

VII. APPENDIX TABLE OF CONTENTS

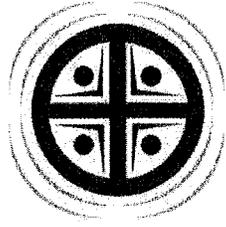
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Section A (1)

American Indian Institute of Innovation Summary

GEAR UP South Dakota Evaluation

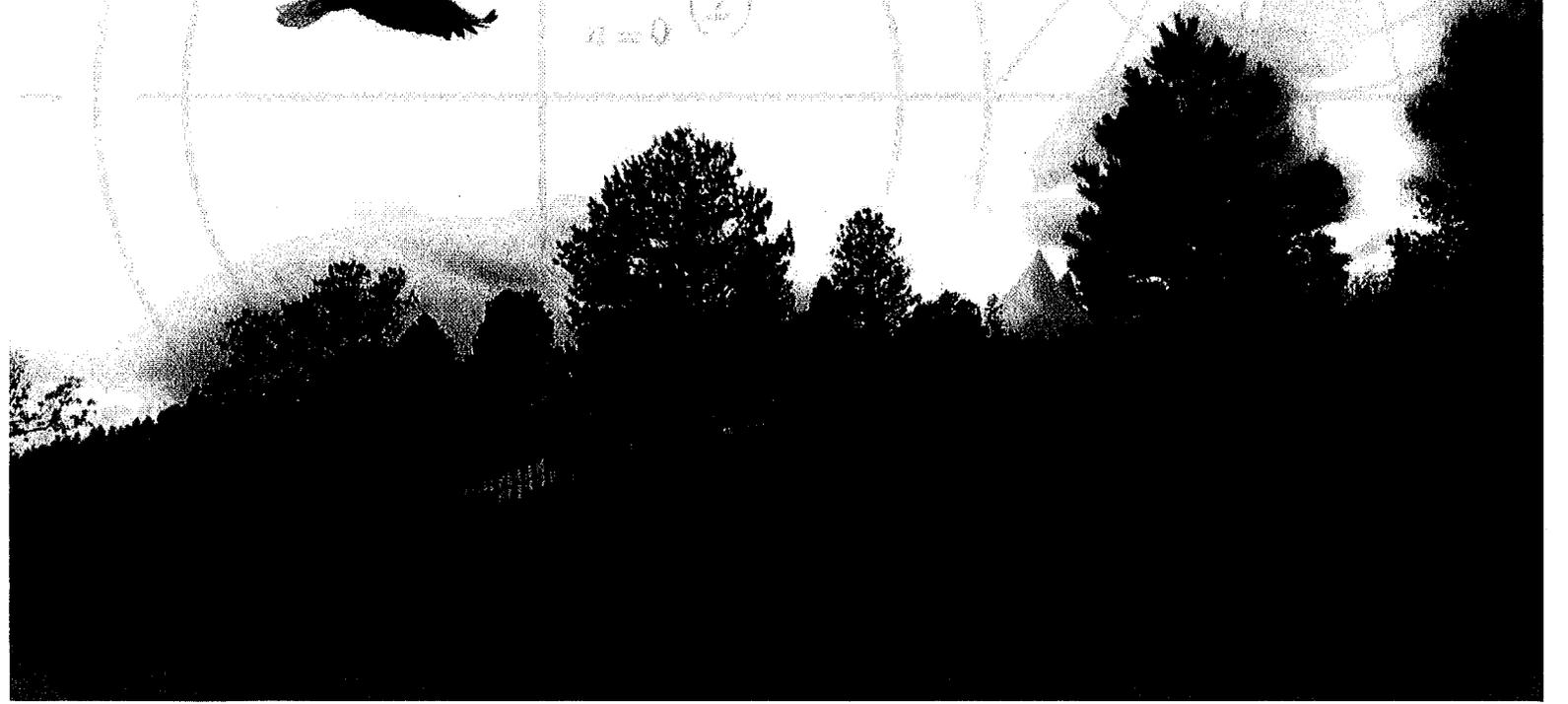
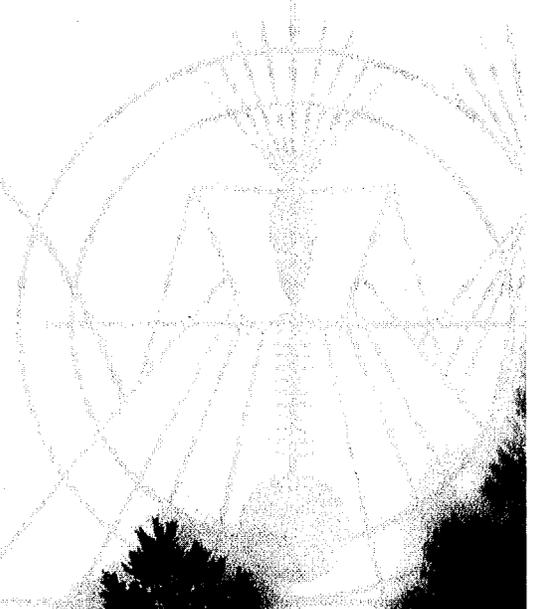


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Throughout history, communities have looked for leadership when solving the most daunting problems. The most successful leaders demonstrate that they understand the issues and have the tools and people within their circle to develop solutions. One of the major issues confronting our nation is the lack of qualified engineers and scientists graduating from US institutions. And nowhere is this problem more acute than within the Native American community. Historically, American Indians are the most underrepresented minority group in science and engineering.

The challenge is to provide substantive numbers of high school graduates that are fully prepared to enter the demands of a rigorous engineering curriculum. As the Chairman of the Board for the American Indian Institute for Innovation (AIII), I understand the dilemma our community faces and I am working with the most talented people to provide the solution. Based on a very successful program that has been in existence for 17 years, we believe AIII can answer the needs of the Native American community and provide highly qualified as well as culturally aware high school graduates ready for the challenges they will face at institutions of higher learning.

Please join me in helping build an institution dedicated to improving the lives of Native American youth and helping to ensure the United States maintains a leadership role in engineering and science well into the future.

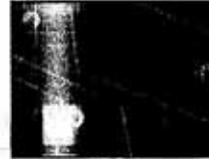
(b)(6)

John B. Herrington

Chairman of the Board for the American Indian Institute for Innovation

CDR USN(Ret) - Astronaut, STS-113

(b)(6)



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Vision of AIII

The Vision of American Indian Institute for Innovation (AIII) is to become a preeminent education organization that impacts Tribal Communities by providing culturally relevant solutions in innovative ways.

Mission of AIII

American Indian Institute for Innovation (AIII) develops and implements high quality and innovative solutions to transform, improve, and sustain the quality of life for American Indians. Our partnerships with Tribal Communities, organizations, and other stakeholders engage cultural traditions and values to develop education programs and lifelong opportunities that emphasize Science, Technology, Engineering, and Mathematics (STEM).

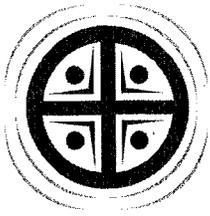
Vision of AIII Educational Model

The American Indian Institute for Innovation educational model prepares future generations of American Indian Leaders to apply STEM based solutions to tribal challenges.

Mission of the AIII Educational Model

The American Indian Institute for Innovation (AIII) engages American Indian students and their families from beginning high school through the first two years of college in a safe, year round residential, environmentally sustainable setting. AIII promotes educational success. Our nurturing educational community utilizes a rigorous STEM based and culturally infused curriculum that prepares students to further their education and enter the workforce with a sense of service and responsibility to Tribal Communities.





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The Challenge

Indian country does not share in the bounty of the United States. More American Indians live in poverty. Unemployment among American Indians on reservations is at 49 percent and the median income of American Indian households is lower than that of the total population. In health, American Indians have a 291 percent greater incidence of diabetes; a 91 percent greater suicide rate; a 24 percent higher infant mortality rate; and a 638 percent greater rate of alcoholism-related deaths.

In education, high school graduation rates for American Indians are 51 percent and only 46 percent for American Indian males. Only twelve percent of American Indians who start college finish within six years of graduating high school. American Indian 4th and 8th grade students scored lower on the National Assessment of Educational Progress in reading and mathematical assessments than their national counterparts.

On average, approximately 170,000 American Indians are enrolled in US post secondary institutions; and yet, between 1995 and 2004, the annual number of baccalaureate degrees in engineering and the hard sciences awarded to American Indians barely increased, from 894 to 1,504. This is equivalent to only two new graduates per year for each of the 562 federally recognized tribes. This represents an average growth of only 68 graduates per year. We know that most of these graduates do not return to Tribal communities. And even if they did return, this rate is still too low to produce the workforce necessary to address the challenges in Tribal Communities.

These are all stark numbers and they demonstrate a dire need, a need for American Indian leaders and professionals who have the knowledge and skills to advance and improve Tribal quality of life. The American Indian Institute for Innovation has a solution.

The Solution

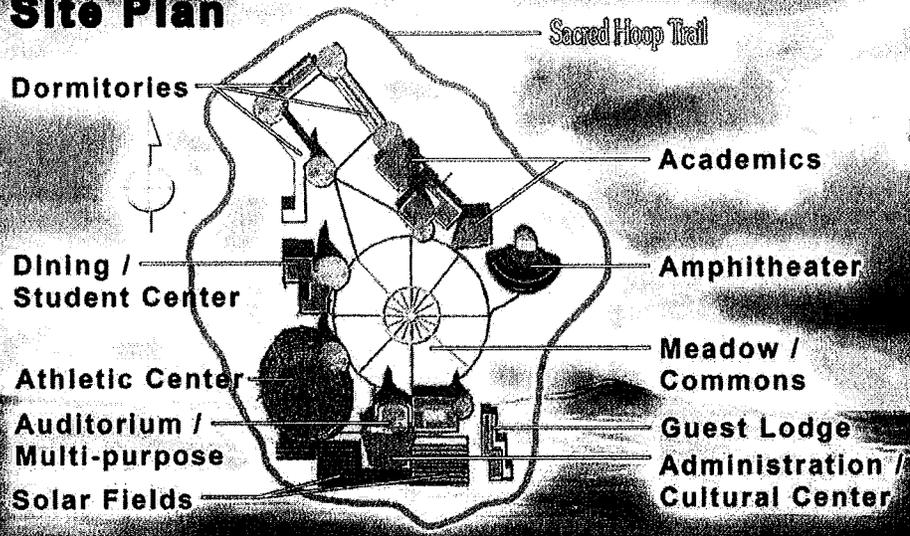
The American Indian Institute for Innovation intends to model an educational program based upon the American Indian Honors Program (AIHP). AIHP is a six-week summer residential pre-college enrichment program for reservation-based high school students. The program targets students and their families beginning in the eighth grade and follows them through high school. AIII leadership initiated this program in 1992 and the success rate is exceptional. Every alumnus is a high school graduate, eighty-seven percent went on to post-secondary education and nine percent entered the military. Currently, 65 percent of program alumni have graduated from college or are still enrolled.

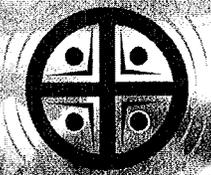
Building on the success and best practices of AIHP, the AIII model incorporates proven strategies that lead to student success.

The American Indian Institute for Innovation (AIII) proposes to develop a pre-eminent year-round residential, Science, Technology, Engineering and Math (STEM) based educational opportunity for American Indians across the nation. The AIII model is unprecedented. This comprehensive, transformational institution will lead to sustainable change. It engages future leaders with rigorous curriculum, relevant real world experiences, and supportive mentor-based relationships in an environment infused with Indian culture.

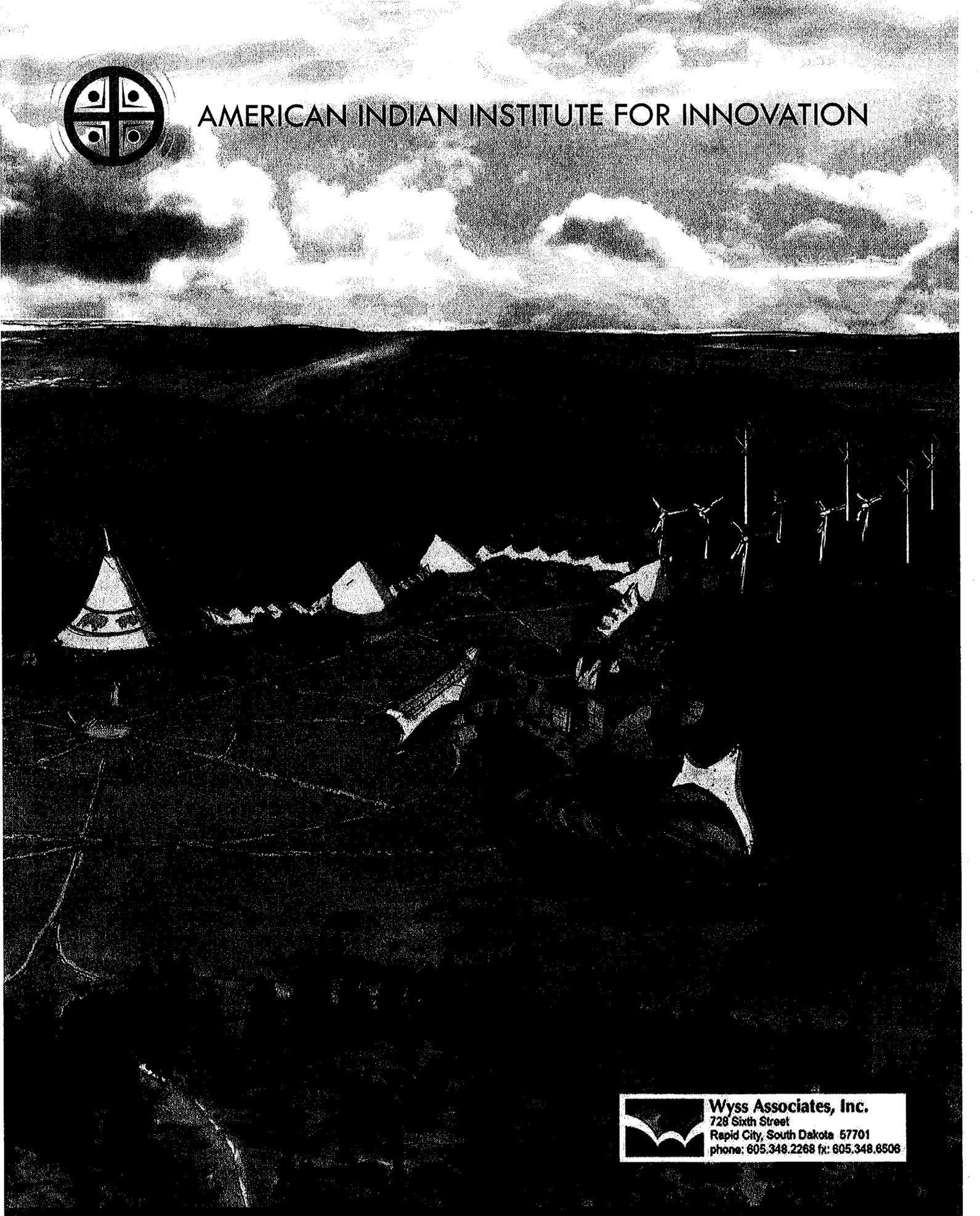
AIII will establish partnerships with Tribal communities focused on supporting their students through mentoring, internship and research experiences and cultural guidance. The AIII residential year-round model will educate student cohorts from the beginning high school years through the first-two years of college with a specific focus on creating American Indian professional leaders in STEM and health care to serve Tribal Communities.

Site Plan

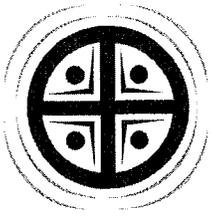




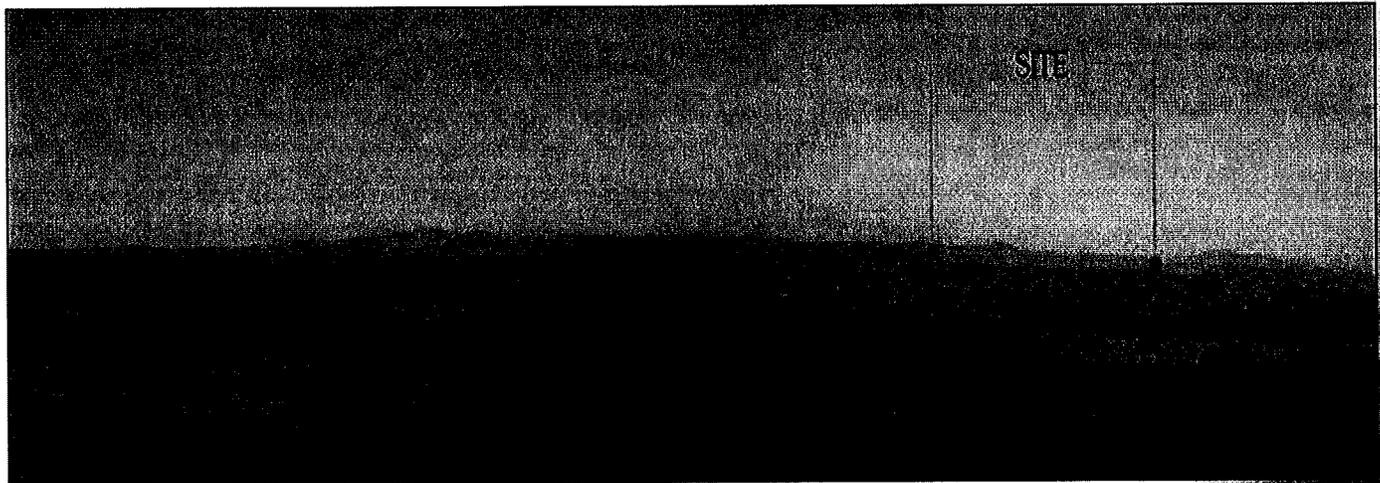
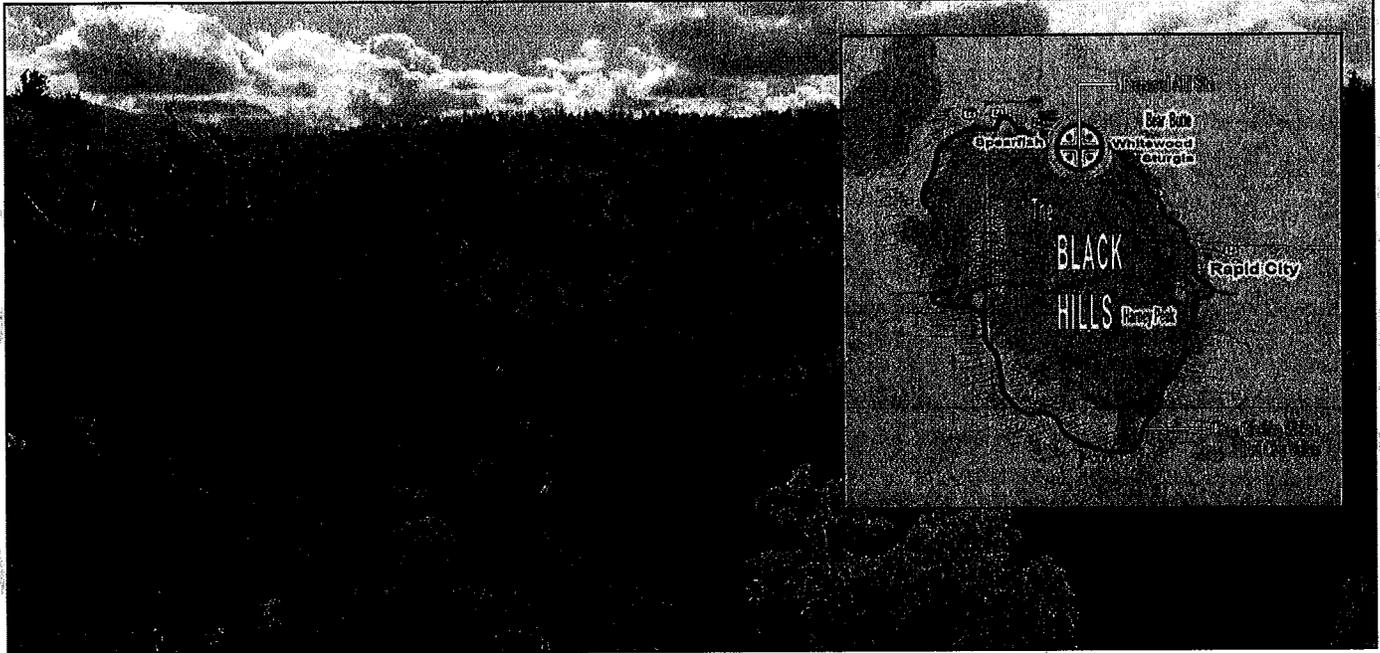
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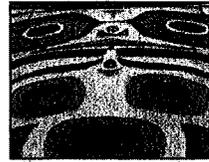
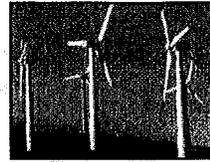


Wyss Associates, Inc.
728 Sixth Street
Rapid City, South Dakota 57701
phone: 605.348.2268 fx: 605.348.6506



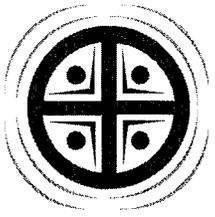
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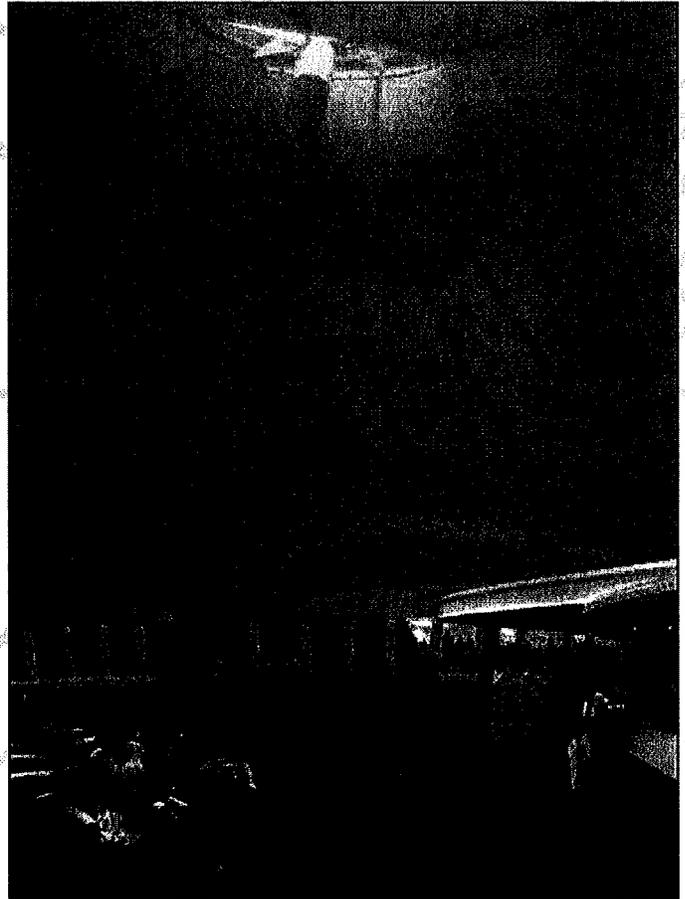


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Campus Environmental Design:

- Buildings blend with the landscape
- Sustainable in all ways
- Low carbon footprint for entire campus
- On-grid and off-grid energy production, wind, solar and geothermal
- Low impact architecture, re-usable materials, natural daylighting, recycled and recyclable products, sod roofs, passive solar, regionally produced materials
- Green roofs absorb natural element and release healing oxygen

Cultural Symbolism:

- Campus opens to the East
- Red Clay Valley trail encircles campus
- Medicine Wheel at center of Great Meadow
- Fabric structures are modern interpretation of traditional tipi
- Seven lodges representing the seven nations
- Medicinal landscape and natural plantings throughout campus
- Place for private and solemn viewing of Bear Butte

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JOHN BENNETT HERRINGTON

Chairman of the Board – American Indian Institute for Innovation

Currently, Herrington serves as a Special Advisor to the National Institute for Space, Science and Security Centers at the University of Colorado at Colorado Springs. Also, he is Chairman of the Board for the American Indian Institute for Innovation (AIII) in Rapid City, SD. AIII is a 501(C) 3 non-profit organization dedicated to improving the opportunities for Native American students in Science, Technology, Engineering and Mathematics (STEM) education.

As an Ambassador and Aviator Herrington is responsible for promoting math and science initiatives for the Chickasaw Nation across a wide spectrum of the Native American community. Conducting a coast to coast bicycle ride to raise awareness for STEM (Science, Technology, Engineering and Mathematics) education through the use of internet technology and Global Positioning System tracking. The ride is designed to promote the use of science and mathematics in a practical setting. Also conduct flights in support of Chickasaw Nation leadership.

Selected by NASA in April 1996, Herrington reported to the Johnson Space Center in August 1996. He completed two years of training and evaluation, and was qualified for flight assignment as a mission specialist. Initially, Herrington was assigned to both the Shuttle and International Space Station Branches in support of Guidance Navigation and Control systems. Herrington was also assigned to the Flight Support Branch of the Astronaut Office where he served as a member of the Astronaut Support Personnel team responsible for Shuttle launch preparations and post-landing operations. In November 2002, he flew on STS-113 logging over 330 hours in space, including 3 EVAs totaling 19 hours and 55 minutes. Post-flight, Herrington was assigned as a Capsule Communicator (CAPCOM) supporting Shuttle and Space Station training and operations. In the summer of 2003, Herrington was detailed to support International Space Station training efforts in both the United States and Russia. Following this assignment, he became a member of the Extravehicular Activities (EVA) Branch supporting Russian/US EVA hardware and operations. For his last assignment, he was chosen to become the Chief Engineer for Safety and Mission Assurance (S&MA) at the Johnson Space Center. He was responsible for leading the S&MA engineering efforts in support of Space Shuttle and Space Station hardware and software integration and mission operations. On October 1, 2005, he retired from US Navy and left NASA to pursue a career in the commercial space industry.

STS-113 Endeavour (November 23-Dec 7, 2002) was the sixteenth Shuttle mission to visit the International Space Station. Mission accomplishments included the delivery of the Expedition-Six crew, the delivery, installation and activation of the P1 Truss, and the transfer of cargo from Shuttle to the Station. During the mission Herrington performed three EVAs totaling 19 hours and 55 minutes. STS-113 brought home the Expedition-Five crew from their 6-month stay aboard the Station. Mission duration 13 days, 18 hours and 47 minutes.

