD, and LEP subgroups, respectively, from the number of proficient students and the number of students with valid scores for the “all students” group, and then dividing the resulting number of proficient students in the nonAmerican Indian, nonBlack, nonHispanic, noneconomically disadvantaged, nonSWD, or nonLEP subgroup by the number of students with valid scores in the subgroup.</p> <p>This exhibit is restricted to schools that provided a Title I Targeted Assistance (TAS) program or Title I Schoolwide program (SWP) in 2011–12 and reported improvement status for 2012–13. This exhibit excludes 91 schools, including 80 Title I participating schools (8 priority, 9 focus, 63 all other Title I participating) below the minimum <i>n</i> size for each student subgroup; 3 Title I participating schools (0 priority, 0 focus, 3 all other Title I participating) missing reading and mathematics proficiency data for every student subgroup gap included in the exhibit; 6 Title I participating schools missing data for accountability status for 2012–13; and 2 schools reporting “not applicable” for 2011–12 Title I participation status.</p>
<p>Exhibit 7. At the time of identification, what percentage of Title I participating priority, focus, and other high schools had graduation rates below 60 percent?</p>	<p>The regulatory four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who formed the cohort for that graduating class. The four-year adjusted cohort rate also includes students who graduate in less than four years. Under ESEA flexibility, states identified all Title I schools with graduation rates below 60 percent over a number of years.</p> <p>No priority high school met the analysis threshold (i.e., 10 students in the graduation cohort) for the students with disabilities, limited English proficient (LEP), Asian, Black, Hispanic, or White subgroups; no focus high school met the analysis threshold for the students with disabilities, Asian, Black, or Hispanic subgroups; and no other Title I participating high school met the analysis threshold for the LEP, Asian, Black, or Hispanic subgroups.</p> <p>Under ESEA flexibility, South Dakota uses a combined subgroup (“high-needs/historically disadvantaged students”), consisting of the following student subgroups: economically disadvantaged, limited English proficient, students with disabilities, American Indian, Black, and Hispanic.</p> <p>This exhibit is restricted to schools serving grade 12 that provided a Title I Targeted Assistance (TAS) program or Title I Schoolwide program (SWP) in 2011–12 and reported improvement status for 2012–13. This exhibit may include non-standard schools (i.e., schools with grade configurations not falling within the elementary, middle, or high categories) serving grade 12. This exhibit excludes 4 high schools, including 3 Title I participating high schools (0 priority, 0 focus, 3 all other Title I participating) missing graduation rate data for every student subgroup and 1 high school reporting “not applicable” for 2011–12 Title I participation status.</p>