STACY PHELPS

Chief Executive Officer – American Indian Institute for Innovation

As a Founder of the American Indian Institute for Innovation Stacy has been actively involved in successfully developing and implementing solutions focused on increasing the success rate of students graduating from high school and continuing onto post secondary opportunities. Since 1992 Stacy Phelps, AIII Chief Executive Officer has been directing programs that reverse the tragic legacy of failure in education for American Indians. Between 1996 and 2008, Mr. Phelps served as a Program Director, Principal Investigator and Co-Chair of the Math/Science Department at Oglala Lakota College (OLC), Stacy has written, directed, or managed over \$35 million in projects directly targeted at increasing the number of American Indian students that attend college and increasing the number of American Indian professional in STEM disciplines.

During his 12 year tenure Mr. Phelps served as the Project Director and Principal Investigator that managed a consortium of five Tribal

Colleges and Universities in South and North Dakota. The consortium focused on developing bachelors level degree opportunities in STEM for American Indians at TCUs. At the conclusion of this endeavor the TCU partners had flourished. Three STEM research centers were constructed on reservations at the TCU's, the development of the first EPA certified Analytical Testing Lab occurred at OLC, over 10 new STEM degree programs to serve Tribal students were implemented, over new 20 classroom facilities to support STEM education were constructed, a 17 site multi-state distance education network was created, and over 50 new reservation based STEM professionals in Tribal communities were graduated from a new established pipeline at the TCU's.

MICHAEL B. JANDREAU

Board of Trustees Member – American Indian Institute for Innovation

Mike has been a visionary leader for his Tribe, and for all of Indian Country for more than 35 years he has been Chairman of the Lower Brule Tribe for 29 years. Previously served on the Tribal Council, for a total of 36 years. Mike is now the senior Chairman in South Dakota and the Northern Great Plains.

Chairman Jandreau has been a long time advocate for Indian people. Over the course of his service he has amassed many credits. He has been involved with the Reorganization Committee for the Bureau of Indian Affairs, and at the request of the Northern Plains Region he has represented them on the Trust Fund Consultation Task Force. Chairman Jandreau has also served as a Board of Commissioners member and as a Chairman of the Lower Brule Housing Authority for 14 years beginning in 1968.

Working for many years to overcome the misunderstanding and prejudice that Indian People face every day, Chairman Jandreau was instrumental in the establishment of the Wakpa Sica Reconciliation Place. Wakpa is a one-of-a-kind project that is devoted to reconciling Indigenous National and American society. Mike understands that in the long run a rising tide lifts all boats and we need to work together to improve the lives of all South Dakotans.

Most importantly, Chairman Jandreau counts as one of his greatest achievements his family, including wife Jackie, their 9 children, grandchildren, and great grand-children.

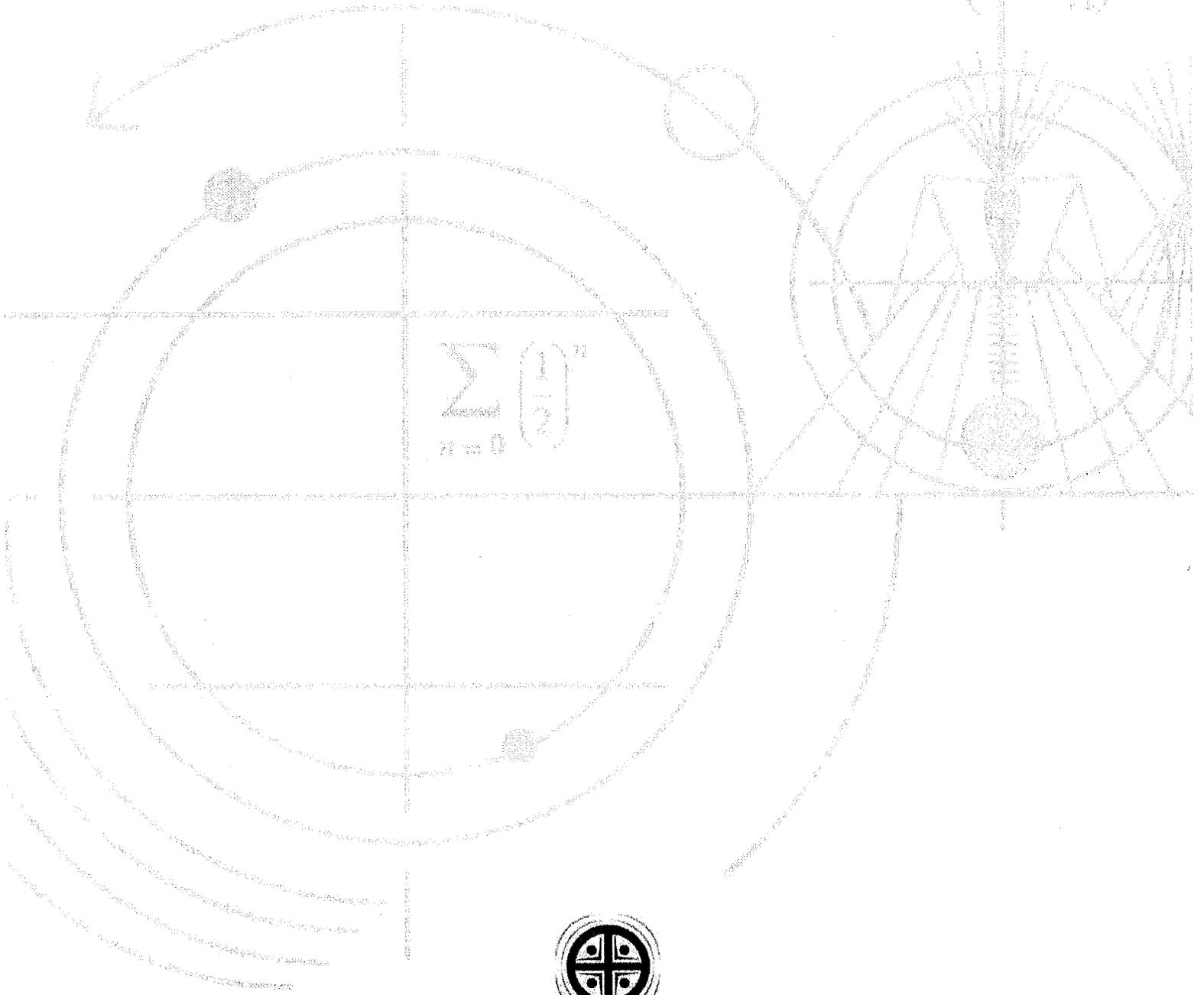
CHRIS EYRE

Board of Trustees Member – American Indian Institute for Innovation

Chris Eyre's determination to eliminate "humiliating" stereotypical representations of Native Americans in film and television stems from his childhood movie-going experiences. As a descendant of members of the Cheyenne and Arapaho tribes, Chris Eyre attempts to display portraits of contemporary Native Americans as individuals who are plagued by problems common to all people, but who react within the confines of their own particular circumstances. After receiving accolades for his short films while obtaining his Master's degree at New York University, Eyre approached distinguished Native American writer Sherman Alexie with the desire to transform Alexie's *The Lone Ranger and Tonto Fistfight in Heaven* (1993) into a film. Determined to produce an honest portrayal of Native American life, the result was the highly acclaimed *Smoke Signals* (1998). Eyre's other productions have included a music video, *Things We Do* (1998), a documentary, *Doe Boy* (2001), and films, *Skins* (2002), *Skinwalkers* (TV) (2002), and *A Thief of Time* (TV) (2003). He also founded Riverhead Entertainment, a production company that for several years produced commercials, films, and documentaries.

"With my work I like the shades: very rarely are our thoughts really black or white except in the case of our own bias and the limitations of our own experience. We tend to be so limited in our perceptions of what AMERICA is. We don't know about our own history, about being real with those that aren't of us. We need some more social/shared understanding and laughter. There is no one truth to our diversity."

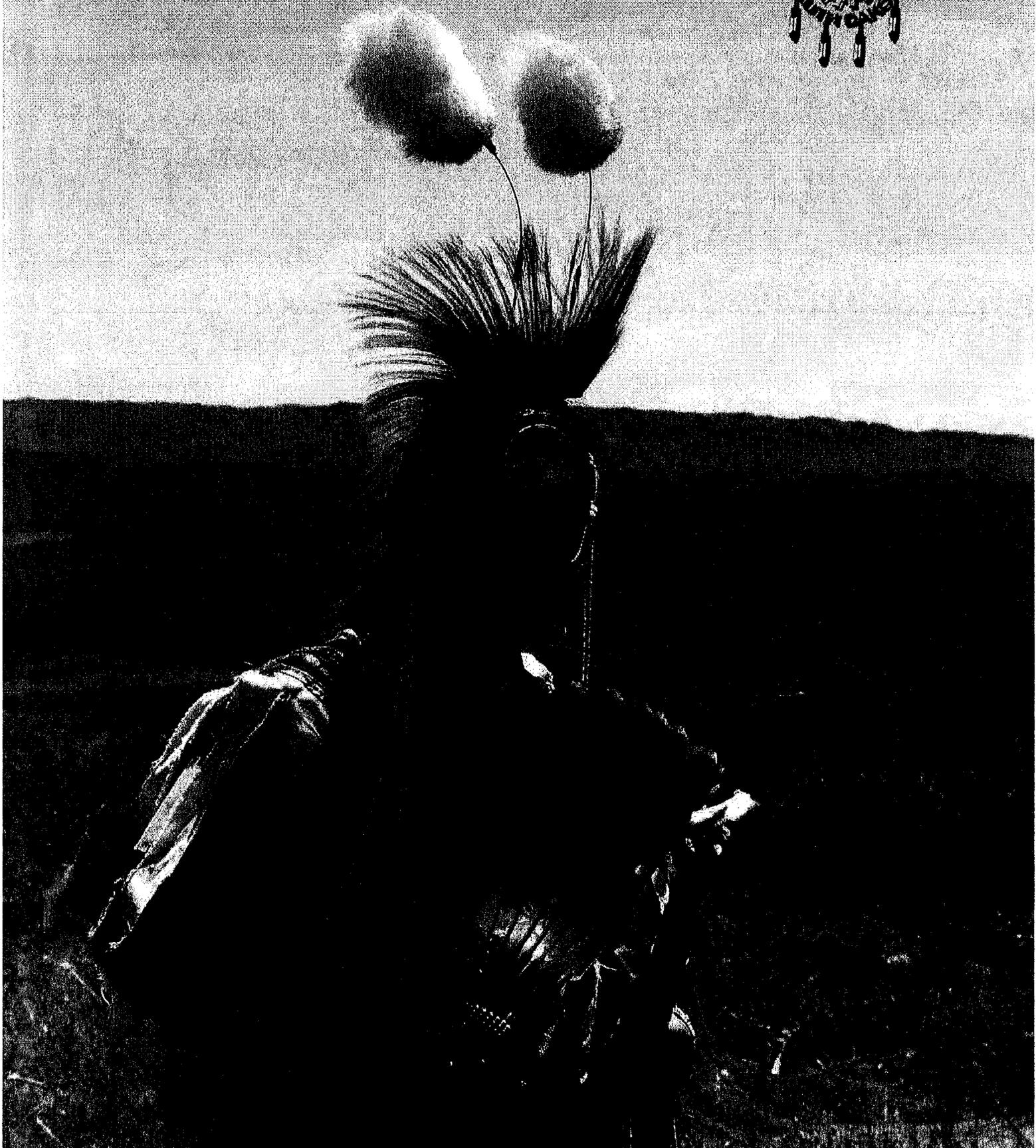
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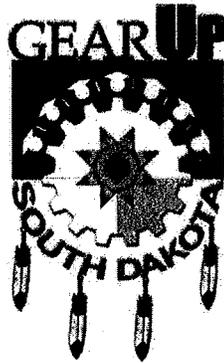
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PO BOX 9764, Rapid City, SD 57709
AIII (888) 201-2817 • fax (605) 721-9924
www.theaiii.org

GEAR UP South Dakota
2008-09 FORMATIVE EVALUATION



**GEAR UP SOUTH DAKOTA
2008-2009 FORMATIVE EVALUATION**



Submitted to:
Keith Moore
GEAR UP Project Director
State Department of Education
700 Governors Dr.
Pierre, SD 57501

Written by:
Brinda Kuhn
External Evaluator
BC Kuhn Evaluation, LLC
PO Box 26
Martin, SD 57551
(605) 454-6313
brinda.kuhn@gmail.com

27 June 2009

Cover: Rico Cortes, 7th grade GEAR UP student at Rockyford School
Photo by Brinda Kuhn

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INTRODUCTION

The Gaining Early Awareness and Readiness for Undergraduate Programs, or GEAR UP, is a federal discretionary grant program designed to “increase the number of low-income students who are prepared to enter and succeed in postsecondary education” (US Department of Education, 2009b). GEAR UP awards six-year grants to states and partnerships, and grantees serve students in high-poverty middle and high schools from 7th through 12th grades (US Department of Education, 2009b). The program is federally funded, and authorized under Title IV – Higher Education Act of 1965, as amended in 1998 (P.L. 105-244, Chapter 2 - Gaining Early Awareness & Readiness for Undergraduate Programs, Section 404A-404H). GEAR UP received its first appropriation of \$120 million dollars in 1999, and began by establishing 164 partnerships in 21 states during this year (US Department of Education, 2009a).

The GEAR UP program requires that states provide GEAR UP early intervention services to either priority students in preschool through grade 12, or a cohort of students beginning no later than 7th grade. Priority students must qualify for free or reduced-price meals under the National School Lunch Act, or for assistance under Temporary Assistance for Needy Families (TANF), authorized by Title I of the Personal Responsibility and Work Opportunity. The cohort approach requires that at least 50 percent of the students enrolled are eligible for free or reduced price lunch under the National School Lunch Act. The grant also requires states to match the federal contribution dollar-for-dollar. In other words, the non-federal contribution must equal 100 percent of the total project cost. For more information about the GEAR UP program, please visit the federal department of education website at www.ed.gov/programs/gearup.

South Dakota GEAR UP (GUSD)

In 2005, the South Dakota State Department of Education received one of the 27 State GEAR UP grants awarded nationally. The total federal award for the six-year grant period is approximately 6.9 million dollars. The governor of South Dakota, M. Michael Rounds, designated the State Department of Education as the administrator of the grant. Keith Moore, Indian Education Director at the South Dakota Department of Education, serves as program director and leads the GUSD program. While all 7th, 8th, and 9th grade students at GUSD schools are served by the program, GUSD is applying a blended approach to their grant so that Native American students within the cohort are given priority.

Goal and Objectives

The overarching goal of the GUSD program is to increase the number of first generation, low-income Native American students who are prepared to enter and succeed in post-secondary education. The GUSD program seeks to meet four master objectives:

Objective 1: Increase the academic performance and preparation for post-secondary education of participating students.

Objective 2: Increase the rate of high school graduation and participation in post-secondary education of participating students.

Objective 3: Increase the educational expectations of participating students and parents, as well as student and family knowledge of post-secondary education options, preparation, and financing.

Objective 4: Strengthen educational resources and infrastructure at GEAR UP schools.

Activities

To achieve these objectives, GUSD is implementing a diverse array of activities. As stated in the GUSD approved work plan, the majority of these activities are provided to the students during the summer, however, activities are also provided to students, parents, and teachers during the academic year. For students, year round activities include academic enrichment, advising, college planning, career information and exploration, and information on college access and financial aid. Parents are given the opportunity to attend GEAR UP Family Nights, GEAR UP counseling and advising sessions, and parent-teacher conferences that provide information on financial aid, college planning, and college access. Teachers are offered training on cultural competency, career planning with Career Cruising, implementing financial aid workshops for parents, the high school freshman success model, and implementing a high school transition and retention program. In addition, teachers are trained on the GUSD accelerated summer curriculum.

Schools

The GUSD program began working with a diverse set of 24 target schools that included seven public schools; two parochial schools; thirteen contract grant schools, funded by the Bureau of Indian Education (BIE) and chartered by eight tribes on eight reservations; and two BIE operated schools. As 8th graders moved into 9th grade during year four of the GUSD program (2008-09), 14 high schools were added to this group, bringing the current total number of schools served to 38. These schools are located across the state of South Dakota, encompassing an area of over 77,000 square miles. Table 1 lists the GUSD schools and the grade levels offered.

Table 1: GUSD Target Schools, 2008-2009

Target Schools	Grade Levels Offered
American Horse Middle School	K-8
Batesland Middle School	K-8
Central Rapid High School	9-12
Cheyenne River Middle School and High School	K-12
Crazy Horse Middle School and High School	K-12
Crow Creek Middle School and High School	K-12
Enemy Swim Middle School	K-8
Little Wound Middle School and High School	K-12
Lone Man Middle School	K-9
Lower Brule Middle School and High School	K-12
Marty Indian Middle School and High School	K-12
North Rapid Middle School	6-8
Our Lady of Lourdes Middle School	K-8
Pine Ridge Middle School and High School	K-12
Porcupine Middle School	K-8
Red Cloud Middle School and High School	K-12
Redshirt Middle School	K-8
Rockyford Middle School	K-8
Smee Wakpala Middle and High School	K-12
St. Francis Middle School and High School	K-12
Takini Middle School and High School	K-12
Tiospa Zina Middle School and High School	K-12
Todd County Middle School and High School	K-12
Wolfcreek Middle School	K-8
Wounded Knee Middle School	K-8

The Native American Honors Program at the South Dakota School of Mines and Technology in Rapid City, SD served as the model for the GUSD program. This program is a 6-week summer residential pre-college enrichment program for high school students hosted on a college campus. The Native American Honors Program has been renamed to GEAR UP Honors. In the initial GUSD approved work plan, participation in the GEAR UP Honors program would not have started until year 3 (2007-2008); however, in year 2 (2006-2007) GUSD received approval from the federal department of education to include 178 high schools students currently participating in the program.

Students

The GUSD program is currently providing services to all 7th, 8th, and 9th grade students attending the schools listed in Table 1, as well as 178 high school students added to the program during year 2. This brings the total of students served to 3,667. This is an impressive accomplishment, for not only does the number of students served exceed the proposed enrollment goal for the year by over 250%, but it also demonstrates the program's continued capacity to overcome obstacles. The first two years of the program were met with start-up challenges and the sobering reality that there were few, if any, existing relationships between Tribes and the State Department of Education. As a result, GUSD did not serve its proposed number of students during the 2005-2006 and 2006-2007 grant years. Year 3 (2007-2008), however, saw the addition of 178 high school students, as well as an expansion of services to all 7th and 8th grade students year-round. This resulted in the program significantly surpassing its target of students served, beginning a trend that has continued through year 4. See Table 2 for the proposed and actual number of students served annually.

Table 2: Number of students served by the GUSD program.

2005-06 proposed	2005-06 actual	2006-07 proposed	2006-07 actual	2007-08 proposed	2007-08 actual	2008-09 proposed	2008-09 actual
490	200	980	906	1,180	2,018	1,380	3,667

As previously stated, the goal of the GUSD program is to increase the number of first-generation, low-income Native American students who are prepared to enter and succeed in post-secondary education. Although services are provided to all 7th, 8th, and 9th grade students in target schools, the majority (79.7%) of these students are Native American. Table 3 provides information on the current student distribution by ethnicity.

Table 3: Distribution of students by ethnicity, 2008-2009.

Ethnicity	Number of GEAR UP Students	Percent of GEAR UP Students
American Indian or Alaska Native	2921	79.7%
Asian	18	0.5%
Black or African American	23	0.6%
Hispanic or Latino	41	1.1%
White	663	18.1%
Native Hawaiian or Pacific Islander	1	0.02%
Total	3667	100%

Management

One of the greatest strengths of the GUSD program is in the quality and expertise of the personnel who carry out the program and activities. Key personnel include:

- Keith Moore – Project director;
- Stacy Phelps – Project coordinator;
- Five regional coordinators –Angela Quinn-Estes, LuAnn Werdel, Korrinna Phelps, Wendy Mendoza, and Cassie Brewer;
- Leslie Heathershaw – Assistant project coordinator
- Misty Mouseaux – Family outreach coordinator
- Jay Roman – Media Coordinator
- Thirty-eight school level site coordinators.

In addition, the success of the GUSD program is dependent on strong partnerships that include:

- The Oceti Sakowin Education Consortium – curriculum development;
- The Mid Central Education Cooperative – budget and match management;
- BC Kuhn Evaluation, LLC – external evaluation; and
- Thirty-eight middle and high schools, as listed in Table 2.

The GUSD program has developed clear lines of communication and oversight to ensure 1) effective implementation of GUSD activities, and 2) measure progress toward program objectives. Regularly scheduled meetings, such as quarterly staff meetings and semi-annual site coordinator meetings, allow stakeholders to share best practices, identify and discuss obstacles, review grant progress, and make recommendations for program improvement.

EVALUATION

There are two simple reasons for conducting an evaluation: 1) to gain direction for improving programs as they develop, and 2) to determine a program's effectiveness after it has had time to produce results.

The formative evaluation tracks the program's progress from the beginning; its purpose is to give on-going feedback that informs program management of midcourse changes they may wish to pursue. This on-going assessment provides program management with a heuristic to evaluate whether the activities are appropriate for the needs and intended outcomes.

This formative evaluation includes implementation and outcome evaluation, which encompasses monitoring the quality of, and progress on, the program goal and objectives. Observations regarding the quality of program services, program implementation, staffing variables, as well as program administration and program resources are included. Formative evaluation questions include:

- To what extent are activities implemented?
- Are interventions being developed rationally for the highest impact?
- What adjustments, if any, are recommended?

Implementation Evaluation

The implementation evaluation section provides an assessment on program implementation and will focus on program activities. It provides information for the following purposes:

- To monitor current activities in order to identify problems in program implementation, and thereby improve service delivery;
- To measure variability in program delivery for later analyses of program impacts; and
- To help understand why delivery is or is not carried out as intended.

The level of implementation matrix, provided below, offers a heuristic to help program management evaluate progress and prioritize areas for future programming.

Level of Implementation Matrix:

Early Planning: The program has made some progress in planning the implementation of the activity. Written plans are in the draft stages.

Full Planning: The program has a final written plan of how the activity will be structured.

Early Implementation: The activity has begun implementation on a pilot basis.

Moderate Implementation: The activity is occurring regularly.

Full Implementation: All activities have been implemented and are occurring regularly with full participation by all schools.

Institutionalized: The activity has become adopted by the organization and will continue after funding ends.

The following is an assessment of the four GUSD objectives, based on an implementation phase at the end of year 4 (2008-2009).

Objectives and Activities

Objective 1

Objective 1 of the GUSD program is to: Increase the academic performance and preparation for post-secondary education of participating students. This objective also addresses teacher professional development. The key activities implemented to meet the objective's targets include mentoring and advising, tutoring, 6-week high school residential summer programs, 2-week middle school summer programs, middle to high school transition programs, online academic preparation, and ACT/ SAT preparation.

Level of implementation:

2005-2006 – Early implementation

2006-2007 – Early implementation

2007-2008 – Full implementation

2008-2009 – Full implementation

Mentoring and advising:

During the summer of 2008, GUSD provided mentor training to 198 high school students who attended the GEAR UP Honors program at the South Dakota School of Mines and Technology. The high school students are entering grades 9, 10, 11, and 12 in targeted GUSD high schools. These students serve as mentors to the 7th and 8th grade GUSD students. One aspect of mentor training focused on the higher education process, which enabled the high school students to initiate discussions and provide encouragement to the middle school students.

Students who participated in the GUSD middle school summer programs visited the GEAR UP Honors program. This provided them with the opportunity to visit a college campus at the South Dakota School of Mines and Technology in Rapid City, SD and meet with potential mentors.

Student participants from the GEAR UP Honors program engage in mentoring activities with Native American college students, most of which are alumni of the program. These mentors work with the students as tutors, course mentors, resident assistants, and instructors throughout the 6-week summer residential program.

During the 2008-2009 academic year, GUSD students continue to benefit from teacher lead counseling and mentoring. Students are divided into small groups, each facilitated by a local

educator, to receive support services including personal, social, academic, and career development. This encourages a connection with a caring educator to help students better understand themselves, their strengths, and to plan for their futures. In addition, college students, guest speakers and presenters, elders, and community members provide mentoring to all GUSD participants.

Tutoring:

Participants in the GEAR UP Honors program engaged in a rigorous acceleration-based college preparatory curriculum that included math –pre-algebra through calculus–, English, and grade specific science –earth science, biology, chemistry, and physics.

Two-week summer programs at the middle schools provide the primary activities for this grant. GUSD hosted a series of non-residential middle school programs, throughout South Dakota, on eight reservations and one urban school in Rapid City. A unique component of the GUSD summer programs is the focus on acceleration-based math and science curriculum rather than the traditionally used remediation curriculum. Acceleration-based curriculum provides students with the opportunity to become familiar with concepts that will be presented during the upcoming academic school year. In addition to math and science, students focused on reading, language arts, writing (journaling), and Lakota/Dakota culture. Originally, the middle school summer programs were scheduled for two weeks. However, a majority of the schools offered summer programs that spanned up to 5-weeks.

During the academic year students receive tutoring before-, during-, and after-school in math, science, and language arts. In addition, five middle schools pilot tested the Catapult online after-school tutoring program. This program allows students to receive up to 40 hours of tutoring by a certified online teacher in math or reading.

Middle to high school transition programs:

In 2008, high school site coordinators were appointed by partner high schools and received a 2-day training session on the GUSD freshman transition program. This transition program focuses on implementing teacher lead mentoring and advising activities. In general, the partner high schools that have implemented a full set of transition strategies are observing significant increases in retention of high school freshman. These strategies include dividing incoming freshman into cohort groups and providing them support services that include personal, academic, and career development. Those partner schools that have elected to only implement partial strategies are not having as much success with their freshman students. This is a

significant process that GUSD is observing, as it validates specific strategies in participating schools.

Online academic preparation and ACT/SAT preparation:

All GUSD schools have the ability to provide online academic preparation using Digital Dakota Network (DDN), South Dakota Virtual High School (SDVHS), and Career Cruising systems. DDN increases student access to South Dakota public and private universities, technical education institutions, and high schools; SDVHS offers a variety of high school courses taught by qualified teachers and aligned with state content standards; and the Career Cruising software is a web-based program that assists school guidance counselors and teachers in providing students with career exploration and career options. In addition, the Career Cruising software enables students to build an academic plan to meet their career goals and includes ACT/SAT preparation.

Teacher professional development:

Services provided to teachers include cultural competency training, career planning with Career Cruising, training on how to implement financial aid workshops, introduction to the freshman success model, and training on how to implement a high school transition program. In addition, teachers are trained on the GUSD accelerated summer curriculum.

Objective 2

Objective 2 of the GUSD program is: Increase the rate of high school graduation and participation in post-secondary education of participating students. The key activities to meet this objective are online study skills and college planning, career information and exploration, and team building. In addition, students receive 21st Century Scholar Certificates.

Level of implementation

2005-2006 – Full planning

2006-2007 – Early implementation

2007-2008 – Full implementation

2008-2009 – Full implementation

Online study skills and college planning:

The GUSD program uses Career Cruising software for online study skills and college planning.

Career information and exploration:

The GUSD curriculum utilizes the Career Cruising software to improve student career awareness. Schools also schedule career days and speakers as part of their career information and exploration activities.

Team building activities at middle school summer programs:

Team building activities strengthen GUSD's priority cohort of students, allowing them to become mentors and leaders for each other. A model program is Todd County Middle School's "Cool School" program, which has built on the GUSD summer curriculum. It utilizes a Ropes Course, guided by the school counselor that enables participants to grow at the team and individual levels, exploring risk, and learning leadership, communication, problem solving, and coaching skills.

21st Century Scholar Certificates:

21st Century Scholar Certificates are presented to students at the end of their 8th grade year. The inaugural cohort received their certificates in June of 2008, providing them with much deserved recognition for their accomplishments.

Objective 3

Objective 3 of the GUSD program is: Increase the educational expectations of participating students and parents, as well as student and family knowledge of post-secondary education options, preparation, and financing. The key activities to meet this objective include high school to college transition programs, and information workshops including college access, financial aid, and college planning. Additional services include family activities and college tours.

Level of implementation

2005-2006 – Early planning

2006-2007 – Early planning

2007-2008 – Moderate implementation

2008-2009 – Moderate implementation - High School to College transition activities are in the full planning to early implementation stages; however, the activities will not be fully implemented until 2011.

High school to college transition programs:

GUSD has established a relationship with all six South Dakota Board of Regents colleges, four technical institutions, and three tribal colleges. These relationships allow students

to explore and ultimately choose an optimum path for their post-secondary education. As part of the high school to college transition program, colleges and technical institutes provide parents and students with campus tours, academic advising, and workshops on financial aid and the FASFA form.

Information workshops including college access, financial aid, and college planning:

College faculty, K-12 teachers and counselors, mentors, and guest speakers provide workshops on career options, college access, and financial aid. In addition, GUSD utilizes Career Curising software for college and career planning.

Family activities:

GUSD regional coordinators provide GEAR UP Family Nights at all participating GUSD schools. The GEAR UP Family Nights provide students, parents, teachers, and administrators with information about the GUSD program, summer activities, and financial aid and college planning. GUSD staff has increased student and parent enthusiasm by offering hands-on science experiences at the kick-off events. In addition, GUSD schools have capitalized on school-sponsored events, such as pow-wows, sports, and holiday programs that result in a large turnout of parents, students, and community members. Grandparents, aunts and uncles, in addition to moms and dads, often attended these family events. GUSD ensures that all activities include information on college awareness, and multiple events have included presentations by GUSD regional coordinators, college faculty, and guest speakers on college awareness and financial aid. In addition, GUSD students, parents, teachers, administrators, and community members receive newsletters¹, a GUSD brochure, and personal letters mailed to their homes.² As a public service to the community, KILI radio “Voice of the Lakota Nation” on the Pine Ridge reservation also provides information on upcoming GUSD events.

College tours:

Overall, participating middle schools have visited a wide range of regional institutes of higher education, including South Dakota State University, the University of South Dakota, Oglala Lakota College, Sinte Gleska University, Chadron State College, and Western Dakota Tech. Parents were invited on these campus visits, and were provided with workshops on financial aid, scholarships, and college preparation. While offerings vary, all middle school summer programs have visited the South Dakota School of Mines and Technology GEAR UP Honors program. Here, middle school students were provided with a tour of the campus,

¹ See Appendix B for a copy of the GUSD Newsletter

² Additional information is available on the South Dakota Department of Education website, doe.sd.gov.

academic advising, financial aid planning, and had the opportunity to meet with high school and college mentors. Some middle schools were also able to plan an overnight trip, which allowed students to spend the night in a dorm and experience other aspects of college life. High school seniors from the GEAR UP Honors program have also visited the South Dakota School of Mines and Technology along with five other colleges during the 6-week residential summer program.

Objective 4

Objective 4 of the GUSD program is: Strengthen educational resources and infrastructure at GEAR UP schools. The key activities to meet this objective include increasing traditional and online course offerings in PSAT, SAT, ACT, Pre-algebra, Algebra, Algebra II and other advanced math courses. In addition, this objective endeavors to provide online college preparation via technology and distance learning.

Level of implementation

2005-2006 – Early planning

2006-2007 – Early planning

2007-2008 – Full implementation

2008-2009 – Institutionalized

As a result of GEAR UP, all GUSD schools have the ability to provide online academic preparation using the Digital Dakota Network (DDN), South Dakota Virtual High School (SDVHS), and Career Cruising systems. DDN increases student access to South Dakota public and private universities, technical education institutions, and high schools; SDVHS offers a variety of high school courses taught by qualified teachers and aligned with state content standards; and Career Cruising provides students with career exploration and options, and ACT/SAT preparation. These systems have become institutionalized in the schools and will be sustained after grant funding ends.

Outputs

Tables 4 and 5 below provide student and parent output data regarding participation numbers and the average number of hours each participant received in each category of service. As a note, activity data is unavailable for the 2005-2006 grant year.

Table 4: Student activities, 2006-2009.

	2006-07		2007-08		2008-09	
Number of Students in Cohort	906		2,018		3,667	
Type of Service	# of Students	Average Hrs	# of Students	Average Hrs	# of Students	Average Hrs
Tutoring/homework assistance/academic enrichment	200	36.8	2,018	15.1	3,667	9.1
Computer assisted lab	133	15.2	1,889	20.6	3,667	13.4
Mentoring	59	9	2,018	5.7	3,667	4.3
Counseling/advising/academic planning/career counseling	106	15.9	2,018	7.2	3,667	4.1
College visit/college student shadowing	82	7.3	1,176	5.3	2,191	5.9
Job site visit/job shadowing	3	7	526	5	854	1.3
Educational field trips	147	8.1	1,052	12	1,546	6.6
Workshops	23	16.2	1,738	2.9	2965	3.6
Family events	5	1.4	1,428	5.2	3,667	2.8
Cultural events	23	3.4	1,598	6.2	3,667	3.3
Other	–	–	12	8	–	–

Table 5: Parent activities, 2006-2009.

	2006-07		2007-08		2008-09	
Type of Service	# of Students	Average Hrs	# of Parents	Average Hrs	# of Parents	Average Hrs
Workshops on college preparation/financial aid	22	2.8	1,222	1.6	1,304	2.7
Counseling/advising	3	8	1,209	1.9	894	3.6
College visits	4	3.3	96	17.3	48	3.5
Family events	14	3.4	1,926	3.5	3,368	2.9
Other	–	–	–	–	–	–

Outcome Evaluation

This section focuses on program performance indicators and provides information on current benchmarks. This will identify potential problems in program outcomes and thereby improve service delivery.

Ultimately this section will inform the summative evaluation submitted at the close of the program. The summative evaluation will examine reflective questions: To what extent did the program meet its overall goal? Was the program equally effective for all participants? What components were the most effective? What significant unanticipated impacts did the program have? Is the program sustainable? This review will provide stakeholders with the necessary information to assess the overall impact of the program regarding student, parent, and teacher outcomes. In addition, the summative evaluation will assess systemic change and program sustainability, as well as the incremental impact of specific program activities and the cumulative impact of program components.

Performance Indicators

The outcome evaluation will focus on the four master objectives of the GUSD program:

- Increase the academic performance and preparation for post-secondary education of participating students;
- Increase the rate of high school graduation and participation in post-secondary education of participating students;
- Increase the educational expectations of participating students and parents, as well as student and family knowledge of post-secondary education options, preparation, and financing; and
- Strengthen educational resources and infrastructure at GEAR UP schools.

Performance indicators for each of these objectives will be discussed. Supporting activities, baseline and target data, results, and planned interventions will be reported for each performance indicator.

Objective 1: Increase the academic performance and preparation for post-secondary education of participating students.

Indicator 1.1 Completion of academically challenging curricula: Program participants will successfully complete college preparatory courses in English, math, history, and science.

Performance Indicator: 75% of GEAR UP students will pass one or more mathematics courses in addition to Algebra I, Geometry, and Algebra II, by the time of high school graduation. Indicator will be reported on in 2011.

2005 Baseline	2006 Benchmark	2007 Benchmark	2008 Benchmark	2009 Benchmark	2010 Target	2011 Target
NA	NA	NA	NA	NA	NA	75%

- Supporting Activities: Mentoring and advising (including e-mentoring), tutoring, middle school summer programs, high school summer programs, online academic preparation, and online study skills and college planning.
- Recommendations: No recommendations at this time.

Performance Indicator: 60% of GEAR UP students will pass Algebra I by the end of the 9th grade where it is offered. Indicator will be reported on in 2011.

2005 Baseline	2006 Benchmark	2007 Benchmark	2008 Benchmark	2009 Benchmark	2010 Target	2011 Target
NA	NA	NA	NA	13%	NA	60%

- Supporting Activities: Mentoring and advising (including e-mentoring), tutoring, middle school summer programs, high school summer programs, online academic preparation, and online study skills and college planning.
- Results: 2009 benchmark – 343 students (13%) have completed Algebra 1 by the 9th grade.
- Recommendations: GUSD is working with high schools and students to identify barriers to completing Algebra I.

Performance Indicator: 80% of GEAR UP students will pass one or more science courses in addition to high school biology and chemistry by the time of high school graduation. Indicator will be reported on in 2011.

2005 Baseline	2006 Benchmark	2007 Benchmark	2008 Benchmark	2009 Benchmark	2010 Target	2011 Target
NA	NA	NA	0%	<1%	NA	80%

- Supporting Activities: Mentoring and advising (including e-mentoring), tutoring, middle school summer programs, high school summer programs, online academic preparation, online study skills and college planning, career information and exploration.
- Results: 2009 benchmark – only 1 student has completed an additional science course beyond biology and chemistry.
- Recommendations: GUSD is working with high schools and students to identify available courses and students to identify barriers to completing additional science courses.

Indicator 1.2 Achievement on standardized statewide tests: Program participants will perform at or above grade level on the math and English portions of the DakotaSTEP.

Performance Indicator: The percentage of 8th grade students who perform at or above grade level on the DakotaSTEP Math will increase from 71% to 85%.

2005 Baseline	2006 Benchmark	2007 Benchmark	2008 Benchmark	2009 Benchmark	2010 Target	2011 Target
NA	NA	NA	36%	82%	NA	85%

- Supporting Activities: Mentoring and advising (including e-mentoring), tutoring, middle school summer programs, and online academic preparation.
- Results: 2009 benchmark – 82% of GEAR UP 8th graders performed at or above grade level on the DakotaSTEP in Math.
- Recommendations: There are no recommendations at this time, as the GUSD cohort is very close to reaching its target of 85%.

Performance Indicator: The percentage of 8th grade students who perform at or above grade level on the DakotaSTEP Reading will increase from 62% to 74%.

2005 Baseline	2006 Benchmark	2007 Benchmark	2008 Benchmark	2009 Benchmark	2010 Target	2011 Target
NA	NA	NA	57%	86%	NA	74%

- Supporting Activities: Mentoring and advising (including e-mentoring), tutoring, middle school summer programs, and online academic preparation.
- Results: During the 2008-2009 academic year, 86% of GEAR UP 8th graders performed at or above grade level on the DakotaSTEP in Reading.
- Recommendations: There are no recommendations at this time, as the objective has been met.

Performance Indicator: The percentage of 11th grade students who perform at or above grade level on the DakotaSTEP Math will increase from 51% to 64%. Indicator will be reported on in 2011 when the inaugural 7th grade cohort moves to the 11th grade.

2005 Baseline	2006 Benchmark	2007 Benchmark	2008 Benchmark	2009 Benchmark	2010 Target	2011 Target
NA	NA	NA	NA	NA	NA	64%

- Supporting Activities: Mentoring and advising (including e-mentoring), tutoring, middle school summer programs, high school summer programs, and online academic preparation.
- Recommendations: There are no recommendations at this time.

Performance Indicator: The percentage of 11th grade students who perform at or above grade level on the DakotaSTEP Reading will increase from 70% to 84%. Indicator will be reported on in 2011 when the inaugural 7th grade cohort moves to the 11th grade.

2005 Baseline	2006 Benchmark	2007 Benchmark	2008 Benchmark	2009 Benchmark	2010 Target	2011 Target
NA	NA	NA	NA	NA	NA	84%

- Supporting Activities: Mentoring and advising (including e-mentoring), tutoring, middle school summer programs, high school summer programs, and online academic preparation.
- Recommendations: There are no recommendations at this time.

Objective 2: Increase the rate of high school graduation and participation in post-secondary education of participating students.

Indicator 2.1 Attendance and promotion, high school completion and post-secondary enrollment: Program participants will have high rates of attendance in school, be promoted to the next grade level on time, and successfully complete high school and enroll in post-secondary education programs at increasing rates.

Performance Indicator: 70% of GEAR UP 7th graders will have fewer than five unexcused absences in the second quarter of the academic year.

2005 Baseline	2006 Benchmark	2007 Benchmark	2008 Benchmark	2009 Benchmark	2010 Target	2011 Target
NA	NA	80%	75%	66%	NA	70%

- Supporting Activities: Mentoring and advising (including e-mentoring), tutoring, and middle school summer programs.
- Results: Schools are being more diligent in collecting and reporting this information, which explains the declining trend.
- Recommendations: GUSD will continue to work with schools and students to decrease unexcused absences.

Performance Indicator: 85% of GEAR UP 8th graders, 90% of GEAR UP 9th graders, and 95% of GEAR UP 10th, 11th, and 12th graders will have fewer than five unexcused absences in the first two quarters of the academic year.

2005 Baseline	2006 Benchmark	2007 Benchmark	2008 Benchmark	2009 Benchmark	2010 Target	2011 Target
NA	NA	NA	75% (8 th grade)	67% (8 th grade); 67% (9 th grade)	NA	NA

- Supporting Activities: Mentoring and advising (including e-mentoring), tutoring, middle school summer programs, and high school summer programs.
- Results: Schools are being more diligent in collecting and reporting this information, which explains the declining trend.
- Recommendations: GUSD will continue to work with students to decrease their absences.

Performance Indicator: 85% of GEAR UP 7th graders, 90% of GEAR UP 8th graders, 95% of GEAR UP 9th graders, 95% of GEAR UP 10th graders, and 100% of GEAR UP 11th graders will be promoted on time to the next grade level. 10th grade to be reported in 2010; 11th grade to be reported in 2011; and 12th grade to be reported in 2012.

2005 Baseline	2006 Benchmark	2007 Benchmark	2008 Benchmark	2009 Benchmark	2010 Target	2011 Target
NA	NA	NA	98% (7 th grade); 98% (8 th grade)	98% (7 th grade); 96% (8 th grade); 88% (9 th grade)	NA	NA

- Supporting Activities: Mentoring and advising (including e-mentoring), tutoring, middle school summer programs, high school summer programs, online academic preparation, online study skills and college planning, and career information and exploration.
- Results: This objective has been met for 7th and 8th graders. Although 12% of 9th graders were retained at the beginning of the year, several of these students were

able to complete work and move to the next grade level by the end of the first semester.

- Recommendations: There are no recommendations at this time.

Performance Indicator: 90% of 12th grade GEAR UP students will graduate within four years of entering grade 9. Indicator will be reported on in 2011.

2005 Baseline	2006 Benchmark	2007 Benchmark	2008 Benchmark	2009 Benchmark	2010 Target	2011 Target
NA	NA	NA	NA	NA	NA	90%

- Supporting Activities: Mentoring and advising (including e-mentoring), tutoring, middle school summer programs, middle to high school transition programs, high school summer programs, online academic preparation, ACT/ SAT preparation, online study skills and college planning, and career information and exploration.
- Recommendations: There are no recommendations at this time.

Performance Indicator: The percentage of former GEAR UP students enrolling in college will increase by 5% over June 2005 baseline. Indicator will be reported on post-grant (2012).

2005 Baseline	2006 Benchmark	2007 Benchmark	2008 Benchmark	2009 Benchmark	2010 Target	2011 Target
57%	NA	NA	NA	NA	NA	60%

- Supporting Activities: Mentoring and advising (including e-mentoring), tutoring, middle school summer programs, middle to high school transition programs, high school summer programs, online academic preparation, ACT/ SAT preparation, online study skills and college planning, and career information and exploration.
- Recommendations: There are no recommendations at this time.

Performance Indicator: 60% of GEAR UP students will attain a post-secondary degree or certificate. Indicator to be reported on post-grant (2016).

2005 Baseline	2006 Benchmark	2007 Benchmark	2008 Benchmark	2009 Benchmark	2010 Target	2011 Target
NA	NA	NA	NA	NA	NA	60%

- Supporting Activities: Mentoring and advising (including e-mentoring), tutoring, middle school summer programs, middle to high school transition programs, high school summer programs, online academic preparation, ACT/ SAT preparation, high school to college transition programs, information workshops (including college access, financial aid, and college planning), college tours, online study skills and college planning, and career information and exploration.
- Recommendations: There are no recommendations at this time.

Performance Indicator: The percentage of students submitting post-secondary applications will increase by 5% over the June 2005 baseline. Indicator will be reported on in 2011.

2005 Baseline	2006 Benchmark	2007 Benchmark	2008 Benchmark	2009 Benchmark	2010 Target	2011 Target
23%	NA	NA	NA	NA	NA	5% increase
(Eligible students: 475; applications submitted: 107)						

- Supporting Activities: Mentoring and advising (including e-mentoring), tutoring, middle school summer programs, middle to high school transition programs, high school summer programs, online academic preparation, ACT/ SAT preparation, high school to college transition programs, information workshops (including college access, financial aid, and college planning), college tours, online study skills and college planning, and career information and exploration.
- Recommendations: There are no recommendations at this time.

Performance Indicator: The percentage of students accepted into post-secondary institutions will increase by 5% over the June 2005 baseline. Indicator will be reported on in 2011.

2005 Baseline	2006 Benchmark	2007 Benchmark	2008 Benchmark	2009 Benchmark	2010 Target	2011 Target
107 applications accepted	NA	NA	NA	NA	NA	5% increase

- Supporting Activities: Mentoring and advising (including e-mentoring), tutoring, middle school summer programs, middle to high school transition programs, high school summer programs, online academic preparation, ACT/ SAT preparation, high school to college transition programs, information workshops (including college access, financial aid, and college planning), college tours, online study skills and college planning, and career information and exploration.
- Recommendations: There are no recommendations at this time.

Performance Indicator: The percentage of students taking the ACT exam by the beginning of 12th grade will increase by 10 percentage points over the 2006 baseline. Indicator will be reported on in 2011.

School, and percent of students taking the ACT	2006 Baseline	2007 Benchmark	2008 Benchmark	2009 Benchmark	2010 Target	2011 Target
Crazy Horse Day School	33%	32%	33%	NA	NA	43%
Crow Creek Tribal School	46%	55%	60%	NA	NA	56%
Eagle Butte	No data	33%	35%	NA	NA	43%
Little Wound School	37%	30%	38%	NA	NA	47%
Lower Brule School	13%	13%	70%	NA	NA	23%
Marty Indian School	29%	No data	33%	NA	NA	39%
Pine Ridge School	18%	13%	21%	NA	NA	28%
Smee Wakpala	31%	36%	50%	NA	NA	41%
St Francis Indian School	12%	9%	19%	NA	NA	22%
Takini School	50%	43%	55%	NA	NA	50%
Tiospa Zina Tribal School	8%	5%	62%	NA	NA	18%
Todd County	50%	46%	34%	NA	NA	60%

- Supporting Activities: Mentoring and advising (including e-mentoring), tutoring, middle school summer programs, middle to high school transition programs, high school summer programs, online academic preparation, ACT/ SAT preparation, high school to college transition programs, information workshops (including college access, financial aid, and college planning), college tours, online study skills and college planning, and career information and exploration.
- Recommendations: There are no recommendations at this time.

Performance Indicator: The percentage of 12th grade students who graduate at the end of the academic year will increase from 88% to 95%. Indicator will be reported on in 2011.

2005 Baseline	2006 Benchmark	2007 Benchmark	2008 Benchmark	2009 Benchmark	2010 Target	2011 Target
NA	NA	NA	NA	NA	NA	95%

- Supporting Activities: Mentoring and advising (including e-mentoring), tutoring, middle school summer programs, middle to high school transition programs, high school summer programs, online academic preparation, ACT/ SAT preparation, high school to college transition programs, information workshops (including college access, financial aid, and college planning), college tours, online study skills and college planning, and career information and exploration.
- Results: GUSD is investigating the baseline of 88% that was written into the original grant proposal. This number does not match available data from 2004 – 2006.
- Recommendations: There are no recommendations at this time.

Objective 3: Increase the educational expectations of participating students and parents, as well as student and family knowledge of post-secondary education options, preparation, and financing.

Indicator 3.1 Knowledge of post-secondary education costs, financing, and academic preparation: Program participants and their families will increasingly report having knowledge of post-secondary education costs, available financial aid, and necessary academic preparation for college.

Performance Indicator: By the end of their child's 11th grade year, 75% of parents will self-report they have spoken with someone about college entrance requirements. Indicator will be reported on in 2011.

2007 Baseline	2008 Benchmark	2009 Benchmark	2010 Target	2011 Target
24%	NA	43%	NA	75%

- Supporting Activities: Information workshops (including college access, financial aid, and college planning), family activities, and college tours.
- Recommendations: There are no recommendations at this time.

Performance Indicator: By the end of their child's 11th grade year, 50% of parents will self-report they have spoken with their child about college. Indicator will be reported on in 2011.

2007 Baseline	2008 Benchmark	2009 Benchmark	2010 Target	2011 Target
86%	NA	86%	NA	50%

- Supporting Activities: Information workshops (including college access, financial aid, and college planning), family activities, and college tours.
- Recommendations: There are no recommendations at this time.

Performance Indicator: By the end of their child's 11th grade year, less than 5% of parents will self-report they expect their child to attain a high school diploma or less. Indicator will be reported on in 2011.

2007 Baseline	2008 Benchmark	2009 Benchmark	2010 Target	2011 Target
8%	NA	6%	NA	<5%

- Supporting Activities: Information workshops (including college access, financial aid, and college planning), family activities, and college tours.
- Recommendations: There are no recommendations at this time.

Performance Indicator: 75% of students will self-report they have spoken with someone about college entrance requirements and financial aid by the end of 11th grade. Indicator will be reported on in 2011.

2007 Baseline	2008 Benchmark	2009 Benchmark	2010 Target	2011 Target
40%	NA	67% – College entrance requirements; 54% – Financial aid	NA	75%

- Supporting Activities: Mentoring and advising (including e-mentoring), tutoring, middle school summer programs, middle to high school transition programs, high school summer programs, online academic preparation, ACT/ SAT preparation, high school to college transition programs, information workshops (including college access, financial aid, and college planning), and college tours.
- Recommendations: There are no recommendations at this time.

Performance Indicator: By the end of 11th grade, less than 5% of students will self-report they expect to attain a high school diploma or less. Indicator will be reported on in 2011.

2007 Baseline	2008 Benchmark	2009 Benchmark	2010 Target	2011 Target
10%	NA	14%	NA	<5%

- Supporting Activities: Mentoring and advising (including e-mentoring), tutoring, middle school summer programs, middle to high school transition programs, high school summer programs, online academic preparation, ACT/ SAT preparation, high school to college transition programs, information workshops (including college access, financial aid, and college planning), and college tours.
- Recommendations: There are no recommendations at this time.

Performance Indicator: By the end of 11th grade, 90% of students will self-report they expect to attain some college. Indicator will be reported on in 2011.

2007 Baseline	2008 Benchmark	2009 Benchmark	2010 Target	2011 Target
89%	NA	86%	NA	90%

- Supporting Activities: Mentoring and advising (including e-mentoring), tutoring, middle school summer programs, middle to high school transition programs, high school summer programs, online academic preparation, ACT/ SAT preparation, high school to college transition programs, information workshops (including college access, financial aid, and college planning), online study skills and college planning, career information and exploration, and college tours.
- Recommendations: There are no recommendations at this time.

Performance Indicator: By the end of their child's 12th grade year, 75% of parents will attend a workshop on financial aid. Indicator will be reported on in 2011.

2007 Baseline	2008 Benchmark	2009 Benchmark	2010 Target	2011 Target
NA	NA	NA	NA	75%

- Supporting Activities: Information workshops (including college access, financial aid, and college planning) and college tours.
- Recommendations: There are no recommendations at this time.

Objective 4: Strengthen educational resources and infrastructure at GEAR UP schools.

Indicator 4.1. Increase course offerings, tutors, and mentors to participating schools.

Performance Indicator: The percentage of high schools offering PSAT, SAT or ACT prep courses will increase each year by 5%.

2007 Baseline	2008 Benchmark	2009 Benchmark	2010 Target	2011 Target
62% (8 out of 13 schools)	100% (13 schools)	100% (13 schools)	NA	100% (13 schools)

- Supporting Activities: Traditional and online PSAT, SAT, and ACT prep courses.

- Results: This objective has been met. All GUSD high schools offer ACT/ SAT prep courses.
- Recommendations: There are no recommendations at this time.

Performance Indicator: The percentage of middle schools offering Pre-Algebra to all 7th graders or 8th graders will increase.

2007 Baseline	2008 Benchmark	2009 Benchmark	2010 Target	2011 Target
50% (12 out of 24 schools)	62.5% (15 out of 24 schools)	75% (18 out of 24 schools)	NA	NA

- Supporting Activities: Traditional and online pre-algebra.
- Results: This objective has been met.
- Recommendations: There are no recommendations at this time.

Performance Indicator: The percentage of middle schools offering Algebra to all 8th graders will increase.

2007 Baseline	2008 Benchmark	2009 Benchmark	2010 Target	2011 Target
50% (12 out of 24 schools)	54% (13 out of 24 schools)	58% (14 out of 24 schools)	NA	NA

- Supporting Activities: Traditional and online algebra.
- Results: This objective has been met.
- Recommendations: There are no recommendations at this time.

Performance Indicator: The percentage of high schools offering advanced mathematics (math courses above Algebra II) to all students will increase.

2007 Baseline	2008 Benchmark	2009 Benchmark	2010 Target	2011 Target
71% (10 of 14 schools)	79% (11 of 14 schools)	93% (13 of 14 schools)	NA	NA

- Supporting Activities: Traditional and online advanced math courses.
- Results: This objective has been met.
- Recommendations: There are no recommendations at this time.

Performance Indicator: The percentage of high schools offering Algebra II to all students will increase.