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Exhibit Number	Technical Notes
<p>Exhibit 8. At the time of identification, what percentage of Title I participating priority, focus, and other high schools had graduation rate subgroup gaps that exceeded statewide subgroup gaps by one or more standard deviations?</p>	<p>^a SWD = Students with disabilities ^b LEP = Limited English proficient ^c Econ Disadv = Economically disadvantaged</p> <p>No priority high school met the analysis threshold (i.e., 10 students in graduation cohort) for the subgroups in the American Indian-nonAmerican Indian, SWD-nonSWD, or economically disadvantaged-noneconomically disadvantaged subgroup gap analysis, and no focus high school met the analysis threshold for the subgroups in the SWD-nonSWD subgroup gap analysis. The number of Title I participating high schools were too few (i.e., nine or fewer) to calculate the statewide gap between Black and nonblack students, Hispanic and nonHispanic students, and LEP and nonLEP students.</p> <p>This exhibit is restricted to schools serving grade 12 that provided a Title I Targeted Assistance (TAS) program or Title I Schoolwide program (SWP) in 2011–12 and reported improvement status for 2012–13. This exhibit may include non-standard schools (i.e., schools with grade configurations not falling within the elementary, middle, or high categories) serving grade 12. This exhibit excludes 14 high schools, including 10 Title I participating high schools (2 priority, 0 focus, 8 all other Title I participating) below the minimum analysis threshold (10 students in the graduation cohort) for each student subgroup; 3 Title I participating high schools (0 priority, 0 focus, 3 all other Title I participating) missing graduation rate data for every student subgroup; and 1 high school reporting “not applicable” for 2011–12 Title I participation status.</p>
<p>Exhibit 9. At the time of identification, what percentage of Title I participating priority, focus, and other schools had met the state-defined annual measurable objective (AMO) targets in reading?</p>	<p>No priority school was reportedly accountable for the Asian, Black, Hispanic, or White subgroups; no focus school was reportedly accountable for the Black subgroup; and no other Title I participating school was accountable for the Asian subgroup.</p> <p>Percentages greater than or equal to 99.5 percent are rounded to 100 percent.</p> <p>This exhibit is restricted to schools that provided a Title I Targeted Assistance (TAS) program or Title I Schoolwide program (SWP) in 2011–12 and reported improvement status for 2012–13. This exhibit excludes 11 schools, including 3 Title I participating schools (0 priority schools, 0 focus schools, and 3 all other Title I participating schools) missing data for all reading AMO targets; 6 Title I participating schools missing data for accountability status for 2012–13; and 2 schools reporting “not applicable” for 2011–12 Title I participation status.</p>
<p>Exhibit 10. At the time of identification, what percentage of Title I participating priority, focus, and other schools had met the 95 percent participation rate requirement in reading?</p>	<p>Percentages greater than or equal to 99.5 percent are rounded to 100 percent.</p> <p>This exhibit is restricted to schools that provided a Title I Targeted Assistance (TAS) program or Title I Schoolwide program (SWP) in 2011–12 and reported improvement status for 2012–13. This exhibit excludes 11 schools, including 3 Title I participating schools (0 priority, 0 focus, 3 all other Title I participating) missing data for all reading participation targets; 6 Title I participating schools missing data for accountability status for 2012–13; and 2 schools reporting “not applicable” for 2011–12 Title I participation status.</p>
<p>Exhibit 11. At the time of identification, what percentage of Title I participating priority, focus, and other schools had met the state-defined annual measurable objective (AMO) targets in mathematics?</p>	<p>No priority school was reportedly accountable for the Asian, Black, Hispanic, or White subgroups; no focus school was reportedly accountable for the Black subgroup; and no other Title I participating school was accountable for the Asian subgroup.</p> <p>Percentages greater than or equal to 99.5 percent are rounded to 100 percent.</p> <p>This exhibit is restricted to schools that provided a Title I Targeted Assistance (TAS) program or Title I Schoolwide program (SWP) in 2011–12 and reported improvement status for 2012–13. This exhibit excludes 11 schools, including 3 Title I participating schools (0 priority, 0 focus, 3 all other Title I participating) missing data for all mathematics AMO targets; 6 Title I participating schools missing data for accountability status for 2012–13; and 2 schools reporting “not applicable” for 2011–12 Title I participation status.</p>
<p>Exhibit 12. At the time of identification, what percentage of Title I participating priority, focus, and other schools had met the 95 percent participation rate requirement in mathematics?</p>	<p>Percentages greater than or equal to 99.5 percent are rounded to 100 percent.</p> <p>This exhibit is restricted to schools that provided a Title I Targeted Assistance (TAS) program or Title I Schoolwide program (SWP) in 2011–12 and reported improvement status for 2012–13. This exhibit excludes 11 schools, including 3 Title I participating schools (0 priority, 0 focus, 3 all other Title I participating) missing data for all mathematics participation targets; 6 Title I participating schools missing data for accountability status for 2012–13; and 2 schools reporting “not applicable” for 2011–12 Title I participation status.</p>

SOUTH DAKOTA

Year 1 ESEA Flexibility State Profile

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Exhibit Number	Technical Notes
Exhibit 13. At the time of identification, what percentage of Title I participating priority, focus, and other high schools had met the state-defined four-year adjusted cohort graduation rate targets?	<p>No priority high school was accountable for the students with disabilities, limited English proficient (LEP), Asian, Black, Hispanic, or White subgroups; no focus high school was accountable for the students with disabilities, Asian, Black, or Hispanic subgroups; and no other Title I participating high school was accountable for the LEP, Asian, Black, or Hispanic subgroups.</p> <p>Percentages greater than or equal to 99.5 percent are rounded to 100 percent.</p> <p>This exhibit is restricted to schools serving grade 12 that provided a Title I Targeted Assistance (TAS) program or Title I Schoolwide program (SWP) in 2011–12 and reported improvement status for 2012–13. This exhibit may include non-standard schools (i.e., schools with grade configurations not falling within the elementary, middle, or high categories) serving grade 12. This exhibit excludes 4 high schools, including 3 Title I participating high schools (0 priority, 0 focus, 3 all other Title I participating) missing data for all graduation rate targets and 1 high school reporting “not applicable” for 2011–12 Title I participation status.</p>

Exhibit A-2. Excluded and modified state profile analyses

Exhibit Number	Technical Notes
Exhibit 2. What percentage of Title I participating schools in each state-defined status were identified as priority, focus, or other?	Excluded because South Dakota does not have a state-defined accountability designation system.
Exhibit 3. At the time of identification, what were the demographic characteristics of priority and focus schools compared to all other Title I participating schools?	Excluded the percentage of limited English proficient (LEP) students participating in LEP programs because the difference between the state aggregate count based on <i>EDFacts</i> and the total LEP count in the Consolidated State Performance Report exceeded 15 percent.
Exhibit 8. At the time of identification, what percentage of Title I participating priority, focus, and other high schools had graduation rate subgroup gaps that exceeded statewide subgroup gaps by one or more standard deviations?	Modified to exclude the Black-nonBlack, Hispanic-nonHispanic, and LEP-nonLEP subgroup gap analyses because the number of Title I participating high schools reported for South Dakota were too few (i.e., nine or fewer) to calculate the statewide gap between Black and nonBlack students, Hispanic and nonHispanic students, and LEP and nonLEP students.