2007 Baseline	2008 Benchmark	2009 Benchmark	2010 Target	2011 Target
86% (12 out of 14 schools)	86% (12 out of 14 schools)	100% (14 out of 14 schools)	NA	NA

- Supporting Activities: Traditional and online Algebra II.
- Results: This objective has been met.
- Recommendations: There are no recommendations at this time.

Performance Indicator: The number of high school mentors and e-mentors participating in the GEAR UP schools will increase by 10% each year.

2007 Baseline	2008 Benchmark	2009 Benchmark	2010 Target	2011 Target
150 students trained	Target: 165 students; Actual: 178 students	Target: 182 students; Actual: 198 students	NA	NA

- Supporting Activities: Mentoring and advising (including e-mentoring), middle school summer programs, middle to high school transition programs, and high school summer programs.
- Results: 198 high school mentors participated in the GUSD program in 2008-09.
- Recommendations: There are no recommendations at this time.

Performance Indicator: The number of college students participating in mentoring and e-mentoring in the GEAR UP schools will increase by 10% each year.

2008 Baseline	2009 Benchmark	2010 Target	2011 Target
22 college students	Target: 24 college students; Actual: 25 college students	28 college students	NA

- Supporting Activities: Mentoring and advising (including e-mentoring), middle school summer programs, middle to high school transition programs, and high school summer programs.
- Recommendations: There are no recommendations at this time.

Performance Indicator: 100% of GEAR UP schools will have the ability to facilitate online college preparatory distance education.

2007 Baseline	2008 Benchmark	2009 Benchmark	2010 Target	2011 Target
83% (20 schools)	100%	100%	NA	100%

- Supporting Activities: Provide online courses and college preparation.
- Results: This objective has been met. 100% of GUSD have the ability to facilitate online college preparatory distance education.
- Recommendations: There are no recommendations at this time.

Supporting student and parent survey data is available in Appendix A. No survey data is available for the 2005-2006 grant year.

Systemic Change and Sustainability

There is no better vehicle for systemic change than legislation that provides dedicated educational focus for the GUSD priority students. Fortunately, South Dakota and governor M. Michael Rounds have accomplished just this. On March 6, 2007, the governor signed the 2010 Education Initiative (2010e), and the included Indian Education Act, into law. Goal five of this six-goal initiative states “by 2010, South Dakota will increase educational outcomes for Native American students” (South Dakota Department of Education, 2006). As such, the GUSD program has become an essential catalyst for achieving the legislation’s objectives.

Within the GUSD program, additional systemic outcomes and activities have been established. Examples are as follows:

- With carryover funds, schools have purchased computer equipment and LCD projectors.
- Schools are adopting the accelerated summer curriculum into the classroom during the academic year.
- The 2010e act requires specific professional development for teachers of the GUSD priority students.
- The careful building of relationships between the tribes and the state is unprecedented in the state of South Dakota, and will be invaluable to the future of education within the state.
- The GUSD program is reconnecting parents, schools, and communities, providing enthusiasm for higher education on the reservations.
- The South Dakota Department of Education procured the Career Cruising software application for all public schools within the state. As part of the GUSD program, the state is also providing this software to tribal schools. This will allow students and parents to continue using this tool throughout the students' secondary education years, regardless of where they attend school in South Dakota.

Additional Program Impacts

Based on anecdotal accounts during one-on-one interviews with program participants and stakeholders, it is evident that students, teachers, and schools receive the greatest impact from the acceleration-based summer programs. The accelerated curriculum allows students to become familiar with lessons and activities that will be presented in the classroom during the upcoming academic year. The change from remediation to acceleration-based curriculum required GUSD coordinators to work with schools to adapt existing summer programs and, in some cases, initiate revolutionary new programs. This is a process that has benefited *all* schools. In an effort to assist in the transition, GUSD has, for example, worked with a group of teachers to develop GEAR UP summer school curriculum that is organized into modularized activities and lessons. The curriculum focuses on math, science, language arts, and career awareness, and is standards-based and culturally relevant. The curriculum was, in fact, so well received by the schools that some modules have been institutionalized and implemented during the academic year. A second program impact has been the benefit teachers receive from professional development on the GUSD accelerated summer curriculum and Career Cruising software.

On the state level, the GUSD program has created a major impact on the education system by building relationships between the South Dakota Department of Education and

reservation schools. This is significant, considering relations between the schools, the tribes, and the Bureau of Indian Affairs are exceedingly complex. In order to ensure an effective process for working with each of the target schools, a great deal of time has also been spent engaging administrators and school boards. These meetings have greatly improved the relationship between the schools and the State Department of Education.

CHALLENGES

Because the GUSD management team understands the importance of communicating with program stakeholders to properly implement and sustain the GEAR UP program, a great deal of time is spent in face-to-face meetings with target schools, principals, and superintendents. In the first year of the grant, it quickly became apparent that the GUSD staff needed to grow to support the program and keep stakeholders focused on GEAR UP goals. In August 2006, GUSD hired three full-time regional coordinators for this purpose. With the increase of 14 high schools in the 2008-2009 grant year, two additional regional coordinators were hired. The regional coordinators are geographically located closely to target schools in order to provide the most effective services to schools, students, and parents. The regional coordinators focus on school-based activities such as GEAR UP Kick-off Nights, mentoring support, community awareness, and school staff training. While the proximity of staff to target schools has been a significant bonus, the wide geographic distribution of schools continues to create its own unique set of challenges for the program as a whole. The 38 schools served by the GUSD grant are dispersed throughout the state, which encompasses an area of over 77,000 square miles.

Through the fourth year of the program, data collection for annual performance reporting continues to be a challenge. Regional coordinators spend up to 50% of their time collecting data on services to students, parents, and teachers, and match documentation.

Other areas of difficulty center on training site coordinators at each of the partner schools. Challenges include:

- How to collect match.
- How GEAR UP fits within the school culture.
- Defining the role of school-level site coordinators.
- Bridging the distance between schools.

To address these difficulties, the following interventions have been instituted:

- The hiring of five regional coordinators, who travel to each school at least once a month to provide individual training to school-level site coordinators, teachers, and administrators.
- Holding school-level site coordinator meetings at least twice per year. Training on match, data collection, and the incorporation of GEAR UP into the school occur at each meeting.
- Encouraging school-level site coordinators to collaborate with each other via email and phone.
- Providing a manual to school-level site coordinators. This manual is regularly updated, and training is provided at the site coordinator meetings for new material.

CONCLUSION

Excitement for the GUSD program continues to grow as students, parents, teachers, administrators, and community members learn more about the innovative activities planned for each summer. With each challenge, the GUSD management team also grows stronger. It has shown a capacity to rise to the occasion and overcome a myriad of complex issues. Management continues to strive toward program sustainability, bridging the diversity of political structures and cultural differences, and encouraging students from generational poverty to become first generation college graduates.

GUSD has made excellent progress in following the approved work plan from the U.S. Department of Education. The program is strong and continues to gain momentum in serving students, parents, and teachers, as well as establishing sustainable activities that create a systemic change within the schools it serves.

TIM JOHNSON
SOUTH DAKOTA

RAPID CITY OFFICE: (605) 341-3900
PO BOX 1098, RAPID CITY, SD 57709

ABERDEEN OFFICE: (605) 226-3440
PO BOX 1554, ABERDEEN, SD 57402

SIOUX FALLS OFFICE: (605) 332-8886
PO BOX 1424, SIOUX FALLS, SD 57101

United States Senate

WASHINGTON, DC 20510-4104

WASHINGTON OFFICE:
136 HART SENATE OFFICE BUILDING
WASHINGTON, DC 20510-4104
(202) 224-5842

TDD: (202) 224-8279

TOLL FREE
1-800-537-0025

E-MAIL: tim@johnson.senate.gov
WEB SITE: <http://johnson.senate.gov>

January 15, 2010

The Honorable Arne Duncan
Secretary
United States Department of Education
400 Maryland Avenue, Southwest
Washington, DC 20202

Dear Secretary Duncan:

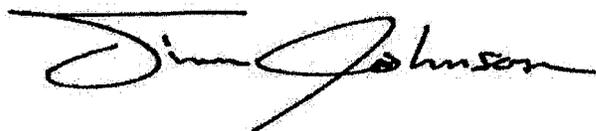
I am writing in regards to South Dakota's Race to the Top Grant application.

Education is the stepping stone to all other success whether on an individual level or as a nation. A well-educated workforce provides the foundation for economic development and future economic stability. If our nation is to continue as an international leader, we must ensure that our future leaders have the educational tools to compete with their peers around the globe. I am pleased that President Obama recognizes this and has made a commitment to invest in education programs.

Overall, schools in South Dakota score well on national assessments. However, there continues to be a great need in Indian Country to overcome pervasive poverty, limited resources and lagging graduation rates. While great strides have been made, we must do more to ensure that the future generations of our first Americans receive a quality standard of education that also respects their cultural heritage. To maintain our standing globally, we must make that promise to all of America's students.

Thank you for your consideration of this request. Should you have any questions, please do not hesitate to contact me or Erin Barry, my Legislative Assistant for education, at (202) 224-5842.

Sincerely,



Tim Johnson
United States Senator

United States Senate

WASHINGTON, DC 20510

January 8, 2010

Secretary Arne Duncan
United States Department of Education
400 Maryland Avenue, SW
Room 7W301, Mail Stop 0100
Washington, DC 20202

Dear Secretary Duncan:

It has come to my attention that the State of South Dakota has applied for funding from the United States Department of Education under the Office of Elementary and Secondary Education's Race to the Top program. I write in support of their application.

As South Dakota and the nation moves forward into the next decade, I believe we must create an environment for entrepreneurship and grow our economy through education, technology, innovation and research. It is important that our educational system has the tools necessary to ensure our children reach their full potential. As you know, schools vary throughout the country and face unique needs and challenges, so our efforts on the federal level must provide some necessary resources and offer flexibility to those at the local level.

I am pleased that South Dakota's application includes a proposal to improve the education of Native American students in the state. As you may know, South Dakota is home to nine tribes of the Great Sioux Nation. These tribes face numerous challenges and I believe that many of these issues must be addressed in new ways. One area of significant concern is the lack of success achieved by our Native American students, whether it be deficient state and national tests results, poor graduation rates, or the below average pursuit of higher education. I am hopeful the state's emphasis on this issue will make a positive impact and provide a better future for our Native American students.

Your thorough review of this application would be greatly appreciated, and I urge you to give it every consideration. Thank you for your time and attention to this matter. Should you have any questions, please contact Benjamin Ready in my office at (605) 334-9596.

Kindest regards,



JOHN THUNE
United States Senator

STEPHANIE HERSETH SANDLIN
AT LARGE, SOUTH DAKOTA

WASHINGTON, DC
331 CANNON HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
PHONE (202) 225-2801
FAX (202) 225-5823

<http://hersethsandlin.house.gov/>



Congress of the United States
House of Representatives

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INDEPENDENCE AND GLOBAL WARMING

January 14, 2010

The Honorable Thomas J. Oster
Secretary
South Dakota Department of Education
700 Governors Drive
Pierre, SD 57501

Dear Secretary Oster:

I am writing in support of the South Dakota Department of Education's application for Race to the Top education grant funding included in the American Recovery and Reinvestment Act (ARRA), which the state would use to create the American Indian Institute for Innovation (AIII) in South Dakota.

ARRA provides \$4 billion in competitive grant funds for states that offer innovative educational reforms that, according to the U.S. Department of Education, will result in "significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, improving high school graduation rates, and ensuring student preparation for success in college and careers." Race to the Top specifically asks states to make these reforms around four core areas: standards and assessments, data systems to track student achievement and growth, recruiting and developing effective teachers, and turning around lowest-achieving schools.

The AIII proposal would establish a residential academy for grades 9-14, focusing primarily on science, technology, engineering, and mathematics (STEM) and health education. The academy will target one of our state's lowest achieving student populations: Native American students. The AIII concept represents the kind of innovative, transformational initiative that the Race to the Top funds are intended to support.

The AIII proposal has the potential to greatly benefit Native American youth. Native American students in South Dakota – particularly those living on reservations – face a unique set of challenges, including high levels of poverty, inadequate law enforcement, poor school infrastructure, and high dropout rates.

SIoux FALLS, SD
326 E. 8TH ST., SUITE 108
SIoux FALLS, SD 57103
PHONE (605) 367-8371
FAX (605) 367-8373

RAPID CITY, SD
343 QUINCY ST., SUITE 102
RAPID CITY, SD 57702
PHONE (605) 394-5280
FAX (605) 394-5282

ABERDEEN, SD
121 FOURTH AVENUE SW, SUITE 1
ABERDEEN, SD 57401
PHONE (605) 626-3440
FAX (605) 626-3441

South Dakota's Race to the Top application proposes to address some of these challenges by setting out a new educational model for Native American students, taking a comprehensive approach that focuses not only on academics but on the cultural and social aspect of the students' lives. The AIII concept is based on the South Dakota Gaining Early Awareness and Readiness for Undergraduate Programs, or GEAR UP, which has a proven track record in helping Native American students across the state increase their academic achievement. Since its inception, 100 percent of the GEAR UP participants have graduated from high school, eighty-seven percent have pursued postsecondary education, and nine percent have joined the military. Of those students pursuing postsecondary education, sixty-five percent have graduated from college or are still enrolled. Importantly, AIII has the support of the Great Plains Tribal Chairmen's Association, which represents all of the tribes in South Dakota, North Dakota, and Nebraska.

As you move forward with this application, I encourage you to continue to reach out and work proactively with all tribes, educational leaders, school districts, and teachers from across the state on further development of this reform proposal. I look forward to continuing to work with you to ensure the academic success of all our students across South Dakota.

Sincerely,

(b)(6)

Stephanie Herseth Sandlin



110 MARYLAND AVE. NE
SUITE 104
WASHINGTON, DC 20002

WEB SITE: www.niea.org
PHONE: (202) 544-7290
FAX: (202) 544-7293
E-MAIL: membership@niea.org

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MISSION

The mission of the National Indian Education Association (NIEA) is to support traditional Native cultures and values; to enable Native learners to become contributing members of their communities; to promote Native control of educational institutions; and to improve educational opportunities and resources for American Indians, Alaska Natives and Native Hawaiians throughout the United States.

The National Indian Education Association, a 501(c)(3) membership-based organization, was founded in 1970.

WWW.NIEA.ORG/MEMBERSHIP

January 14, 2010

Thomas J. Oster
Secretary of Education
South Dakota Department of Education
700 Governors Drive
Pierre, SD 57501-2291

Dear Mr. Oster,

On behalf of the National Indian Education Association, NIEA, the oldest and largest Native organization representing American Indian, Alaska Native, and Native Hawaiian educators, students, parents, education institutions, and tribal governments, I am pleased to express our support for the South Dakota's Race to the Top Fund (RttT) grant application. The educational programming and school reform components that you are proposing to focus on South Dakota's struggling student population are of interest to our organization.

The National Indian Education Association was founded in 1970 to support traditional Native cultures and values, to enable Native learners to become contributing members of their communities, to promote Native control of educational institutions, and to improve educational opportunities and resources for American Indians, Alaska Natives and Native Hawaiians throughout the United States. Since our formation, NIEA has made positive gains in educational achievement despite the continual challenges of reduced and eliminated programs. We are especially pleased to see South Dakota take a sincere interest in increasing the academic achievement of Native students in the state through a curriculum and methodology grounded in Native culture and language.

South Dakota's commitment to work with the American Indian Institute for Innovations (AIII) and develop a 9th grade through the first two years of college residential Science, Technology, Engineering, and Mathematics (STEM) Academy as major effort of the RttT competition will be a significant asset for Native education. Increasing in the number of professionals who have degrees in Science, Technology, Engineering, Math (STEM) and health areas will dramatically improve the quality of the workforce that is available for Tribal Communities.

South Dakota's RttT application to develop a transportable, comprehensive educational model that insures American Indian Tribes are included in a full mutually beneficial partnership to provide quality

educational opportunities for American Indian youth. The STEM educational model has many specific elements and components that can be shared with other schools that work primarily with American Indian students all across the United States. NIEA is committed to supporting the South Dakota RtT application as it is committed to focusing on improving American Indian educational opportunities. If any additional information is needed to support this effort please do not hesitate to inquire.

Sincerely,

(b)(6)

Patricia Whitefoot (Yakama/Dine')
President



BOARD OF REGENTS

306 EAST CAPITOL AVENUE, SUITE 200
PIERRE, SOUTH DAKOTA 57501-2545
(605) 773-3455/FAX (605) 773-5320
<http://www.sdbor.edu/>

OFFICE OF THE EXECUTIVE DIRECTOR

January 5, 2010

Thomas J Oster
Secretary of Education
South Dakota Department of Education
700 Governors Drive
Pierre, SD 57501-2291

Dear Secretary Oster:

The South Dakota Board of Regents is pleased to offer this letter in support of South Dakota's Race to the Top Fund (RttT) grant application. The educational programming and school reform components that are included focus on South Dakota's struggling student populations, topics that are of direct interest to the state's public university system. While the Regental institutions enroll more than 30,000 students at our six campuses, three centers, and through our robust distance education programming, the system has accepted the challenge of increasing the number of graduates which will help meet the needs of the state, region and nation for a better educated workforce.

South Dakota's commitment to work with the American Indian Institute for Innovations (AIII) and develop a 9th grade through the first two years of college residential Science, Technology, Engineering, and Mathematics (STEM) Academy as major effort of the RttT competition is a unique approach to address this critical state need. Increasing the number of professionals who have degrees in Science, Technology, Engineering, Math (STEM) and health areas will dramatically improve the quality of the workforce that is available across South Dakota. More importantly, improving the educational opportunities for the American Indian residents will benefit all citizens of South Dakota.

More importantly, this initiative ties directly with a project the Regental system has underway to markedly increase the number of American Indian students who enroll at one of the public universities and who successfully complete programs and are awarded a degree. This project, sponsored by Ed Trust/NASH, is designed to identify and implement strategies the universities can use to achieve this goal. This effort dovetails in many ways with this proposed program.

The South Dakota Board of Regents is committed to serving as a partner in this project. While the Regental system will provide support as needed, we are committed to implementing the following activities that are seen as important components of the envisioned collaboration:

GOVERNING BOARD FOR

BLACK HILLS STATE UNIVERSITY • DAKOTA STATE UNIVERSITY • NORTHERN STATE UNIVERSITY • SOUTH DAKOTA SCHOOL FOR THE DEAF • SOUTH DAKOTA SCHOOL OF MINES & TECHNOLOGY
SOUTH DAKOTA SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED • SOUTH DAKOTA STATE UNIVERSITY • UNIVERSITY OF SOUTH DAKOTA

Tom Oster
January 6, 2010
Page 2

1. Develop the agreements needed to establish dual admissions procedures which will recognize AIII STEM Academy participants as Regental college students after they graduate from high school.
2. Develop agreements that will articulate AIII coursework with specific programs offered by the Regental institutions.
3. Develop agreements that will provide opportunities for AIII faculty and students to participate in educational outreach programming, undergraduate research opportunities, faculty development, curriculum development, and other similar efforts that are occurring on the Regental campuses.
4. Develop a formal process to coordinate opportunities for undergraduate and graduate students at the Regental Universities to serve as content experts for AIII teachers and partner teachers in South Dakota schools.
5. Provide a technical assistance as needed to AIII staff in support of enrollment management process such as admissions, financial aid, records and other similar higher education student service operations.

On behalf of the Regental system, I am pleased to offer our unqualified support for this partnership which will improve educational opportunities for an underserved population here in South Dakota. If any additional information is needed to support this effort please do not hesitate to contact me at your convenience.

Sincerely,



Jack Warner
Executive Director and CEO
South Dakota Board of Regents



The University of South Dakota

January 15, 2010

Thomas J. Oster
Secretary of Education
South Dakota Department of Education
700 Governors Drive
Pierre, SD 57501-2291

SCHOOL OF EDUCATION
OFFICE OF THE DEAN
414 East Clark Street • Vermillion, SD 57069
605-677-5437 • 605-677-5438 fax
www.usd.edu

Dear Secretary Oster:

The School of Education at The University of South Dakota is in support of South Dakota's Race to the Top Fund (RttT) grant application. The educational programming and school reform components that you are proposing to focus on South Dakota's struggling student population are of interest to our organization. As an organization that trains K-12 classroom teachers, we ensure quality classroom instruction for all the school districts that we serve.

South Dakota's commitment to work with the American Indian Institute for Innovations (Alli) and develop a 9th grade through the first two years of college residential Science, Technology, Engineering, and Mathematics (STEM) Academy as major effort of the RttT competition will be a significant asset in our state. Increasing in the number of professionals who have degrees in Science, Technology, Engineering, Math (STEM) and health areas will dramatically improve the quality of the workforce that is available for Tribal Communities.

A significant effort under the Race to the Top initiative that South Dakota is proposing is focused upon quality school leadership and an increase in the number of quality teachers that are available to serve communities that have the highest need. The University of South Dakota is committed to serving as a partner in this mission. New initiatives at USD related to expanding the pool of quality teachers that serve rural and low performing schools will enhance efforts outlined in the South Dakota's Race to the Top application.

USD has secured two significant teacher preparation focused efforts that would compliment the proposed effort. Recently USD was awarded a significant grant from the Bush Foundation to double the number of teachers that USD School of Education currently produces. The other effort is a partnership over the next five years to improve the retention of teachers that are in rural and low performing schools and to increase the pipeline of teachers that will serve in the same type of schools. USD is committed to leveraging these new efforts to enhance the teacher production efforts outlined in the plan you have shared.

The University of South Dakota is committed to supporting the South Dakota RttT application as it is committed to focusing on improving American Indian educational opportunities. If any additional information is needed to support this effort please do not hesitate to inquire.

Sincerely,

(b)(6)

Rick Melmer, Dean
School of Education

RM/jjg

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

Thomas J Oster
Secretary of Education
South Dakota Department of Education
700 Governors Drive
Pierre, SD 57501-2291

Teach For America • South Dakota gives its full support to South Dakota's Race to the Top Fund (RttT) grant application. There is a significant achievement gap between Native students and their non-Native peers in South Dakota, and we believe that this proposal would provide American Indian students in this state the educational opportunities required to dissolve this disparity.

Teach For America's mission is to build the movement to eliminate educational inequity by enlisting our nation's most promising future leaders in the effort. We do this by building a corps of outstanding recent college graduates of all academic majors who commit two years to teach in urban and rural public schools and become lifelong leaders in ensuring educational equity and excellence for all children. Since 2004, Teach For America • South Dakota has placed over 100 teachers, who have served thousands of American Indian students in the state.

Teach For America has launched a Native Initiative that would provide the proposed American Indian Institute for Innovations (AIII) with highly qualified teachers in the field of science, technology, engineering, and mathematics. As an alternative route to elementary and secondary certification, Teach For America is well-positioned to partner with AIII and provide a robust pipeline of talented and highly effective teachers.

Teach For America would also work closely with AIII to tailor our current training and support programs, so that students are receiving rigorous academic instruction that integrates cultural values and knowledge as defined by the school and community. We believe that our focus on data-driven instruction and our commitment to developing student achievement data systems to measure and improve practice will only serve to strengthen the plan described in South Dakota's proposal.

Teach For America is committed to serving as a partner to dramatically improve the educational opportunities offered to American Indian students, and we believe that South Dakota's Race to the Top application outlines the initiatives necessary to effect such systemic change.

Please do not hesitate to contact me if any additional information is needed to demonstrate our support.

Sincerely,

(b)(6)

Catherine R. Pozniak
Executive Director
Teach For America • South Dakota



AN AMERICORPS PROGRAM

Jan. 4, 2010

Thomas J. Oster
South Dakota Department of Education
700 Governors Drive
Pierre, SD 57501

Dear Secretary Oster:

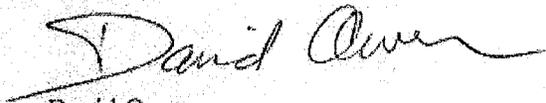
The South Dakota Chamber of Commerce and Industry has identified education as a key driving force of economic development for the future. As such, our organization is deeply vested in making sure that the state's education system – both K-12 and postsecondary – has the resources it needs to prepare our students for the workforce of today and tomorrow.

South Dakota has untapped workforce potential: our American Indian youth. For a variety of reasons, many American Indian students do not perform as well as their peers on state and national assessments. And the graduation rates of these students lag behind their peers as well.

The Race to the Top proposal being forwarded by the South Dakota Department of Education has the potential to change this scenario. It takes an approach that is completely different from what the system is currently doing for Native students. It has a strong focus on STEM and hands-on learning experiences – both of which are attractive to the members of the South Dakota Chamber of Commerce and Industry.

American Indian students who are prepared to study STEM at the postsecondary level would be an asset to the state, the nation and to their tribes.

Sincerely,



David Owen
President

PO Box 190 • 108 N. Euclid Ave.
Pierre, South Dakota 57501-0190
PH. 605.224.8161 • 1.800.742.8112
www.sdchamber.biz

The Voice of South Dakota Business



800 East 21st Street
P.O. Box 5045
Sioux Falls, SD 57117-5045
(605) 322-8000

www.averamckennan.org

Jan. 4, 2010

Thomas J. Oster
South Dakota Department of Education
700 Governors Drive
Pierre, SD 57501

Dear Secretary Oster:

With more than 13,000 physicians, nurses and employees, Avera is South Dakota's largest private employer. As such, we know first-hand about the critical need for trained, professional and compassionate health care workers in South Dakota.

Avera supports the South Dakota Department of Education's Race to the Top application. The proposal calls for an educational program that would provide training in science, technology, engineering and math. This training could lead students to a variety of careers in health care – resulting in potential employees for our organization and other science, technology and math-based organizations across the state.

Furthermore, the proposal calls for targeting a student population that needs attention. As a health ministry rooted in Christian values, we recognize our responsibility as a community to care for those who need assistance. This proposal has the potential to positively impact the state's American Indian student population in innovative and nontraditional ways.

Our organization is interested in developing a relationship with the American Indian Institute for Innovation that would lead to future partnerships and mutual support.

Sincerely,

(b)(6)

Fredrick W. Slunecka, FACHE
Regional President

FWS:lm



1305 W 18TH ST
PO BOX 5039
SIOUX FALLS SD 57117-5039
Phone: (605) 333-1000
www.sanfordhealth.org

Jan. 4, 2010

Thomas J. Oster
South Dakota Department of Education
700 Governors Drive
Pierre, SD 57501

Dear Secretary Oster:

Sanford Health has served the five-state region for more than 110 years -- consistently staying true to its vision of improving the human condition through patient care, education and research.

As a major employer of health care workers in South Dakota, Sanford has a vested interest in advancing educational opportunities in the area of science, technology, engineering and mathematics.

We are also keenly aware of the unique educational challenges that the state's American Indian youth face.

Therefore, we are supportive of the Race to the Top application that is being prepared by the South Dakota Department of Education. Its focus on preparing students for STEM-related careers will help to address the statewide demand for health care workers. And it will provide an opportunity to impact a student population that needs our attention.

Sanford possesses a wealth of expertise, and our organization is interested in developing a relationship with the American Indian Institute for Innovation that would lead to future partnerships and mutual support.

Sincerely,

Dave Link
Sr. Executive Vice President

UNIVERSITY OF CALIFORNIA, BERKELEY
DUSEL PROJECT OFFICE

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

2440 BANCROFT WAY, SUITE 303E, MC 1295
BERKELEY, CA 94704-1295
TEL: 510 642-0147 / FAX: 510 642-2258
KTLESKO@BERKELEY.EDU

January 6, 2010

Thomas J Oster
Secretary of Education
South Dakota Department of Education
700 Governors Drive
Pierre, SD 57501-2291

Dear Mr. Oster,

As Principal Investigators of the proposed Deep Underground Science & Engineering Lab (DUSEL), we enthusiastically support South Dakota's Race to the Top Fund (RttT) proposal to establish the American Indian Institute for Innovations (AIII) Science, Technology, Engineering, and Mathematics (STEM) Academy. The Deep Underground Science and Engineering Lab at Homestake will address the underground needs of all of the major scientific fields included in the NSF solicitation process: particle and nuclear physics, geology, hydrology, geo-engineering, biology, and biochemistry. Homestake is the deepest mine in North America with access to below 8000 feet below ground level, well-suited for experiments that require extremely low cosmogenic backgrounds: in particular, the search for neutrinoless double beta decay and relic dark matter. The Yates formation has well characterized strong rock that can support deep large cavities for very large multipurpose detectors for proton decay and neutrinos from many different natural sources. These large detectors can be used for long baseline neutrino experiments using beams from US accelerator laboratories located at appropriate distances from Homestake. The large number of tunnels, shafts, boreholes, dedicated access and well known patterns of water flow will allow studies of the dynamics of the earth's crust and critical issues of carbon sequestration and rock mechanics over long time scales and many length scales. The dedicated access and the diverse geology at Homestake are well-suited for studies of microbiology and life at extreme depth, temperature and pressure. The DUSEL Project is very much interested in programs that will encourage students to consider a career in science and engineering, and that will prepare a competent and diverse U.S. work force.

South Dakota's commitment to work with the American Indian Institute for Innovations (AIII) and develop a Ninth grade through the first two years of college residential Science, Technology, Engineering, and Mathematics (STEM) Academy as major effort of the RttT competition will be a significant asset in our state. Increasing the number of professionals who have degrees in Science, Technology, Engineering, Math (STEM) and health areas will dramatically improve the quality of the workforce that is available across South Dakota. Focusing on improving the educational opportunities for the American Indian residents will benefit all South Dakotans.

DUSEL is committed to serving as a partner in the RttT and AIII plan. The DUSEL Project proposes to partner in the following manner:

1. Educate students in the process of modern, interdisciplinary science and engineering through research experiences, field trips, and enrichment activities.
2. Support teachers through professional development activities.
3. Learn from the efforts and insights of the AIII Project Leaders.
4. Help to develop enrichment and support activities for students and teachers between AIII and South Dakota Universities.

This partnership will present a unique opportunity to improve educational opportunities for a unique population here in South Dakota. If any additional information is needed to support this effort please do not hesitate to inquire.

Sincerely,

(b)(6)

Kevin T Lesko
Principal Investigator
DUSEL Project Office
UC Berkeley

William M. Roggenthen
Co-Principal Investigator
DUSEL Project Office
SD School of Mines-Tech



Jan. 8, 2010

Thomas J. Oster
South Dakota Department of Education
700 Governors Drive
Pierre, SD 57501

Dear Secretary Oster:

South Dakota has taken to heart the national call for the advancement of science, technology, engineering and math. One place this dedication is clearly evident is at the Sanford Underground Science and Engineering Lab in Lead, SD.

Over the past five years, state and community leaders have provided the leadership, resources and commitment to create an underground research site ideal for experiments in physics, biology, geosciences and engineering.

If funded, the South Dakota Department of Education's Race to the Top application would help to provide the next generation of STEM leaders. The proposal calls for an educational program that focuses on STEM and would prepare students for postsecondary work in these areas. The program also would target a group – American Indian students – whose potential in STEM has not been touched.

We believe the proposal has great merit, and our organization is interested in developing a relationship with the American Indian Institute for Innovation that would lead to future partnerships and mutual support.

Sincerely,

A handwritten signature in black ink, appearing to read "Ron Wheeler", written over a white background.

Ron Wheeler
Executive Director

South Dakota Science and Technology Authority
630 East Summit Street
Lead, South Dakota 57754
605-722-8650

CURRICULUM VITAE and BIOGRAPHY

Stacy Phelps

Work Address:

4733 Capitol Street
Rapid City, SD 57702
Phone: (605) 393-5504
Fax: (605) 721-9924
Email: (b)(6)

Education

- Educational Doctorate, Adult and Higher Education, University of South Dakota, Vermillion, SD, Anticipated Graduation December 2010.
- Master of Science, Computer Educational Technology, Dakota State University, Madison, SD May 2003.
- Bachelor of Science, Mechanical Engineering, South Dakota School of Mines and Technology (SDSM&T), Rapid City, SD. May 1996.

Work Experience

- | | |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| 2008-Present | Chief Executive Officer
American Indian Institute for Innovation
Rapid City, South Dakota |
| 2008-2009 | Senior Program Manager
Mid Central Educational Cooperative
Platte, South Dakota |
| 2006-2009 | Pre-Engineering Workshop Conveyor and Project Coordinator
National Science Foundation and
Salish Kootenai College
Pablo, Montana |
| 2009-Present | American Indian Student Success Study Lead Investigator
South Dakota Board of Regents
Pierre, South Dakota |
| 2005-Present | SD GEAR UP Program Coordinator
Oceti Sakowin Education Consortium
Kyle, South Dakota |
| 2005-2008 | Chair, Math/Science Department
Oglala Lakota College
Kyle, South Dakota |
| 2002-2008 | Tribal Colleges and University Program (TCUP)
Principal Investigator/Program Manager
Oglala Lakota College
Kyle, South Dakota |

- South Dakota Governor Mickelson Award for Academic Excellence.

Stacy Phelps Biography

Page 3 of 3

Throughout his career Mr. Stacy Phelps has developing and implementing educational solutions and expanding partnerships focused on Increasing the number of American Indian students that are prepared to enter and succeed in postsecondary education. Since 1992 Stacy Phelps, has been directing programs that reverse the tragic legacy of failure in education for American Indians. Between 1996 and 2008, Mr. Phelps served as a Program Director, Principal Investigator and Co-Chair of the Math/Science Department at Oglala Lakota College (OLC), Stacy has written, directed, or managed over \$40 million in projects directly targeted at increasing the number of American Indian students that attend college and increasing the number of American Indian professional in STEM disciplines.

In 2009 Stacy was received the *Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring from the Executive Office of the President of the United States*. In 2003, the South Dakota School of Mines and Technology (SDSM&T), Mr. Phelps' undergraduate institution named him as their Outstanding Recent Graduate. He is the youngest person to ever receive this award in both age and time as an alumnus. On April 1, 2008 Mr. Phelps was awarded the 2008 community service award from SDSM&T. For his work and commitment to education South Dakota Governor Michael Rounds appointed Mr. Phelps to the South Dakota Board of Education in April 2008.

During his 12 year tenure Mr. Phelps served as the Project Director and Principal Investigator that managed a consortium of five Tribal Colleges and Universities in South and North Dakota. The consortium focused on developing bachelors level degree opportunities in STEM for American Indians at TCUs. At the conclusion of this endeavor the TCU partners had flourished. Three STEM research centers were constructed on reservations at the TCU's, the development of the first EPA certified Analytical Testing Lab occurred at OLC, over 10 new STEM degree programs to serve Tribal students were implemented, over new 20 classroom facilities to support STEM education were constructed, a 17 site multi-state distance education network was created, and over 50 new reservation based STEM professionals in Tribal communities were graduated from a new established pipeline at the TCU's.

As an undergraduate student in college, Mr. Phelps founded and expanded a summer residential pre-college enrichment program for American Indian youth. The cohort-oriented program targets students and their family beginning in the 8th grade and follows them through four years of high school. Outcomes over the past 17 years of operating this very successful effort are nothing short of astonishing and yielded a transferable model.

The residential, pre-college summer enrichment program, participants are over 90% American Indian. The students come from reservation-based schools that have an average free and reduced lunch rate of over 95%, high school graduation rates of 50%, and college entrance rates of less then 10%. Alumni from the program boast a high school graduation rate of 100%, a college entrance rate of over 87% and 65% of the program alumni have either graduated from college or are still enrolled. Another 9% of the students have entered the military. This longitudinal data demonstrates that in just six-weeks over four successive summers, a systematic community based model can reverse the legacy failures and erase the sense of disparity for young American Indian students. This program has evolved and now serves as the template for South Dakota's Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) and serves over 3000 American Indian students and families across South Dakota.

Over the past few years Mr. Phelps has lead an effort on behalf of the National Science Foundation to develop a national pre-engineering partnership model between Tribal Colleges and Universities regional based mainstream colleges and universities. This effort will focus on increasing the number of American Indian bachelor's level engineers through partnerships with TCU's and mainstream engineering institutions. Recently Mr. Phelps was asked by the South Dakota Board of Regents to develop a baseline study focused on increasing the success rate of American Indian students at six state regental colleges and universities across South Dakota.

PAST Foundation to Team on STEM Programs

Expert anthropologists to Partner on Race to the Top Proposals

Columbus Ohio - December 2, 2009 – After a decade of successfully building STEM innovative educational programs in Ohio, Michigan, Montana, Nebraska, Oklahoma Florida, California, North Carolina, Texas and Virginia and documenting the strengths of thriving STEM schools in Ohio and Texas through ethnographic knowledge capture, PAST Foundation (Partnering Anthropology with Science and Technology) is open and prepared to team with qualified partners on Race to the Top proposals.

The key to the PAST Foundation is a deep understanding of STEM school fundamental systems and design principles. The primary tactics are two-fold; embedding experienced anthropologists throughout the entire STEM development and implementation process to provide ongoing knowledge capture and developing transdisciplinary problem-based programs that optimize content delivery in exciting ways. Anthropology by its very nature looks at the interdependencies of systems within systems. PAST finds the links within cultural, ethnographic, geographic, community and economic systems to create unique learning environments specifically suited to place, culture and time.

By partnering anthropology with science and technology PAST offers a suite of educational services and products that can transform any school, town, region and state. PAST anthropologists understand the need for education to transcend current boundaries and use field experiences, film, digital access and social networking as a new way of learning that enables students, schools, districts and states to access education that motivates students, teachers, parents and communities to rise above current expectations and constraints to achieve greatness.

To this end, PAST in partnership with Metro Early College High School created the PAST/Metro Program Design Center, where the vision of PAST and Ohio's leading STEM High School reach out to schools and districts across the nation. The exceptional track record of students graduating from STEM schools tells the whole story, 100% college and workforce readiness.

PAST assists communities to design education platforms that encompass trans-disciplinary teaching and learning. PAST utilizes ethnographic knowledge capture, innovative scientific bridge programs, project based learning, and emerging school culture to allow students to exceed their goals for the 21st century.

Ten years of successful case studies gives PAST the unique ability to utilize deep experience to benefit Race to the Top projects. PAST invites the world to design, construct and engage in experiences that link learning to life.

Link to the PAST Foundation video (<http://bit.ly/PAST-STEM>) to hear from Principals and Teachers who have worked directly with PAST on STEM schools in Reynoldsburg, Ohio, Metro Early College High School and at the Linden McKinley STEM academy.

Between 2000 and 2010 PAST has:

- Built over 25 STEM Bridge Programs (PreK-20).
- Created the PAST/Metro Design Center.
- Touched over 4,000 students.
- Reached out to students in 21 states and 7 countries.
- Provided graduate and high school internships for over 25 college and high school students.
- Partnered with schools to provide high school students with Social Studies, Biology, Engineering and PE credit as well as collegiate credit for Anthropology, Archaeology, and Biology.
- Became proud partners with Battelle Memorial Institute, the Bill and Melinda Gates Foundation, Metro Early College High School, MC2 STEM High School, Cleveland Design Lab, Linden McKinley High School, Reynoldsburg City School District, Texarkana Morris Elementary School, Princeton High School, Hughes High School, Dayton Regional STEM School, California State Parks, National Park Service, The National Marine Sanctuary Program, National Ocean Partners Program, US Minerals Management, C&C Technologies, Droycon Bioconcepts, the Ohio State University, Texas A&M University, East Carolina University, Nebraska Wesleyan University, University of Alaska, Fairbanks, Montana State University, Bozeman, Rensselaer Polytechnic, Indiana University, Cabrillo College, Napa College.

Bio of Annalies Corbin, Ph.D.

Annalies Corbin is the Executive Director and founder of the PAST Foundation. Under her direction the PAST has successfully emerged as one of the nation's leading developers of PreK-12 bridge programs, STEM teachers professional development and STEM ethnographic knowledge capture. Her ground-breaking STEM bridge program with the Nebraska Zoo School excavating Yellowstone's historic Marshall Hotel earned her the 2001 National Park Service award. Currently, she leads the Ohio STEM Learning Network's Technical Assistance team helping STEM hubs and emerging schools throughout Ohio build sustainable networks and programs. Dr. Corbin received her doctorate from the University of Idaho in History and Historical Archaeology.

Bio of Monica S. Hunter, Ph.D.

Monica Hunter leads all PAST ethnographic studies. As a leading small community ethnographer, Hunter joined PAST bringing insight and understanding to the underlying systems of STEM educational reform. Using ethnographic methods Dr. Hunter led the interdisciplinary anthropology and policy research team that published the *Metro High School: An Emerging STEM Community* study in 2008. Since then she has led teams studying the emerging systems and infrastructure of STEM in Ohio, Texas and North Carolina and New York. Dr. Hunter received her doctorate in Anthropology from University of California, Los Angeles.

Bio of Anne Corscadden Knox, MSc

Anne Corscadden Knox directs all PAST STEM bridge programs. Over the past five years Corscadden Knox has honed the transdisciplinary structure of PAST bridge programs creating and disseminating rigorous and engaging programs that leverage community and involve kids

in solving real world issues. Notable among her programs are *Forensics in the Classroom*, *Growing America*, *Cultural Landscapes* and *Marine Ecology in the Florida Keys*. Corscadden Knox received her Masters in Anthropology from University of Ulster.

Bio of Marcy Raymond, MA

Marcy Raymond is the founding principle of Metro Early College High School in Columbus, Ohio. Since 2005 Raymond has been one of the guiding designers for Ohio's lead demonstration STEM school. Her success in melding public school open enrollment, rigorous problem-based learning and early college access produced a senior class where 59% completed their high school requirements by their third year and are now enrolled in 5-18 credits per quarter in university courses carrying an average grade point of 3.86. Raymond received her Masters in Education at the Ohio State University.

Bio of Sheli Smith, Ph.D.

Sheli Smith directs Operations and Programs at PAST. For over three decades, Smith has been involved in groundbreaking public outreach programs. Since joining PAST, Smith has developed award winning STEM problem based programs including *Garbology*, the Blacklick Watershed (an elementary STEM program), and is the principal author of *Problems, Programs, and Projects: Designing Transdisciplinary Problem/Project-Based Learning*. Smith directs the activities of the Program Design Center and consults with schools and districts in forming innovative partnerships for successful STEM application. Dr. Smith received her doctorate in Anthropology from the University of Pennsylvania.

The PAST/Metro Program Design Center

Created in 2006 as a place to incubate rigorous STEM programs, the Design Center is where teachers, interns, and students come to participate in the design, development, implementation and sustainability of problem-based learning programs. As a partnership between PAST, the College of Education and Human Ecology at The Ohio State University, Metro Early College High School and the Ed Council, the Program Design Center is an excellent training ground and incubator for STEM development.

Link to PAST Foundation video

<http://bit.ly/PAST-STEM>

Link to PAST website

<http://www.pastfoundation.org/index.htm>

Contact:

Annalies Corbin

The PAST Foundation

1929 Kenny Road

Columbus, Ohio 43210

(614) 340-1208

STEM@pastfoundation.org

-END

Section A (2)

Sample MOU

Expanded Budget/Narrative

Northern Plains Tribal Agreement

Letters of Support

Resume: Stacy Phelps

Summary: PAST Foundation

Model Participating LEA Memorandum of Understanding

This Memorandum of Understanding (“MOU”) is entered into by and between the State of South Dakota and _____ (“Participating LEA”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project.

I. SCOPE OF WORK

Exhibit I, the Preliminary Scope of Work, indicates which portions of the State’s proposed reform plans (“State Plan”) the Participating LEA is agreeing to implement. (Note that, in order to participate, the LEA must agree to implement all or significant portions of the State Plan.)

II. PROJECT ADMINISTRATION

A. PARTICIPATING LEA RESPONSIBILITIES

In assisting the State in implementing the tasks and activities described in the State’s Race to the Top application, the Participating LEA subgrantee must:

- 1) Implement the LEA plan as identified in Exhibits I and II of this agreement;
- 2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education (“ED”);
- 3) Post to any website specified by the State or ED, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the Race to the Top grant;
- 4) Participate, as requested, in any evaluations of this grant conducted by the State or ED;
- 5) Be responsive to State or ED requests for information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered;
- 6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.
- 7) Use these funds in a manner that is defined by the State’s Race to the Top application and the MOU

B. STATE RESPONSIBILITIES

In assisting Participating LEAs in implementing their tasks and activities described in the State’s Race to the Top application, the State grantee will:

- 1) Work collaboratively with, and support the Participating LEA in carrying out the LEA Plan as identified in Exhibits I and II of this agreement;
- 2) Timely distribute the LEA’s portion of Race to the Top grant funds during the course of the project period and in accordance with the LEA Plan identified in Exhibit II;
- 3) Provide feedback on the LEA’s status updates, annual reports, any interim reports, and project plans and products; and
- 4) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The State and the Participating LEA will each appoint a key contact person for the Race to the Top grant.
- 2) These key contacts from the State and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.

- 3) State and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
- 4) State and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the Participating LEA.

D. STATE RECOURSE FOR LEA NON-PERFORMANCE

If the State determines that the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the State grantee will take appropriate enforcement action, which could include a collaborative process between the State and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. ASSURANCES

The Participating LEA hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute this MOU;
- 2) Is familiar with the State's Race to the Top grant application and is supportive of and committed to working on all or significant portions of the State Plan;
- 3) Agrees to be a Participating LEA and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded,
- 4) Will provide a Final Scope of Work to be attached to this MOU as Exhibit II only if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe in Exhibit II the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan ") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I) and with the State Plan; and
- 5) Will comply with all of the terms of the Grant, the State's subgrant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, and in consultation with ED.

V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VI. SIGNATURES

LEA Superintendent (or equivalent authorized signatory) - required:

Signature/Date

Print Name/Title

President of Local School Board (or equivalent, if applicable):

Signature/Date

Print Name/Title

Local Teachers' Union Leader (if applicable):

Signature/Date

Print Name/Title

Authorized State Official - required:

By its signature below, the State hereby accepts the LEA as a Participating LEA.

Signature/Date

Print Name/Title

A. EXHIBIT I – PRELIMINARY SCOPE OF WORK

LEA hereby agrees to participate in implementing the State Plan in each of the areas identified below.

Those elements preceded by an asterisk () must be agreed to in order to be considered a participating LEA.*

Elements of State Reform Plans	LEA Participation (Y/N)	Comments from LEA (optional)
B. Standards and Assessments		
(B)(3) Supporting the transition to: *(i) enhanced standards and high-quality assessments		
*(ii) culturally infused STEM curriculum as identified by AIII		
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
*(i) Use of local instructional improvement systems as identified by the state longitudinal data initiative and AIII		
*(ii) Professional development on the collection and use of data		
*(iii) Availability and accessibility of data to researchers		
*(iv) Results of project specific data will be published on the SD STEM network		
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
*(i) Participate in the internationally benchmarked assessments to measure student growth for AIII STEM project based learning		
*(ii) Design and implement evaluation systems as defined by the SD State Fiscal Stabilization Funding requirements		
*(iii) Conduct annual evaluations as defined by the SD SFSF requirements		
*(iv)(a) Use evaluations to inform professional development		
(iv)(b) Use evaluations to inform compensation, promotion, and retention as defined by the State Fiscal Stabilization Funding requirements		
(iv)(c) Use evaluations to inform tenure and/or full certification		
*(iv)(d) Use evaluations to inform course and instruction corrections, as well as staff and administration decisions		
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
All participating LEAs will:		
*(i) Employ teacher teams trained by AIII in STEM project-based instruction		
*(ii) Provide each teacher on the team with a 2-year looping assignments		

Elements of State Reform Plans	LEA Participation (Y/N)	Comments from LEA (optional)
*(iii) Maintain the AIII teaching team in a single building during their 2-year assignment		
(D)(5) Providing effective support to teachers and principals:		
*(i) Quality professional development through AIII in transdisciplinary STEM based learning for teacher cohorts and building principals		
*(ii) Measure effectiveness of professional development through post-project meta-analysis		
E. Turning Around the Lowest-Achieving Schools		
*(E)(2) The lowest-achieving schools will employ teacher teams trained by AIII in STEM project-based instruction for two-year looping assignments (Reference (D)(3) (i-iii))		

For the Participating LEA

For the State

Authorized LEA Signature/Date

Authorized State Signature/Date

Print Name/Title

Print Name/Title

Budget Part I: Summary Budget Table					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$528,000	\$543,840	\$560,155	\$576,960	\$2,208,955
2. Fringe Benefits	\$174,240	\$179,467	\$184,851	\$190,397	\$728,955
3. Travel	\$120,000	\$123,600	\$127,308	\$131,127	\$502,035
4. Equipment	\$10,000				\$10,000
5. Supplies	\$12,000	\$12,000	\$12,000	\$12,000	\$48,000
6. Contractual	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$8,000,000
7. Training Stipends	\$350,000	\$350,000	\$350,000	\$350,000	\$1,400,000
8. Other					
9. Total Direct Costs (lines 1-8)	\$3,194,240	\$3,208,907	\$3,234,314	\$3,260,484	\$12,897,945
10. Indirect Costs*	\$255,539	\$256,713	\$258,745	\$260,839	\$1,031,836
11. Funding for Involved LEAs	\$4,036,217	\$5,314,635	\$6,177,347	\$7,520,506	\$23,048,703
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$7,485,996	\$8,780,254	\$9,670,406	\$11,041,828	\$36,978,485
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	\$14,600,000	\$11,833,333	\$7,777,778	\$2,767,374	\$36,978,485
15. Total Budget (lines 13-14)	\$22,085,996	\$20,613,588	\$17,448,184	\$13,809,202	\$73,956,970

Summary Budget Table

Notes

Personnel shows a 10 member state team to work with STEM across the state.
Fringe is calculated at 33%.
Travel is \$1,000 per month, per employee.
Equipment is to purchase 10 laptops.
Supplies is calculated at \$1,200 per year, per employee.
Contractual is \$2 million per year to support the state ESAs.
Training Stipends is for 1,000 teachers per year to attend the laptop institute.
Funding for the involved LEAs is the money going to AIII school.
The State of SD will establish a team of professionals to work with integrating STEM into the schools in South Dakota.

This budget includes over a 4 year period: salaries and benefits totalling \$2,937,010, travel totalling \$502,035, and equipment and supplies totalling \$58,000.

An additional \$8,000,000 has been put in the budget for the State to disseminate to its ESA structure. The ESAs would be responsible for becoming proficient in assisting schools in transitioning to a project-based STEM learning model. They would then work with assigned school districts on a one on one basis to provide consulting, and staff development services so as to assist schools in making this transition.

Master Budget All	Year 1	Year 2	Year 3	Year 4	Year 5	Totals
Expenditures						
Salaries						
Administration	\$275,000	\$286,000	\$297,440	\$309,338	\$321,711	\$1,489,489
School Operation	\$360,000	\$1,132,550	\$1,505,207	\$2,109,713	\$2,427,804	\$7,535,273
Design Team						\$0
School Outreach	\$250,000	\$260,000	\$270,400	\$281,216		\$1,061,616
Benefits	\$292,050	\$553,922	\$684,105	\$891,088	\$907,340	\$3,328,505
Travel and Transportation						
Administration	\$48,000	\$49,440	\$50,923	\$52,451	\$54,024	\$254,839
School Operation	\$80,000	\$211,079	\$346,499	\$481,989	\$617,552	\$1,737,119
Design Team	\$84,000	\$84,000	\$84,000	\$84,000		\$336,000
School Outreach	\$60,000	\$61,800	\$63,654	\$65,564	\$67,531	\$318,548
Purchased Services						
Administration	\$18,000	\$18,540	\$19,096	\$19,669	\$20,259	\$95,564
School Operation	\$738,500	\$892,322	\$913,459	\$935,232	\$957,661	\$4,437,175
Design Team						\$0
School Outreach	\$1,246,000	\$1,246,000	\$1,246,000	\$1,246,000	\$58,000	\$5,042,000
Supplies and Materials						
Administration	\$28,500	\$29,355	\$30,236	\$31,143	\$32,077	\$151,310
School Operation	\$60,167	\$140,167	\$280,334	\$420,500	\$600,667	\$1,501,835
Design Team	\$8,000	\$8,000	\$8,000	\$8,000		\$32,000
School Outreach	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$375,000
Capital Purchases						
Administration	\$63,000			\$50,000		\$113,000
School Operation	\$332,000	\$214,460	\$216,994	\$339,604	\$222,292	\$1,325,349
Design Team						\$0
School Outreach						\$0
Renovations & Upgrades	\$13,140,000	\$10,650,000	\$7,000,000	\$2,426,419		\$33,216,419
Misc						
Administration	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
School Operation	\$8,000	\$42,000	\$76,000	\$110,000	\$144,000	\$380,000
Design Team						\$0
School Outreach	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
Total Expenditures	\$17,176,217	\$15,964,635	\$13,177,347	\$9,946,925	\$6,515,918	\$62,781,041

Master Budget	Year 1	Year 2	Year 3	Year 4	Year 5	Totals
Revenues						
RTTT	\$4,036,217	\$5,314,635	\$6,177,347	\$7,520,506		\$23,048,703
State of SD					\$1,920,000	\$1,920,000
BIE					\$4,680,000	\$4,680,000
Tribal & School Support	\$13,140,000	\$10,650,000	\$7,000,000	\$2,426,419		\$33,216,419
Other Partners						\$0
Total Revenues	\$17,176,217	\$15,964,635	\$13,177,347	\$9,946,925	\$6,600,000	\$62,865,122

Master Budget	Year 1	Year 2	Year 3	Year 4	Year 5	Totals
Revenues - Expenditures						
Bottom Line	\$0	\$0	\$0	\$0	\$84,082	\$84,082

Organizational Administration AIII	Year 1	Year 2	Year 3	Year 4	Year 5	Totals
Expenditures						
Salaries						
CEO	\$102,500	\$106,600	\$110,864	\$115,299	\$119,911	\$555,173
Superintendent	\$71,250	\$74,100	\$77,064	\$80,147	\$83,352	\$385,913
Development Coordinator	\$71,250	\$74,100	\$77,064	\$80,147	\$83,352	\$385,913
Administrative Assistant	\$30,000	\$31,200	\$32,448	\$33,746	\$35,096	\$162,490
Benefits	\$90,750	\$94,380	\$98,155	\$102,081	\$106,165	\$491,531
Travel	\$48,000	\$49,440	\$50,923	\$52,451	\$54,024	\$254,839
Purchased Services						
Communications	\$11,000	\$11,330	\$11,670	\$12,020	\$12,381	\$58,400
D&O Insurance	\$7,000	\$7,210	\$7,426	\$7,649	\$7,879	\$37,164
Supplies and Materials	\$28,500	\$29,355	\$30,236	\$31,143	\$32,077	\$151,310
Capital Purchases & Leases	\$63,000			\$50,000		\$113,000
Misc						
Dues and Fees	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
Total Expenditures	\$528,250	\$482,715	\$500,850	\$569,682	\$539,236	\$2,620,733

Organizational Administration

Notes

Salaries figured using State data, Minnesota data, and other STEM school information.

Benefits figured at 33%.

Travel is budgeted at \$1,000 per month per employee and includes mileage, per diem, and hotel stays.

Communication is figured at \$100 per month per employee plus a main line and conference line charges.

D&O Insurance is for the Directors and Officers coverage.

Supplies and Materials will include laptops and equipment, copiers, and general office supplies.

Capital Purchases will include the purchase or lease of two administrative vehicles (suburban \$39,000 and car \$24,000).

Dues and Fees will cover association dues and conference registrations and costs.

School Operations All	Year 1	Year 2	Year 3	Year 4	Year 5	Totals
Expenditures						
Salaries						
Business Office	\$107,250	\$149,268	\$153,746	\$198,358	\$204,309	\$812,930
Teachers & Professionals	\$311,000	\$837,880	\$1,119,896	\$1,574,343	\$1,797,174	\$5,640,293
Food Service & Dorm		\$181,200	\$268,436	\$347,489	\$397,114	\$1,194,239
Maintenance	\$31,000	\$76,930	\$79,238	\$149,115	\$193,588	\$529,871
Other	\$18,000	\$36,540	\$37,636	\$38,765	\$39,928	\$170,870
Benefits	\$154,192.50	\$422,999.78	\$547,454.17	\$761,663.29	\$868,597.19	\$2,754,907
Transportation	\$52,000	\$133,079	\$266,159	\$399,239	\$532,319	\$1,382,796
Purchased Services						
Audit	\$13,000	\$13,455	\$13,926	\$14,413	\$14,918	\$69,712
Legal	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$125,000
Teacher Training	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000	\$750,000
Property & Liability Insurance	\$154,500	\$159,135	\$163,909	\$168,826	\$173,891	\$820,261
Utilities	\$240,600	\$280,600	\$289,018	\$297,689	\$306,619	\$1,414,526
Repairs and Maintenance	\$116,000	\$224,000	\$230,720	\$237,642	\$244,771	\$1,053,132
Rentals	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$75,000
Travel	\$28,000	\$78,000	\$80,340	\$82,750	\$85,233	\$354,323
Postage	\$12,200	\$12,566	\$12,943	\$13,331	\$13,731	\$64,771
Advertising	\$12,200	\$12,566	\$12,943	\$13,331	\$13,731	\$64,771
Supplies and Materials						
General Supplies	\$60,167	\$60,167	\$120,334	\$180,500	\$240,667	\$661,835
Learning Tech		\$80,000	\$160,000	\$240,000	\$360,000	\$840,000
Capital Purchases						
Equipment	\$82,000	\$84,460	\$86,994	\$89,604	\$92,292	\$435,349
Technology	\$150,000	\$30,000	\$30,000	\$150,000	\$30,000	\$390,000
Bussing	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$500,000
Misc						
Dues and Fees	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000	\$40,000
Extra Curricular		\$34,000	\$68,000	\$102,000	\$136,000	\$340,000
Total Expenditures	\$1,840,109	\$3,204,845	\$4,039,692	\$5,357,059	\$6,042,882	\$20,484,587

School Operations	Year 1	Year 2	Year 3	Year 4	Year 5	Totals
Business Office Salaries						
CFO	\$67,250	\$69,268	\$71,346	\$73,486	\$75,690	\$357,039
Payroll Clerk	\$20,000	\$40,000	\$41,200	\$42,436	\$43,709	\$187,345
Accounts Payable Clerk				\$40,000	\$41,200	\$81,200
HR	\$20,000	\$40,000	\$41,200	\$42,436	\$43,709	\$187,345
Totals Business Office	\$107,250	\$149,268	\$153,746	\$198,358	\$204,309	\$812,930

School Operations	Year 1	Year 2	Year 3	Year 4	Year 5	Totals
Teachers and Professionals Salaries						
Principal	\$67,000	\$69,010	\$71,080	\$73,213	\$75,409	\$355,712
Math	\$48,000	\$49,440	\$50,923	\$52,451	\$54,024	\$254,839
Math			\$48,000	\$49,440	\$50,923	\$148,363
Math				\$48,000	\$49,440	\$97,440
Math					\$48,000	\$48,000
Science	\$48,000	\$49,440	\$50,923	\$52,451	\$54,024	\$254,839
Science			\$48,000	\$49,440	\$50,923	\$148,363
Science				\$48,000	\$49,440	\$97,440
Science					\$48,000	\$48,000
Language Arts	\$45,000	\$46,350	\$47,741	\$49,173	\$50,648	\$238,911
Language Arts			\$45,000	\$46,350	\$47,741	\$139,091
Language Arts				\$45,000	\$46,350	\$91,350
Language Arts					\$45,000	\$45,000
Soc. Science		\$48,000	\$49,440	\$50,923	\$52,451	\$200,814
Soc. Science			\$48,000	\$49,440	\$50,923	\$148,363
Engineering		\$48,000	\$49,440	\$50,923	\$52,451	\$200,814
Engineering			\$48,000	\$49,440	\$50,923	\$148,363
Technology Integrationist		\$48,000	\$49,440	\$50,923	\$52,451	\$200,814
Design Art		\$45,000	\$46,350	\$47,741	\$49,173	\$188,263
Global Lang			\$45,000	\$46,350	\$47,741	\$139,091
Diversity Coordinator		\$42,000	\$43,260	\$44,558	\$45,895	\$175,712
Economics				\$48,000	\$49,440	\$97,440
Health/Wellness				\$40,000	\$41,200	\$81,200
Media Design				\$40,000	\$41,200	\$81,200
Special Ed		\$40,000	\$41,200	\$42,436	\$43,709	\$167,345

Special Ed				\$40,000	\$41,200	\$81,200
Counselor			\$40,000	\$41,200	\$42,436	\$123,636
Counselor					\$40,000	\$40,000
Intern Cord			\$40,000	\$41,200	\$42,436	\$123,636
STEM Cord	\$48,000	\$49,440	\$50,923	\$52,451	\$54,024	\$254,839
IT	\$40,000	\$41,200	\$42,436	\$43,709	\$45,020	\$212,365
IT				\$40,000	\$41,200	\$81,200
GA's (\$15,000 each)	\$15,000	\$90,000	\$105,000	\$180,000	\$180,000	\$570,000
PE		\$28,000	\$28,840	\$29,705	\$30,596	\$117,142
AD Coaching		\$30,000	\$30,900	\$31,827	\$32,782	\$125,509
School Nurse		\$35,000	\$36,050	\$37,132	\$38,245	\$146,427
Study Hall Monitor				\$22,000	\$22,660	\$44,660
Librarian			\$22,000	\$22,660	\$23,340	\$68,000
Library Asst.			\$18,000	\$18,540	\$19,096	\$55,636
Home & Tribal Cord		\$28,000	\$28,840	\$29,705	\$30,596	\$117,142
Secretary		\$26,000	\$26,780	\$27,583	\$28,411	\$108,774
Secretary				\$26,000	\$26,780	\$52,780
Extra Curr Contracts		\$25,000	\$60,000	\$60,000	\$60,000	\$205,000
Registrar			\$26,000	\$26,780	\$27,583	\$80,363
Totals School Staffing	\$311,000	\$837,880	\$1,119,896	\$1,574,343	\$1,797,174	\$5,640,293

School Operations	Year 1	Year 2	Year 3	Year 4	Year 5	Totals
Dorm & Kitchen Salaries						
Dorm Supervisor		\$28,000	\$28,840	\$29,705	\$30,596	\$117,142
Dorm Counselor		\$18,200	\$18,746	\$19,308	\$19,888	\$76,142
Dorm Recreation		\$18,200	\$18,746	\$19,308	\$19,888	\$76,142
Resident Assistant Boys		\$14,200	\$14,626	\$15,065	\$15,517	\$59,408
Resident Assistant Boys			\$14,200	\$14,626	\$15,065	\$43,891
Resident Assistant Boys				\$14,200	\$14,626	\$28,826
Resident Assistant Boys					\$14,200	\$14,200
Resident Assistant Boys		\$14,200	\$14,626	\$15,065	\$15,517	\$59,408
Resident Assistant Boys			\$14,200	\$14,626	\$15,065	\$43,891
Resident Assistant Boys				\$14,200	\$14,626	\$28,826
Resident Assistant Girls		\$14,200	\$14,626	\$15,065	\$15,517	\$59,408
Resident Assistant Girls			\$14,200	\$14,626	\$15,065	\$43,891

Resident Assistant Girls				\$14,200	\$14,626	\$28,826
Resident Assistant Girls					\$14,200	\$14,200
Resident Assistant Girls		\$14,200	\$14,626	\$15,065	\$15,517	\$59,408
Resident Assistant Girls			\$14,200	\$14,626	\$15,065	\$43,891
Resident Assistant Girls				\$14,200	\$14,626	\$28,826
Dietician		\$30,500	\$31,415	\$32,357	\$33,328	\$127,601
Assistant Cook		\$18,700	\$19,261	\$19,839	\$20,434	\$78,234
Assistant Cook			\$14,200	\$14,626	\$15,065	\$43,891
Assistant Cook				\$14,200	\$14,626	\$28,826
PT Cook		\$10,800	\$11,124	\$11,458	\$11,801	\$45,183
PT Cook			\$10,800	\$11,124	\$11,458	\$33,382
PT Cook					\$10,800	\$10,800
Totals Dorm & Kitchen	\$0	\$181,200	\$268,436	\$347,489	\$397,114	\$1,194,239

School Operations	Year 1	Year 2	Year 3	Year 4	Year 5	Totals
Maintenance Salaries						
Head Custodian	\$31,000	\$31,930	\$32,888	\$33,875	\$34,891	\$164,583
Girls Dorm Custodian		\$22,500	\$23,175	\$23,870	\$24,586	\$94,132
Boys Dorm Custodian		\$22,500	\$23,175	\$23,870	\$24,586	\$94,132
FT Custodian				\$18,500	\$19,055	\$37,555
FT Custodian				\$18,500	\$19,055	\$37,555
FT Custodian				\$18,500	\$19,055	\$37,555
PT Custodian				\$12,000	\$12,360	\$24,360
PT Custodian					\$12,000	\$12,000
PT Custodian					\$12,000	\$12,000
PT Custodian					\$8,000	\$8,000
PT Custodian					\$8,000	\$8,000
Totals Maintenance	\$31,000	\$76,930	\$79,238	\$149,115	\$193,588	\$529,871

School Operations	Year 1	Year 2	Year 3	Year 4	Year 5	Totals
Other Salaries						
Security Guard	\$18,000	\$18,540	\$19,096	\$19,669	\$20,259	\$95,564
Security Guard		\$18,000	\$18,540	\$19,096	\$19,669	\$75,305
Totals Maintenance	\$18,000	\$36,540	\$37,636	\$38,765	\$39,928	\$170,870

School Operations

Notes

Salaries calculated using State data, Minnesota data, and other STEM school information.

Benefits calculated at 33%.

Purchased Services calculated using data from existing school.

Teacher and Professional Salaries calculated using information from the PAST Foundation, State data, Minnesota data, and STEM school info.

Dorm, Kitchen and Maintenance Salaries calculated using information from existing school.

Design Team AIII	Year 1	Year 2	Year 3	Year 4	Year 5	Totals
Expenditures						
Salaries						\$0
Benefits						\$0
Travel	\$84,000	\$84,000	\$84,000	\$84,000		\$336,000
Purchased Services						
PAST Team	\$353,495	\$289,710	\$282,690	\$352,976		\$1,278,871
Research Partners	\$125,000	\$125,000	\$125,000	\$125,000		\$500,000
Supplies and Materials	\$8,000	\$8,000	\$8,000	\$8,000		\$32,000
Capital Purchases						\$0
Misc						
Dues and Fees						\$0
Total Expenditures	\$570,495	\$506,710	\$499,690	\$569,976	\$0	\$2,146,871

Design Team	
Notes	
The design team will exist for a period of four years to get the school up and running.	
Travel includes:	
Design Team (10 people) to visit 4 successful schools per year	\$ 48,000.00
Travel within the State	\$ 36,000.00
Supplies are general office supplies.	

School Outreach AIII Expenditures	Year 1	Year 2	Year 3	Year 4	Year 5	Totals
Salaries						
Regional Coordinators	\$250,000	\$260,000	\$270,400	\$281,216		\$1,061,616
Benefits						\$0
Travel	\$60,000	\$61,800	\$63,654	\$65,564	\$67,531	\$318,548
Purchased Services						
School Support	\$240,000	\$240,000	\$240,000	\$240,000	\$52,000	\$1,012,000
Professional Development	\$500,000	\$500,000	\$500,000	\$500,000		\$2,000,000
Contracted PD	\$250,000	\$250,000	\$250,000	\$250,000		\$1,000,000
Contracted PD	\$250,000	\$250,000	\$250,000	\$250,000		\$1,000,000
Communications	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$30,000
Supplies and Materials	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$375,000
Capital Purchases						\$0
Misc						
Dues and Fees	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
Total Expenditures	\$1,636,000	\$1,647,800	\$1,660,054	\$1,672,780	\$205,531	\$6,822,164

School Outreach
Notes

Regional Coordinators 5 @ \$50,000 each.
Travel is budgeted at \$1,000 per month per person.
Communications is calculated at \$100 per month per person.
School Support is paid to the schools to do activities.
Contracted PD will be paid to contractors (in addition to ESA personnel) to do professional development activities with the school and with schools across the state.

Renovations AIII

Notes

\$9,700,000 Dorm Renovations

Update and remodel current facilities to convert to quad style housing.

\$6,200,000 Classroom Renovations

Renovation of current classrooms to include smart and advanced technology.

\$17,316,419 Physical Plant Renovations

Update current physical plan to include geothermal, solar, and wind energy.

\$33,216,419 Total

Year 1 Renovation of first dorm building, updates to physical plant, and start classroom updates.

Year 2 Finish renovations on second dorm building and classrooms.

Years 3 & 4 Finish geothermal, solar and wind farm activities.

Revenues All	Year 1	Year 2	Year 3	Year 4	Year 5	Totals
RTTT	\$4,036,217	\$5,314,635	\$6,177,347	\$7,520,506		\$23,048,703
State of SD					\$1,920,000	\$1,920,000
Other Partners					\$4,680,000	\$4,680,000
Prof Dev, Data Collection, and res	\$13,140,000	\$10,650,000	\$7,000,000	\$2,426,419	\$0	\$33,216,419
Other Partners						\$0
Total Revenues	\$17,176,217	\$15,964,635	\$13,177,347	\$9,946,925	\$6,600,000	\$62,865,122

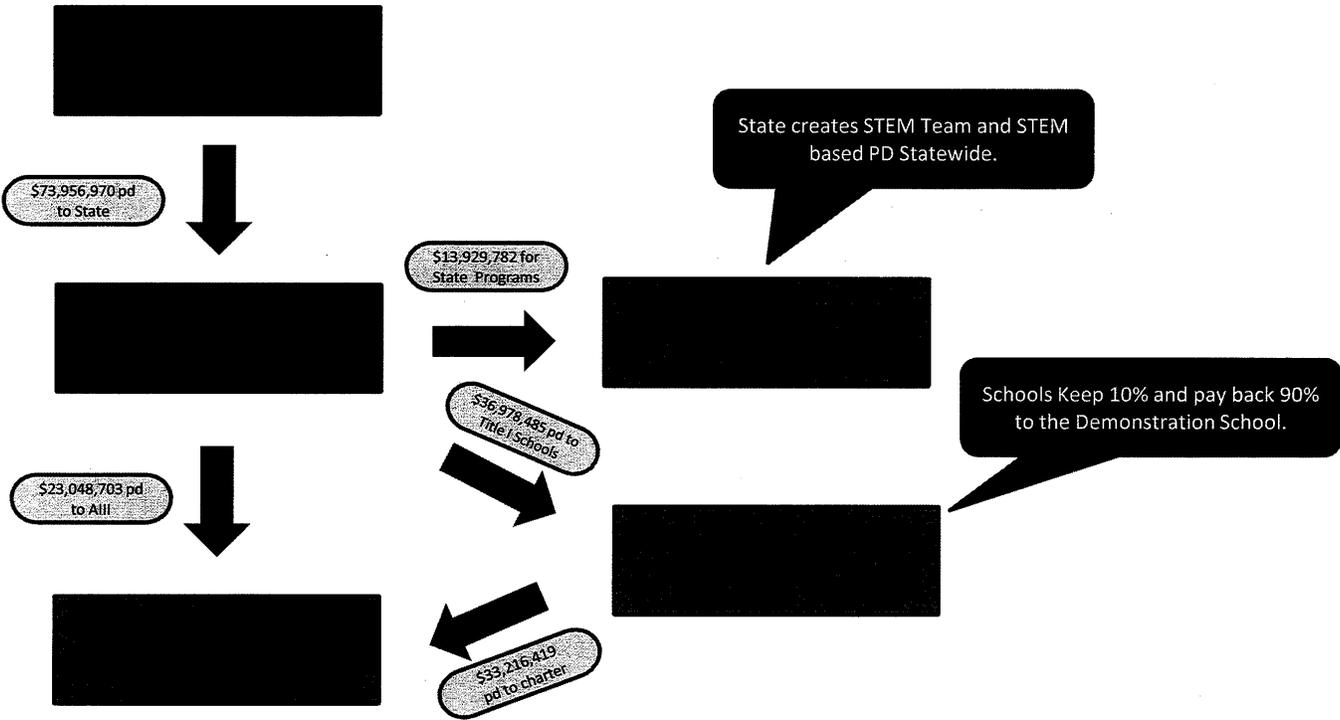
Revenues	Year 1	Year 2	Year 3	Year 4	Year 5	Totals
RTTT						
RTTT from the State	\$4,036,217	\$5,314,635	\$6,177,347	\$7,520,506		\$23,048,703

Revenues	Students	ADM Amount	Totals
State of SD			
Year 5	400	\$ 4,800	\$ 1,920,000

Revenues	Students	ADM Amount	Totals
BIE			
Year 5	300	\$ 15,600	\$ 4,680,000

Revenues	Year 1	Year 2	Year 3	Year 4	Year 5	Totals
Tribal & School Support						
Professional Development	\$13,140,000	\$10,650,000	\$7,000,000	\$2,426,419		\$33,216,419
Totals	\$13,140,000	\$10,650,000	\$7,000,000	\$2,426,419	\$0	\$33,216,419

Race to the Top Grant Funding



PAST Foundation - budget proposal for the South Dakota RttT

Project Summary

	Year One	Year Two	Year Three	Year Four
AIII School Design Consulting	\$ 109,000.00	\$ 95,500.00	\$ 84,000.00	\$ 94,000.00
Professional Development	\$ 73,000.00	\$ 57,550.00	\$ 57,550.00	\$ 43,250.00
Ethnography/Research	\$ 145,310.00	\$ 115,200.00	\$ 120,200.00	\$ 189,580.00
Project Subtotal	\$ 327,310.00	\$ 268,250.00	\$ 261,750.00	\$ 326,830.00
Clerical and IDC (@ 8%)	\$ 26,184.80	\$ 21,460.00	\$ 20,940.00	\$ 26,146.40
Yearly Totals	\$ 353,494.80	\$ 289,710.00	\$ 282,690.00	\$ 352,976.40

Key:

AC = Annalies Corbin

SOS = Sheli Smith

MH = Monica Hunter

A. Corscadden = Anne Corscadden

GA = Graduate Assistant

GRA = Graduate Research Assistant

PAST Foundation DRAFT budget proposal for the South Dakota RttT Project

Detail	Number/days	Rate	Total	Notes
Year 1 (June 2010 - June 2011)				
AIII School Design Consulting				
Faculty and staff hiring (April - August)	16	\$ 1,000.00	\$ 16,000.00	
Sept-May	45	\$ 1,000.00	\$ 45,000.00	
Industry Workshop facilitation	4	\$ 1,000.00	\$ 4,000.00	
Higher Ed Workshop facilitation Design and Development of Graduate Fellows program (University negotiation, requirements, etc...)	10	\$ 1,000.00	\$ 10,000.00	
Ground transportation			\$ -	Center to take care of
Travel (airfare, accomodations, perdiem) for 2 PAST team members for PD and School Design from OH to SD - 1 trip per month	24	\$ 1,000.00	\$ 24,000.00	
School Design Subtotal			\$ 109,000.00	
Professional Development				
PD in Project Based Design with AIII teaching team	14	\$ 1,000.00	\$ 14,000.00	this assumes housing and meals are provided at the school
PD with Core and Round One Teach for America Teams	28	\$ 1,000.00	\$ 28,000.00	this assumes housing and meals are provided at the school

PD for LEA High and Middle School/AIII core team programs at AIII	7	\$	1,000.00	\$	7,000.00	this assumes housing and meals are provided at the school
PD for LEA Elementary Schools/AIII core teams @ LEA school locations x 6 schools	18	\$	1,000.00	\$	18,000.00	
Site visits for Teach for America teams with AIII Core	6	\$	1,000.00	\$	6,000.00	
PD Materials		\$	1,000.00			
Professional Development						
Subtotal				\$	73,000.00	

Ethnography/Research

Conduct a set of regional dialogues held at the nine reservations across the state. The focus of these regional dialogues will be

Reservation Dialogues and analysis	9	\$	5,000.00	\$	45,000.00	Nine reservations - 1/2 day dialog, analysis and write-up
Regional LEA Community Dialogues and analysis	5	\$	5,000.00	\$	25,000.00	Five LEA regions - 1/2 day dialog, analysis and write-up
Ethnography observers (grad students for summer session)	3	\$	8,000.00	\$	24,000.00	3 GAs for the full summer

Teach for America Program

Interviews w/ TFA program officers and key personnell	2	\$	1,000.00	\$	2,000.00	
Interviews with current TFA placed at the 4 reservations to date	5	\$	1,000.00	\$	5,000.00	
Interviews with TF/AIII incoimg cohort through PD process	5	\$	1,000.00	\$	5,000.00	
Transcription				\$	1,250.00	5 hour long interviews x 5 hours per for Tigerfish transcription x \$50/hr
Recommendations for cultural component of teach for America						Processing interviews and writing up recommendations for suggested modifications to the TFA cultural program components.
Training program	5	\$	1,000.00	\$	5,000.00	

In-state travel and perdiem		\$	-	This covers the reservation and LEA regional dialogues
Van rental and fuel (one month)		\$	-	Provided by Center. for nights away from the dorm facilities at the school- ethnographic team will reside at the AllI facility on all non travel days for aprox. 1 month
Hotel (3 rms x 21 nights x \$90/night)		\$	5,670.00	
perdiem (21 days x 4 people x \$35/day)		\$	2,940.00	for travel days away from the school - this assumes meals are avialble at the school on non travel days
M. Hunter air travel to SD from CA	4	\$	1,000.00	\$ 4,000.00 Up to 4 trips in year one as needed
Misc (phone, printing, mail, supplies)		\$	2,000.00	\$ 2,000.00
Live Scribe's (5 units)	5	\$	250.00	\$ 1,250.00
Laptop rental	1	\$	1,200.00	\$ 1,200.00
Research Assistance (GA Fall and Spring Semester)	2	\$	8,000.00	\$ 16,000.00
Ethnographic Knowledge Capture Subtotal				\$ 145,310.00
Project Subtotal		\$		327,310.00
Clerical and IDC (@ 8%)		\$		26,184.80
Year one total				\$ 353,494.80

Year 2 (June 2011 - June 2012)

Detail	Number/days	Rate	Total	Notes
AIII School Design Consulting				
School Design Consulting (focus in year two on assessment and data collection)	45	\$ 1,000.00	\$ 45,000.00	
Ground transportation				Provided by Center
Orientation - 2 weeks STEM Bridge and prep - (PAST - A. Corscadden)	30	\$ 350.00	\$ 10,500.00	
Design of Summer Bridge options (A. Corscadden)	30	\$ 350.00	\$ 10,500.00	
Orientation and Bridge design - travel (A. Corscadden)	3	\$ 1,000.00	\$ 3,000.00	
Travel (airfare, accommodations, per diem) for 2 PAST team members for PD and School Design from OH to SD - 12 trips	24	\$ 1,000.00	\$ 24,000.00	
Misc (phone, printing, mail, supplies)		\$ 2,500.00	\$ 2,500.00	
School Design Subtotal			\$ 95,500.00	
Professional Development				
Summer: AIII Core + year 2 teachers + year one Teach for America teams (1 week x 2 PAST)	14	\$ 1,000.00	\$ 14,000.00	
Summer: AIII Teach for America year 2 teams (1 wk x 2 PAST)	14	\$ 1,000.00	\$ 14,000.00	

Dec: all hands PD (AIII and all Teach for America) (1 wk x 2 PAST)	14	\$	1,000.00	\$	14,000.00
May: all hands PD (AIII and all Teach for America) (1 wk x 2 PAST)	14	\$	1,000.00	\$	14,000.00
PD Materials (PBL Booklets)		\$	800.00	\$	800.00
PD Misc. Supplies		\$	750.00	\$	750.00
PD Subtotal				\$	57,550.00

Ethnography/Research

Conduct an ethnographic study of the school, "American Indian Institute for Innovation" (AIII). The purpose of the study will be to All School Community study

In-school interviews (Hunter - 3 - 2wk sessions)	42	\$	1,000.00	\$	42,000.00
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Anthro Grad Student fellowship (fall and spring semester)	3	\$	8,000.00	\$	24,000.00	assumes a rate of \$24,000 per three semester year and housing and meals provided at the school - this GA will be in-house at AIII all year as a full-time on the ground PAST GA
Analysis and report prep	20	\$	1,000.00	\$	20,000.00	
Research Assistance (GA Fall, Spring, Summer Semester)	3	\$	8,000.00	\$	24,000.00	
Travel - M. Hunter CA-SD x 3 trips	3	\$	1,000.00	\$	3,000.00	
Laptop Rental	1	\$	1,200.00	\$	1,200.00	
Misc (phone, printing, mail, supplies)		\$	1,000.00	\$	1,000.00	
Ethno Knowledge Capture subtotal				\$	115,200.00	

Project Subtotal				\$	268,250.00
Clerical and IDC (@ 8%)				\$	21,460.00

Year two total \$ 289,710.00

Year 3 (June 2012 - June 2013)

Detail	Number/days	Rate	Total	Notes
AIII School Design Consulting				
School Design Consulting (focus on internships, externships, student centric research)	45	\$ 1,000.00	\$ 45,000.00	
Travel (airfare, accomodations, perdiem) for 2 PAST team members for PD and School Design from OH to SD -7 trips	14	\$ 1,000.00	\$ 14,000.00	
Ground transportation				Covered by Center
Orientation - 2 weeks STEM Bridge and prep - (PAST - A. Corscadden)	30	\$ 350.00	\$ 10,500.00	
Design of Summer Bridge options (A. Corscadden)	30	\$ 350.00	\$ 10,500.00	
Orientation and Bridge design - travel (A. Corscadden)	3	\$ 1,000.00	\$ 3,000.00	
Misc (phone, printing, mail, supplies)		\$ 1,000.00	\$ 1,000.00	
School Design Subtotal			\$ 84,000.00	
Professional Development and School Design				
Summer: AIII Core + year 3 teachers + year one Teach for America teams (1 week x 2 PAST)	14	\$ 1,000.00	\$ 14,000.00	
Summer: AIII Teach for America year 2 teams (1 wk x 2 PAST)	14	\$ 1,000.00	\$ 14,000.00	

Dec: all hands PD (AIII and all Teach for America) (1 wk x 2 PAST)	14	\$	1,000.00	\$	14,000.00
May: all hands PD (AIII and all Teach for America) (1 wk x 2 PAST)	14	\$	1,000.00	\$	14,000.00
PD Materials (PBL Booklets)		\$	800.00	\$	800.00
PD Misc. Supplies		\$	750.00	\$	750.00

PD Subtotal \$ 57,550.00

Ethnography/Research

Conduct an ethnographic study of selected STEM teacher training and professional development programs in South

M.Hunter - field work and interviews in SD	20	\$	1,000.00	\$	20,000.00
M.Hunter - 40 days writeup/analysis	40	\$	1,000.00	\$	40,000.00

Anthro Graduate Student Fellow (GA Fall, Spring and Summer) + 1 additional summer GA for field work	4	\$	8,000.00	\$	32,000.00	GA's for Summer Field work and In-house at AIII as in year two
Research Assistance (GA Fall, Spring, Summer Semester)	3	\$	8,000.00	\$	24,000.00	
Travel - M. Hunter and RGA CA-SD x 1 trips	2	\$	1,000.00	\$	2,000.00	
Laptop rental	1	\$	1,200.00	\$	1,200.00	
Misc (phone, printing, mail, supplies)		\$	1,000.00	\$	1,000.00	
Ethno Knowledge Capture subtotal				\$	120,200.00	

Project Subtotal \$ 261,750.00
 Clerical and IDC (@ 8%) \$ 20,940.00

Year Three total \$ **282,690.00**

Year 4 (June 2013 - June 2014)

Detail	Number/days	Rate	Total	Notes
AIII School Design Consulting				
School Design Consulting (focus on scale up for year school year 13 and 14)	45	\$ 1,000.00	\$ 45,000.00	
Travel (airfare, accomodations, perdiem) for 2 PAST team members for PD and School Design from OH to SD -12 trips	24	\$ 1,000.00	\$ 24,000.00	Covered by Center
Ground transportation Orientation - 2 weeks STEM Bridge and prep - (PAST - A. Corscadden)	30	\$ 350.00	\$ 10,500.00	
Design of Summer Bridge options (A. Corscadden) Orientation and Bridge design - travel (A. Corscadden)	30	\$ 350.00	\$ 10,500.00	
Misc (phone, printing, mail, supplies)	3	\$ 1,000.00	\$ 3,000.00	
		\$ 1,000.00	\$ 1,000.00	
School Design Subtotal			\$ 94,000.00	

Professional Development

Summer: all hands PD (AIII and all Teach for America) (1 wk x 2 PAST)	14	\$	1,000.00	\$	14,000.00
Dec: all hands PD (AIII and all Teach for America) (1 wk x 2 PAST)	14	\$	1,000.00	\$	14,000.00
May: all hands PD (AIII and all Teach for America) (1 wk x 2 PAST)	14	\$	1,000.00	\$	14,000.00
PD Materials (PBL Booklets)		\$	500.00	\$	500.00
PD Misc Supplies		\$	750.00	\$	750.00
PD Subtotal				\$	43,250.00

Ethnography/Research

Conduct an ethnographic community study at the South Dakota Reservations to understand how the STEM education program benefits

Reservation Dialogues	9	\$	5,000.00	\$	45,000.00	
Reservation Focus Groups	9	\$	5,000.00	\$	45,000.00	
Ethnography observers (grad students for summer session)	2	\$	8,000.00	\$	16,000.00	2 GAs for the full summer
Ethnography GA for Fall and Spring	2	\$	8,000.00	\$	16,000.00	1 GA @ AIII Fall and Spring as seen in note in Year Two
Dialogue and Focus Group Analysis and reporting	30	\$	1,000.00	\$	30,000.00	
In-state travel and perdiem						This covers the reservation dialogues and focus groups
Car rental		\$			-	Center to cover
Hotel (3 rms x 18 nights x \$90/night)		\$			4,860.00	for nights away from the dorm facilities at the school

perdiem (18 days x 4 people x \$35/day)			\$	2,520.00	for travel days away from the school - this assumes meals are available at the school on non travel days
M. Hunter and RGA air travel to SD from CA	4	\$	1,000.00	\$	4,000.00
Laptop rental	1	\$	1,200.00	\$	1,200.00
Misc (phone, printing, mail, supplies)		\$	1,000.00	\$	1,000.00
Research Assistance (GA Fall, Spring and Summer Semester)	3	\$	8,000.00	\$	24,000.00
Ethno Knowledge Capture subtotal				\$	189,580.00
Project Subtotal				\$	326,830.00
Clerical and IDC (@ 8%)				\$	26,146.40
Year four total				\$	352,976.40

GREAT PLAINS TRIBAL CHAIRMAN'S ASSOCIATION

Chairman

Ron His Horse Is Thunder, SRST

Secretary

Myra Pearson, SLT



Vice-Chairman

Robert Cournoyer, YST

Treasurer

Joseph Brings Plenty, CRST

1926 Stirling St, Rapid City, SD 57702 - Phone: 605-484-3036 Fax: 605-343-3074

Resolution No. 04-02-20-09

GREAT PLAINS TRIBAL CHAIRMAN'S ASSOCIATION (GPTCA)

The Great Plain Tribal Chairman's Association (GPTCA) supports the development of the American Indian Institute for Innovation's year-round, residential school emphasizing Science, Technology, Engineering, Math (STEM) and Health for American Indians students from beginning high school through the first two years of college.

WHEREAS, the Great Plains (formerly Aberdeen Area) Tribal Chairman's Association (GPTCA) is composed of the elected Chairs and Presidents of the 16 Sovereign Indian Tribal Nations recognized by Treaties with the United States that are within the Great Plains Region of the Bureau of Indian Affairs; and

WHEREAS, the GPTCA was formed to promote the common interests of the Sovereign Indian Tribal Nations and their members of the Great Plains Region which comprises the states of North Dakota, South Dakota, and Nebraska; and

WHEREAS, the United States has obligated itself through Treaties entered into with the Sovereign Tribes and Nations of the Great Plains Region and through its own federal statutes, Laws, the Constitution, international law and well articulated policies; the United States has pledged to protect Indian Tribes, guarantee the right of Tribal self-government, protection and safety, and to promote the viability of Indian reservations and lands as permanent homelands for Indian Tribes, and

WHEREAS, the GPTCA recognizes that antiquated public infrastructure in Tribal Communities hinders the overall expansion and development in the areas of alternative energies, natural resources management, economic development, health care, education, and the expansion of Tribal Sovereignty; and

WHEREAS, the GPTCA recognizes the need to develop new partnerships that focus on innovative solutions to increase the number of American Indian professionals in the areas of Science, Technology, Engineering, Math (STEM) and health that serve Tribal Communities; and

WHEREAS, the American Indian Institute for Innovation (AIII) has developed a Replicable educational model for a pre-eminent year-round residential school focused on Science, Technology, Engineering, Math (STEM), and health oriented curriculum; and

WHEREAS, AIII will engage future leaders in a beginning high school years through the first two years of college with a rigorous curriculum and relevant real-world experiences, driven by an educational paradigm which stresses self, family, culture, community and place in the global community; and

WHEREAS, AIII will establish partnerships with Tribal communities focused on Supporting their students who attend the AIII STEM and Health focus Academy through mentoring, internship and research experiences and cultural guidance; and

WHEREAS, AIII will establish partnerships with feeder schools, mainstream higher education institutions and national research labs to stimulate an interest in the fields of science, technology, engineering, math and health; and

NOW, THEREFORE, BE IT RESOLVED, that the GPTCA supports the American Indian Institute for Innovation and it associated partners' proposal to create a science, technology, engineering, math, and health oriented residential academy; and

BE IT FURTHER RESOLVED, that the GPTCA support AIII's innovative plan to increase the number of American Indian professionals with expertise in science, technology, engineering, math, and health who have a sense of service to their Tribal Communities; and

BE IT FINALLY RESOLVED, that this Resolution shall be the official position of the GPTCA unless it subsequently shall be withdrawn or amended.

CERTIFICATION

This resolution was enacted at a duly called meeting of the Great Plains Tribal Chairman's Association held at Rapid City, South Dakota on February 20, 2009 at which a quorum was present, with 13 members voting in favor, 0 members opposed, 0 members abstaining, and 3 members not present.

Dated this 20th day of February, 2009.

ATTEST:

(b)(6)

Myra Pearson, Chairperson, Spirit Lake Sioux Tribe
Secretary,
Great Plains Tribal Chairman's Association

(b)(6)

**Ron His Horse Is Thunder, Chairman, Standing Rock Sioux Tribe
Great Plains Tribal Chairman's Association**

Section A (3)

Raw Data

NAEP 2003-2009

Dakota STEP Test 2003-2009

National Center for Education Statistics (NCES)

Institute of Education Sciences (IES)

National Assessment of Educational Progress (NAEP)

This report was generated using the State Profiles. <http://nces.ed.gov/nationsreportcard/states/>

Summary of NAEP results for **South Dakota**

Subject	Grade	Year	Average Scale Score		Achievement Level		
			State Avg./SE	National Public Avg./SE	At or above Basic Pct./SE	At or above Proficient Pct./SE	At Advanced Pct./SE
Mathematics	4	2009	242(0.5)	239(0.2)	86(0.9)	42(1.1)	5(0.5)
		2007	241(0.7)	239(0.2)	86(1.0)	41(1.1)	4(0.5)
		2005	242(0.5)	237(0.2)	86(0.8)	41(1.3)	4(0.4)
		2003	237(0.7)	234(0.2)	82(1.0)	34(1.3)	3(0.4)
	8	2009	291(0.5)	282(0.3)	83(0.7)	42(1.1)	7(0.5)
		2007	288(0.8)	280(0.3)	81(1.0)	39(1.5)	7(0.6)
		2005	287(0.6)	278(0.2)	80(0.8)	36(1.0)	6(0.7)
		2003	285(0.8)	276(0.3)	78(1.3)	35(1.1)	5(0.5)
Reading	4	2007	223(1.0)	220(0.3)	71(1.2)	34(1.6)	7(0.8)
		2005	222(0.5)	217(0.2)	70(1.1)	33(1.3)	6(0.7)
		2003	222(1.2)	216(0.3)	69(1.4)	33(1.3)	7(0.7)
	8	2007	270(0.7)	261(0.2)	83(0.9)	37(1.9)	2(0.4)
		2005	269(0.6)	260(0.2)	82(0.8)	35(1.1)	2(0.3)
		2003	270(0.8)	261(0.2)	82(0.9)	39(1.2)	3(0.5)
		4	2005	158(0.5)	149(0.3)	79(0.8)	35(0.9)
8	2005	161(0.7)	147(0.3)	76(1.0)	41(1.3)	4(0.5)	

¹Accommodations were not permitted for this assessment.
Note: Standard Errors (SE) are shown in parentheses.

Grade 4, Mathematics, 2009

Order	Jurisdiction	Cross-state significant difference	Number of Jurisdictions Significantly			All students Average scale scores	All students Below basic	All students At basic	All students At proficient	All students At advanced
			higher	not different	lower	2009 Scale Score	2009 Percentage	2009 Percentage	2009 Percentage	2009 Percentage
1	Massachusetts	>	0	2	49		8	36	45	12
2	New Hampshire	>	0	2	49		8	36	46	10
3	Minnesota	>	0	4	47		11	35	42	11
4	Vermont	>	2	2	47		11	38	41	9
5	New Jersey	>	2	11	38		12	39	40	9
6	Kansas	>	4	14	33		11	43	40	6
7	North Dakota	>	4	12	35		9	47	40	5
8	Connecticut	>	4	16	31		14	39	38	8
9	Maine	>	4	16	31		13	42	38	7
10	Montana	>	4	16	31		12	43	40	6
11	Maryland	=	4	19	28		15	41	35	9
12	North Carolina	=	4	18	29		13	43	35	8
13	Ohio	=	4	20	27		15	40	38	8
14	Pennsylvania	=	4	20	27		16	39	38	8
15	Wisconsin	=	5	18	28		15	40	37	8
16	Colorado	=	5	21	25		16	39	37	8
17		=	5	22	24		15	43	35	7

Order	Jurisdiction	Cross-state significant difference	Number of Jurisdictions Significantly			All students Average scale scores	All students Below basic	All students At basic	All students At proficient	All students At advanced
			higher	not different	lower	2009	2009	2009	2009	2009
			Scale Score	Percentage	Percentage	Percentage	Percentage			
	Virginia									
18	Indiana	=	6	21	24	243	13	46	36	5
19	Iowa	=	6	21	24	243	13	45	36	5
20	Washington	=	7	21	23	242	16	41	36	7
21	South Dakota					242	14	47	36	4
22	Wyoming	=	10	17	24	242	13	47	36	4
23	Florida	=	7	21	23	242	14	46	35	5
24	Idaho	=	13	19	19	241	15	44	36	5
25	Missouri	=	11	23	17	241	17	42	35	6
26	New York	=	15	18	18	241	17	43	35	5
27	Texas	=	16	18	17	240	15	47	34	4
28	Utah	=	15	19	17	240	19	40	35	6
29	DoDEA	<	21	12	18	239	14	48	34	4
30	Delaware	<	23	12	16	239	16	47	31	5
	National Public	<	26	11	15	239	19	43	33	6
31	Kentucky	<	23	17	11	239	19	44	31	6
32	Rhode Island	<	23	15	13	239	19	42	34	5
33	Nebraska	<	23	17	11	239	18	44	34	4
34	Illinois	<	24	17	10	239	20	42	31	7
35	Oregon	<	26	15	10	238	20	43	32	5
36	Arkansas	<	29	13	9	238	20	44	31	5
37	Alaska	<	30	12	9	237	22	41	32	6
38	Oklahoma	<	30	12	9	237	18	49	30	3
39	Michigan	<	30	12	9	236	22	43	30	5
40	Georgia	<	31	11	9	236	22	44	29	5
41	Hawaii	<	31	12	8	236	23	41	32	5
42	South Carolina	<	33	9	9	236	22	44	29	5
43	Nevada	<	35	8	8	236	21	46	29	3
44	West Virginia	<	41	4	6	235	23	49	26	2
45	Tennessee	<	43	5	3	235	26	46	26	3
46	California	<	43	5	3	232	28	41	25	5
47	New Mexico	<	44	6	1	230	28	46	23	3
48	Arizona	<	44	6	1	230	29	43	24	4
49	Louisiana	<	44	6	1	229	28	49	21	2
50	Alabama	<	46	4	1	228	30	46	22	2
51	Mississippi	<	46	4	1	227	31	47	21	2
52	District of Columbia	<	51	0	0	219	44	39	14	3

NOTE: National Public is included for reference only and is not included in sorting the jurisdictions. Score differences are calculated based on differences between unrounded average scale scores.

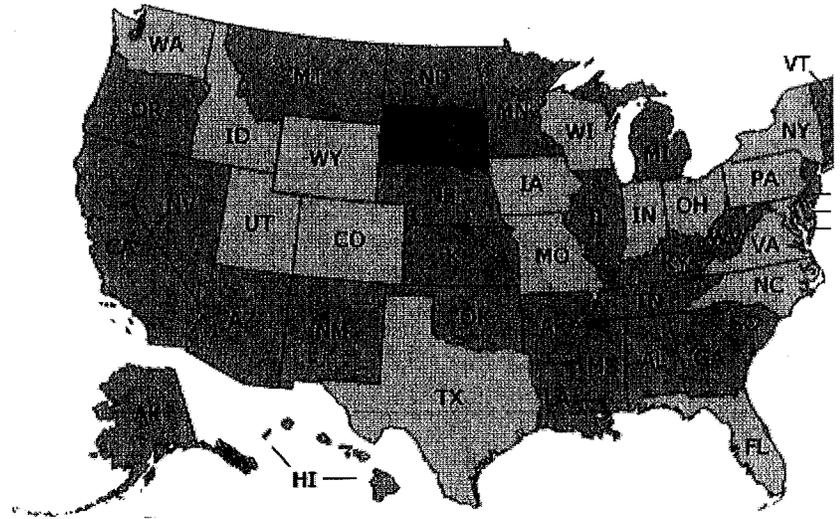
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP)

Order	Jurisdiction	Cross-state significant difference	Number of Jurisdictions Significantly			All students Average scale scores	All students Below basic	All students At basic	All students At proficient	All students At advanced
			higher	not different	lower	2009	2009	2009	2009	2009
						Scale Score	Percentage	Percentage	Percentage	Percentage

Mathematics, grade 4

Difference in Average scale score Between Jurisdictions for All students [TOTAL] = All students, 2009

South Dakota



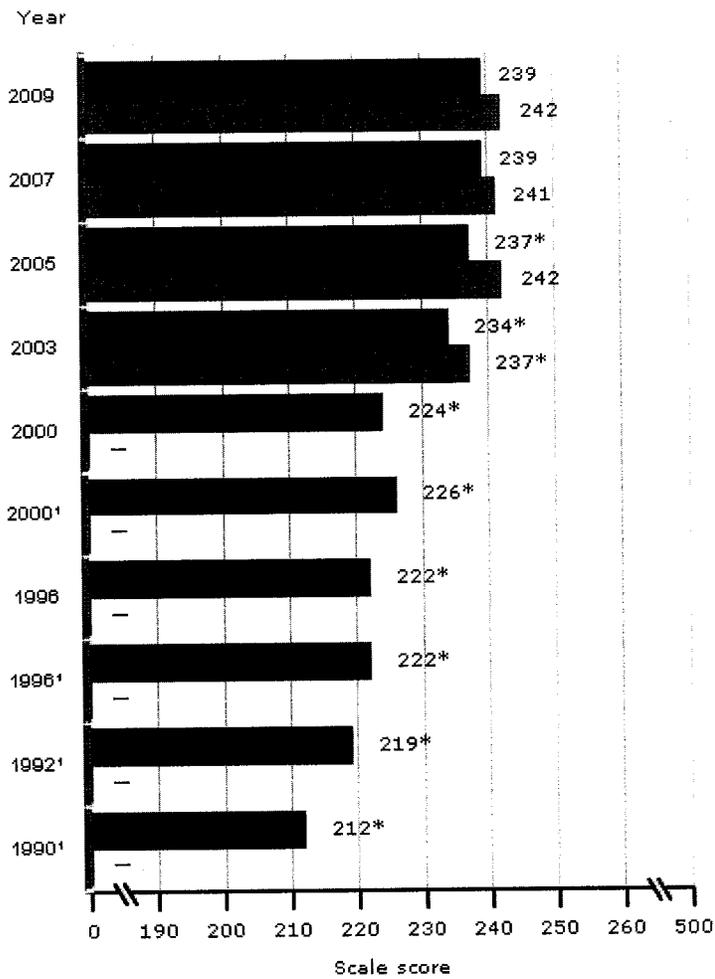
	Focal state/jurisdiction
	Has higher average scale score than focal state/jurisdiction
	Is not significantly different from the focal state/jurisdiction
	Has lower average scale score than focal state/jurisdiction
	Data not available

Reported differences are statistically significant at the .05 level.

NOTE: DoDEA - Department of Defense Education Activity schools (domestic and overseas).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress Assessment.

Average scale scores for mathematics, grade 4, by year and jurisdiction for All students [TOTAL]: 1990, 1992, 1996, 2000, 2003, 2005, 2007, and 2009
All students



■ National Public ■ South Dakota

- Not available.

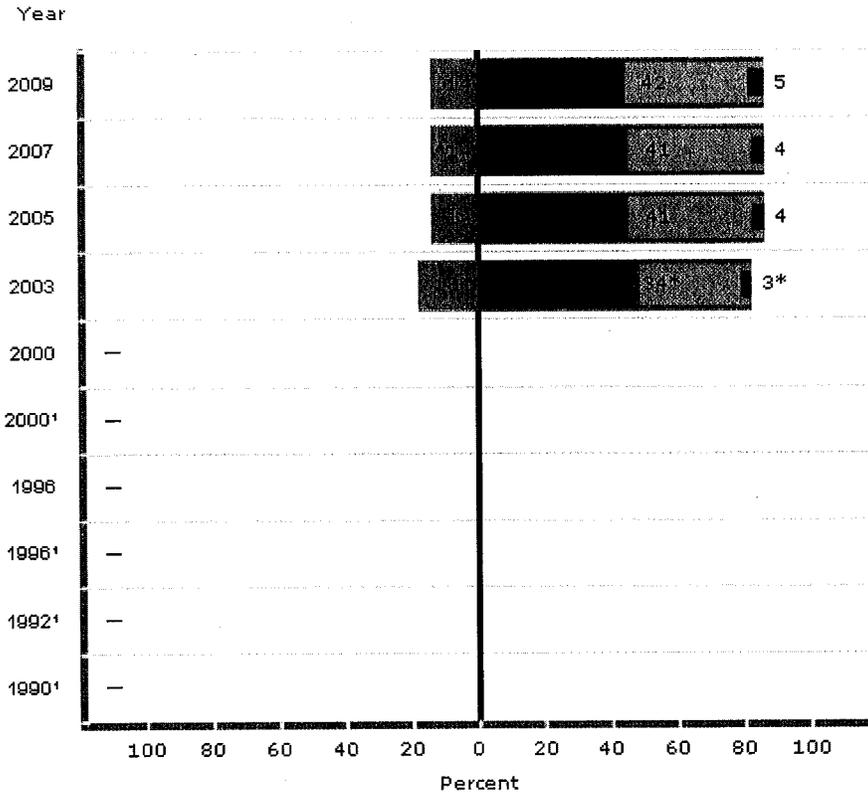
* Significantly different ($p < .05$) from 2009.

[†] Accommodations were not permitted for this assessment.

NOTE: The NAEP Mathematics scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 1992, 1996, 2000, 2003, 2005, 2007, and 2009 Mathematics Assessments.

Percentages at or above each achievement level for mathematics, grade 4, by year for jurisdiction and All students [TOTAL]: 1990, 1992, 1996, 2000, 2003, 2005, 2007, and 2009
 South Dakota, All students



Below Basic
 At or above Basic
 At or above proficient
 At advanced

— Not available.

* Significantly different ($p < .05$) from 2009.

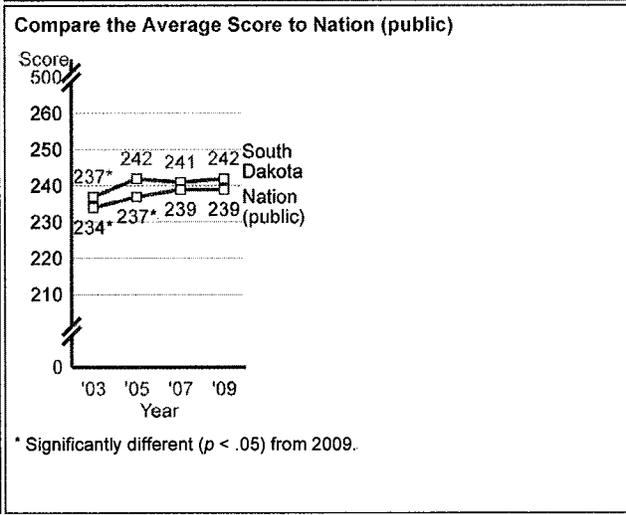
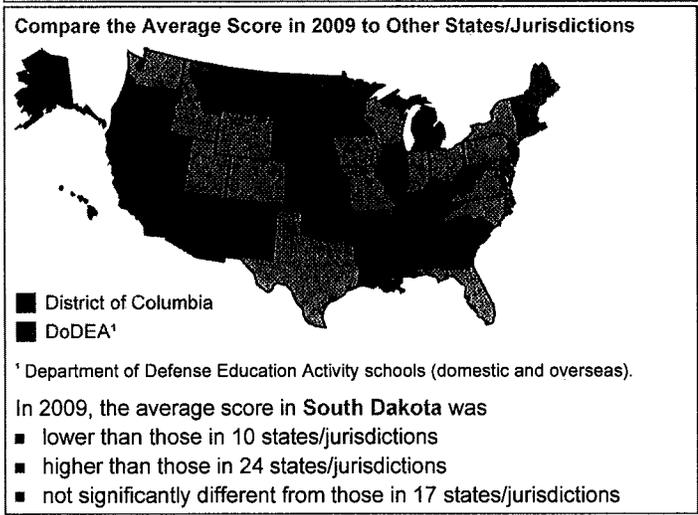
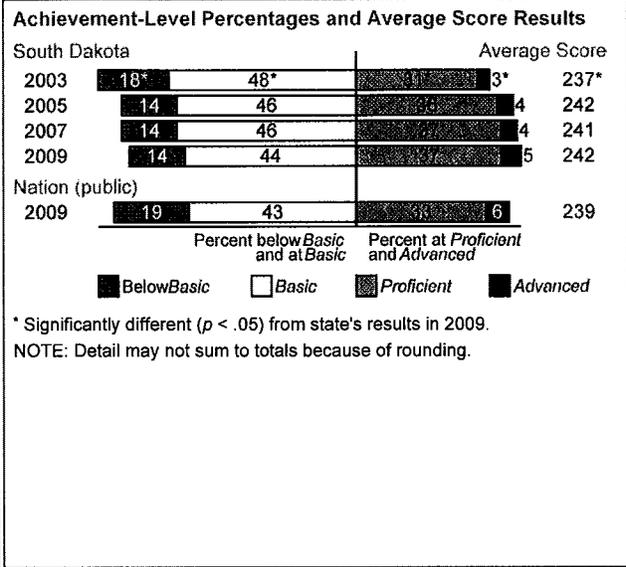
† Accommodations were not permitted for this assessment.

NOTE: The NAEP Mathematics scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 1992, 1996, 2000, 2003, 2005, 2007, and 2009 Mathematics Assessments.

Overall Results

- In 2009, the average score of fourth-grade students in South Dakota was 242. This was higher than the average score of 239 for public school students in the nation.
- The average score for students in South Dakota in 2009 (242) was not significantly different from their average score in 2007 (241) and was higher than their average score in 2003 (237).
- In 2009, the score gap between students in South Dakota at the 75th percentile and students at the 25th percentile was 33 points. This performance gap was not significantly different from that of 2003 (34 points).
- The percentage of students in South Dakota who performed at or above the NAEP *Proficient* level was 42 percent in 2009. This percentage was not significantly different from that in 2007 (41 percent) and was greater than that in 2003 (34 percent).
- The percentage of students in South Dakota who performed at or above the NAEP *Basic* level was 86 percent in 2009. This percentage was not significantly different from that in 2007 (86 percent) and was greater than that in 2003 (82 percent).

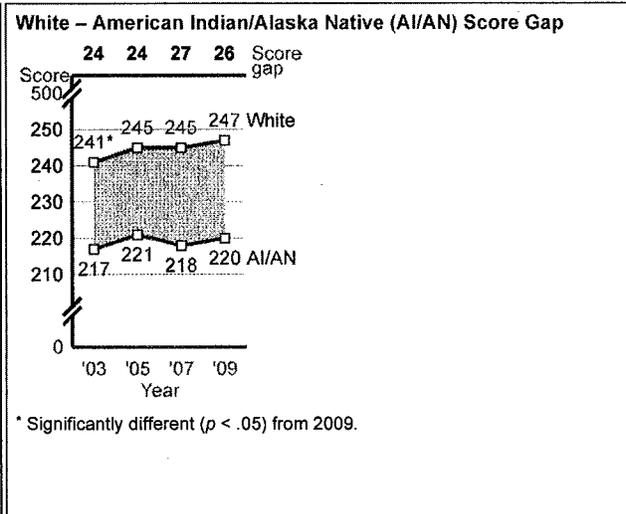


Results for Student Groups in 2009

Reporting Groups	Percent of students	Avg. score	Percentages at or above		
			Basic	Proficient	Advanced
Gender					
Male	52	243	87	44	6
Female	48	241	86	39	3
Race/Ethnicity					
White	80	247	91	47	6
Black	2	225	65	17	#
Hispanic	3	233	75	27	4
Asian/Pacific Islander	1	‡	‡	‡	‡
American Indian/Alaska Native	13	220	60	15	#
National School Lunch Program					
Eligible	37	232	75	27	2
Not eligible	63	248	92	50	6

Rounds to zero. ‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, and the "Unclassified" category for race/ethnicity are not displayed.



NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2009 Mathematics Assessments.

Overall Results

- In 2009, the average score of eighth-grade students in South Dakota was 291. This was higher than the average score of 282 for public school students in the nation.
- The average score for students in South Dakota in 2009 (291) was higher than their average score in 2007 (288) and was higher than their average score in 2003 (285).
- In 2009, the score gap between students in South Dakota at the 75th percentile and students at the 25th percentile was 41 points. This performance gap was not significantly different from that of 2003 (41 points).
- The percentage of students in South Dakota who performed at or above the NAEP *Proficient* level was 42 percent in 2009. This percentage was not significantly different from that in 2007 (39 percent) and was greater than that in 2003 (35 percent).
- The percentage of students in South Dakota who performed at or above the NAEP *Basic* level was 83 percent in 2009. This percentage was not significantly different from that in 2007 (81 percent) and was greater than that in 2003 (78 percent).

Achievement-Level Percentages and Average Score Results

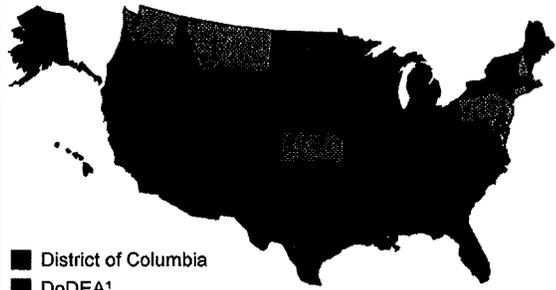
Year	Below Basic	Basic	Proficient	Advanced	Average Score
South Dakota					
2003	22*	43	11	5*	285*
2005	20*	44	12	6	287*
2007	19	42	13	7	288*
2009	17	41	14	7	291
Nation (public)					
2009	29	39	7		282

Percent below *Basic* and at *Basic* Percent at *Proficient* and *Advanced*

■ Below Basic □ Basic ▨ Proficient ■ Advanced

* Significantly different ($p < .05$) from state's results in 2009.
NOTE: Detail may not sum to totals because of rounding.

Compare the Average Score in 2009 to Other States/Jurisdictions

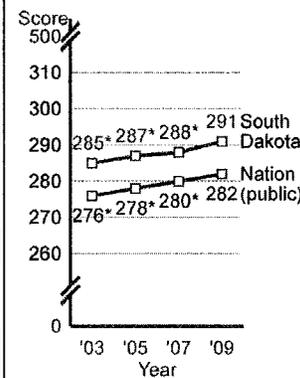


¹ Department of Defense Education Activity schools (domestic and overseas).

In 2009, the average score in **South Dakota** was

- lower than those in 4 states/jurisdictions
- higher than those in 39 states/jurisdictions
- not significantly different from those in 8 states/jurisdictions

Compare the Average Score to Nation (public)



* Significantly different ($p < .05$) from 2009.

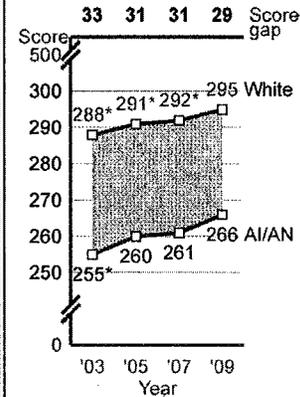
Results for Student Groups in 2009

Reporting Groups	Percent of students score	Percentages at or above			Percent at Advanced
		Basic	Proficient	Advanced	
Gender					
Male	51	292	83	44	9
Female	49	289	82	39	5
Race/Ethnicity					
White	84	295	87	46	8
Black	2	‡	‡	‡	‡
Hispanic	2	268	62	13	1
Asian/Pacific Islander	1	‡	‡	‡	‡
American Indian/Alaska Native	11	266	55	17	1
National School Lunch Program					
Eligible	32	276	69	24	3
Not eligible	68	297	89	49	9

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, and the "Unclassified" category for race/ethnicity are not displayed.

White – American Indian/Alaska Native (AI/AN) Score Gap



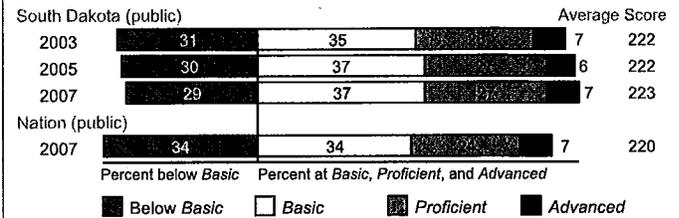
* Significantly different ($p < .05$) from 2009.

The National Assessment of Educational Progress (NAEP) assesses reading in two content areas in grade 4: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for South Dakota

- In 2007, the average scale score for fourth-grade students in South Dakota was 223. This was not significantly different from their average score in 2005 (222) and was not significantly different from their average score in 2003 (222).¹
- South Dakota's average score (223) in 2007 was higher than that of the nation's public schools (220).
- Of the 52 states and other jurisdictions that participated in the 2007 fourth-grade assessment, students' average scale score in South Dakota was higher than those in 21 jurisdictions, not significantly different from those in 22 jurisdictions, and lower than those in 8 jurisdictions.²
- The percentage of students in South Dakota who performed at or above the NAEP *Proficient* level was 34 percent in 2007. This percentage was not significantly different from that in 2005 (33 percent) and was not significantly different from that in 2003 (33 percent).
- The percentage of students in South Dakota who performed at or above the NAEP *Basic* level was 71 percent in 2007. This percentage was not significantly different from that in 2005 (70 percent) and was not significantly different from that in 2003 (69 percent).

Percentages at NAEP Achievement Levels and Average Score



NOTE: The NAEP grade 4 reading achievement levels correspond to the following scale points: *Below Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; *Advanced*, 268 or above.

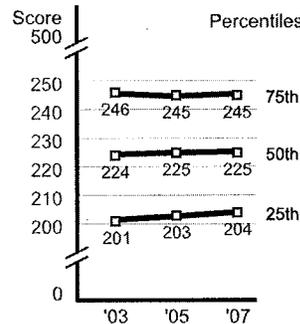
Performance of NAEP Reporting Groups in South Dakota: 2007

Reporting groups	Percent of students	Average score	Percent below <i>Basic</i>	Percent <i>Advanced</i>
Male	51	220	33	5
Female	49	227	25	9
White	84	228	24	8
Black	2	‡	‡	‡
Hispanic	2	209	46	3
Asian/Pacific Islander	1	‡	‡	‡
American Indian/Alaska Native	12	196	60	1
Eligible for National School Lunch Program	36 ↓	209	45	3
Not eligible for National School Lunch Program	64 †	231	20	9

Average Score Gaps Between Selected Groups

- In 2007, male students in South Dakota had an average score that was lower than that of female students by 7 points. In 2003, the average score for male students was lower than that of female students by 6 points.
- Data are not reported for Black students in 2007, because reporting standards were not met. Therefore, the performance gap results are not reported.
- In 2007, Hispanic students had an average score that was lower than that of White students by 19 points. Data are not reported for Hispanic students in 2003, because reporting standards were not met.
- In 2007, students who were eligible for free/reduced-price school lunch, a proxy for poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 22 points. In 2003, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 20 points.
- In 2007, the score gap between students at the 75th percentile and students at the 25th percentile was 41 points. In 2003, the score gap between students at the 75th percentile and students at the 25th percentile was 44 points.

Reading Scores at Selected Percentiles



NOTE: Scores at selected percentiles on the NAEP reading scale indicate how well students at lower, middle, and higher levels performed.

Rounds to zero.

‡ Reporting standards not met.

* Significantly different from 2007.

† Significantly higher than 2005. ↓ Significantly lower than 2005.

¹ Comparisons (higher/lower/narrower/wider/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Comparisons across jurisdictions and comparisons with the nation or within a jurisdiction across years may be affected by differences in exclusion rates for students with disabilities (SD) and English language learners (ELL). The exclusion rates for SD and ELL in South Dakota were 6 percent and 1 percent in 2007, respectively. For more information on NAEP significance testing see <http://nces.ed.gov/nationsreportcard/reading/interpret-results.asp#statistical>.
² "Jurisdictions" refers to states and the District of Columbia and the Department of Defense Education Activity schools.

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for the National School Lunch Program, which provides free and reduced-price lunches, and the "Unclassified" category for race/ethnicity are not displayed. Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

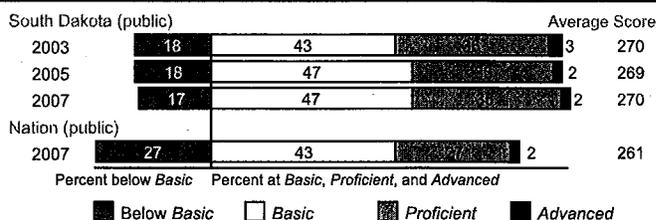
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2007 Reading Assessments.

The National Assessment of Educational Progress (NAEP) assesses reading in three content areas in grade 8: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for South Dakota

- In 2007, the average scale score for eighth-grade students in South Dakota was 270. This was not significantly different from their average score in 2005 (269) and was not significantly different from their average score in 2003 (270).¹
- South Dakota's average score (270) in 2007 was higher than that of the nation's public schools (261).
- Of the 52 states and other jurisdictions that participated in the 2007 eighth-grade assessment, students' average scale score in South Dakota was higher than those in 37 jurisdictions, not significantly different from those in 11 jurisdictions, and lower than those in 3 jurisdictions.²
- The percentage of students in South Dakota who performed at or above the NAEP *Proficient* level was 37 percent in 2007. This percentage was not significantly different from that in 2005 (35 percent) and was not significantly different from that in 2003 (39 percent).
- The percentage of students in South Dakota who performed at or above the NAEP *Basic* level was 83 percent in 2007. This percentage was not significantly different from that in 2005 (82 percent) and was not significantly different from that in 2003 (82 percent).

Percentages at NAEP Achievement Levels and Average Score



NOTE: The NAEP grade 8 reading achievement levels correspond to the following scale points: *Below Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; *Advanced*, 323 or above.

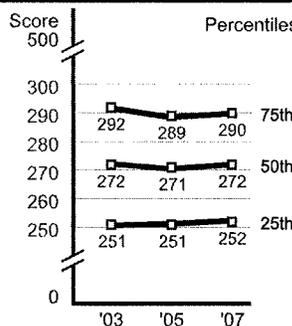
Performance of NAEP Reporting Groups in South Dakota: 2007

Reporting groups	Percent of students	Average score	Percent below <i>Basic</i>	Percent <i>Advanced</i>
Male	50	266	20	2
Female	50	274	13	3
White	87	272	14	2
Black	2	‡	‡	‡
Hispanic	1	‡	‡	‡
Asian/Pacific Islander	1	‡	‡	‡
American Indian/Alaska Native	9	249	39	1
Eligible for National School Lunch Program	30 ↓	259	27	1
Not eligible for National School Lunch Program	70 ↑	274	12	3

Average Score Gaps Between Selected Groups

- In 2007, male students in South Dakota had an average score that was lower than that of female students by 8 points. In 2003, the average score for male students was lower than that of female students by 11 points.
- Data are not reported for Black students in 2007, because reporting standards were not met. Therefore, the performance gap results are not reported.
- Data are not reported for Hispanic students in 2007, because reporting standards were not met. Therefore, the performance gap results are not reported.
- In 2007, students who were eligible for free/reduced-price school lunch, a proxy for poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 15 points. In 2003, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 13 points.
- In 2007, the score gap between students at the 75th percentile and students at the 25th percentile was 37 points. In 2003, the score gap between students at the 75th percentile and students at the 25th percentile was 41 points.

Reading Scores at Selected Percentiles



NOTE: Scores at selected percentiles on the NAEP reading scale indicate how well students at lower, middle, and higher levels performed.

Rounds to zero.

‡ Reporting standards not met.

* Significantly different from 2007.

↑ Significantly higher than 2005. ↓ Significantly lower than 2005.

¹ Comparisons (higher/lower/narrower/wider/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Comparisons across jurisdictions and comparisons with the nation or within a jurisdiction across years may be affected by differences in exclusion rates for students with disabilities (SD) and English language learners (ELL). The exclusion rates for SD and ELL in South Dakota were 6 percent and "percentage rounds to zero" in 2007, respectively. For more information on NAEP significance testing see <http://nces.ed.gov/nationsreportcard/reading/interpret-results.asp#statistical>.

² "Jurisdictions" refers to states and the District of Columbia and the Department of Defense Education Activity schools.

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for the National School Lunch Program, which provides free and reduced-price lunches, and the "Unclassified" category for race/ethnicity are not displayed. Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2007 Reading Assessments.

Department of Education

700 Governors Dr.
Pierre, SD 5750
Contact: Dr. Rick Melmer - Secretary of Education

School Status

The South Dakota state accountability system requires schools/districts to meet a state expectations for student performance in Reading and Math based on the Dakota STEP test. This status page shows which schools have and have not met those expectations or Adequate Yearly Progress. The page indicates schools/districts that have been identified for school improvement and what elements they will need to work toward.

Schools Identified For Improvement: 32 (2.79%)

- *Andes Central Elementary
- *Batesland Elementary
- *Bennett County Jr Hi
- *Clearfield Colony Elementary
- *E. B. Bergquist Elem
- *Eagle Butte Upper Elem
- *General Beadle Elem
- *Hawthorne Elem
- *He Dog Elem
- *Hutterische Colony Elem
- *Jane Addams Elem
- *Kadoka Hi Sch
- *Knollwood Heights Elem
- *Laura B Anderson Elem
- *McLaughlin Elementary
- *McLaughlin Middle School
- *Newell Elem
- *Newell Middle Sch
- *North Middle Sch
- *O'Kreek Elem
- *Rockyford Elementary
- *Rosebud Elem
- *South Elem
- *Todd County High
- *Todd County Middle Sch
- *Tyndall Elem
- *Wagner Junior High School
- *Wakpala Elementary
- *Wakpala High School
- *White River Middle Sch
- *Wolf Creek Colony Elem
- *Wolf Creek Elementary

*Title I Schools

Teacher Qualifications

NCLB act requires that each school report the percent of teachers who are highly qualified. A highly qualified teacher is one with full certification, a bachelors degree and demonstrated competence in subject knowledge and teaching. (Core subjects include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography.) The act also calls for all teachers of the core academic subjects to be highly qualified by the end of school year 2005-06. This page shows the percent of teachers who meet these standards.

Teachers with Emergency or Provisional Credentials

State: 0.9%

Classes Not Taught by Highly Qualified Teachers

State: 11.3%

Statewide, Classes Not Taught by Highly Qualified Teachers

All: 11.3%

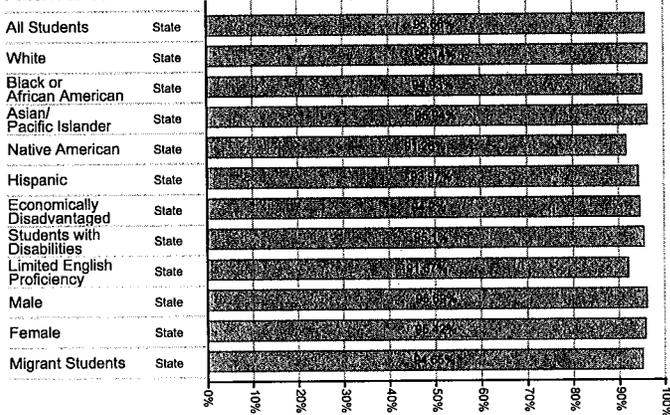
Highest Quartile Poverty: 21.1%

Lowest Quartile Poverty: 9.2%

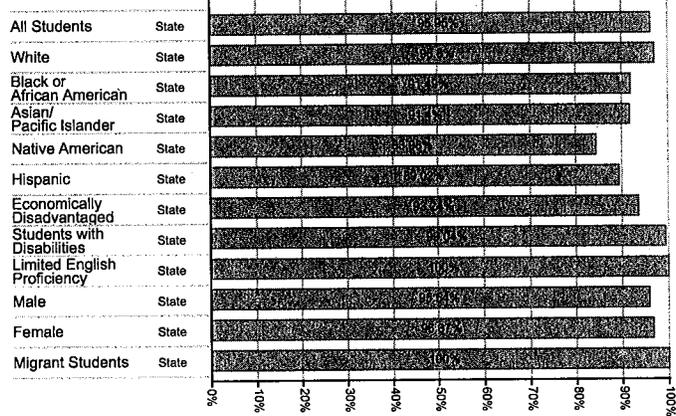
Attendance/Graduation Rates

The graph(s) below report the attendance rate or graduation rate for the requested school. Whether an attendance rate or graduation rate is displayed is based on the type of school requested. For elementary/middle schools an attendance rate is reported, for high schools a graduation rate, for district and State report cards both attendance and graduation rates will be reported. The attendance rate is reported as a percentage and is calculated by dividing the aggregate days of attendance by the aggregate days of membership for all students enrolled. The graduation rate for the 2002-2003 school year is calculated as follows: divide the total number of graduates (completers) by the total number of graduates (completers) plus 12th grade dropouts. For definitions of a completer and dropout please see the technical notes section of this report.

Attendance Rate



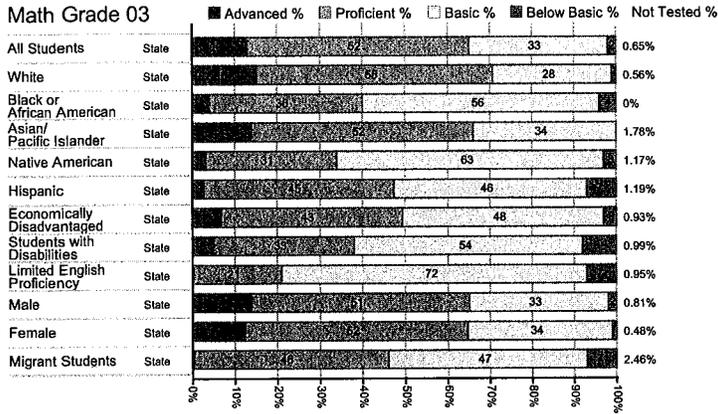
Graduation Rate



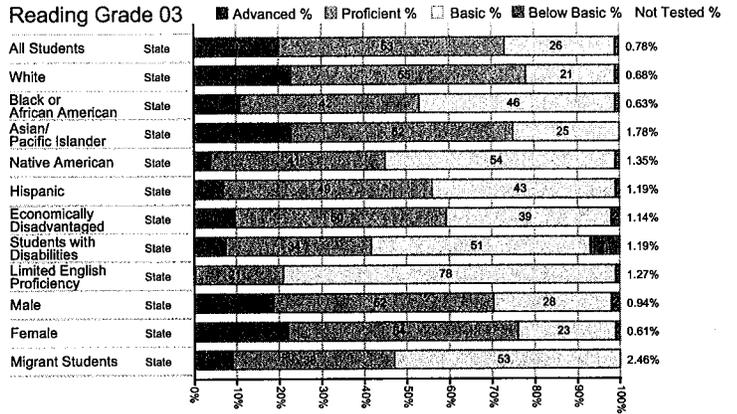
Assessment Results

Students in grades 3 through 8 and grade 11 completed the Dakota STEP test in the spring of 2003. The test is designed to measure the progress of students on the South Dakota Content Standards in Reading and Math. This report summarizes the results of that assessment. Please contact your local school if you have questions about this information.

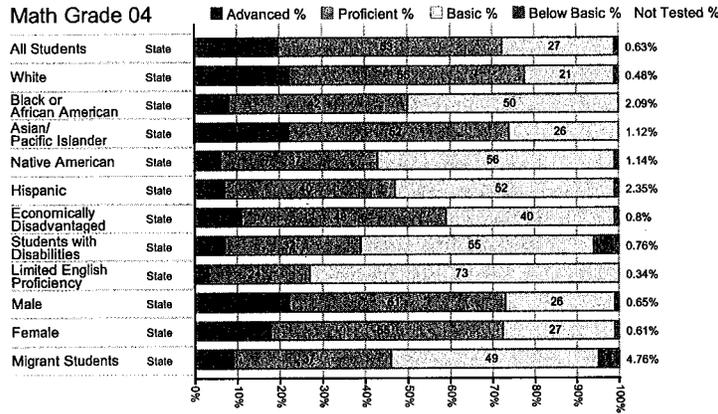
Math Grade 03



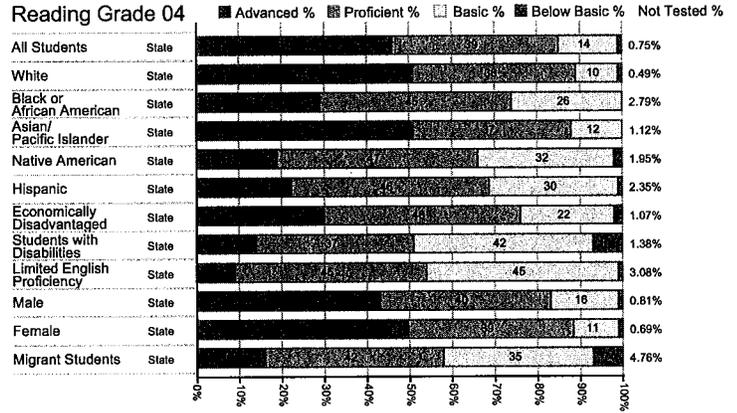
Reading Grade 03



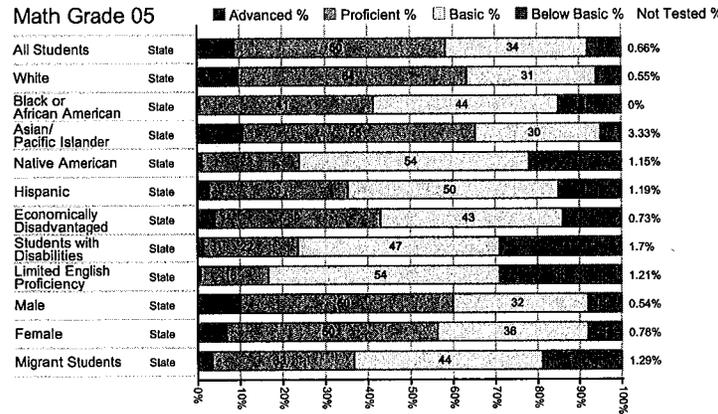
Math Grade 04



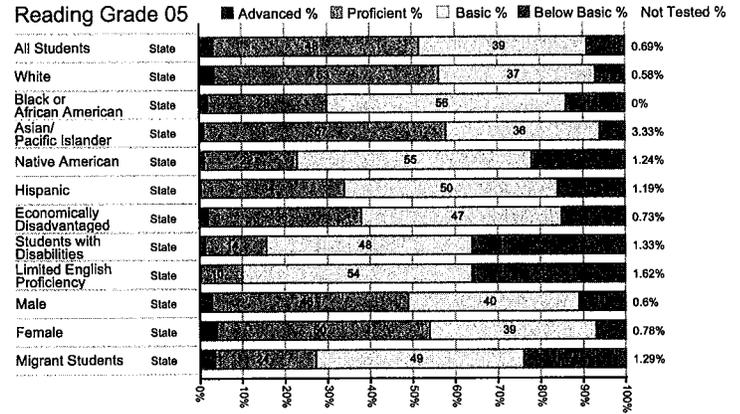
Reading Grade 04



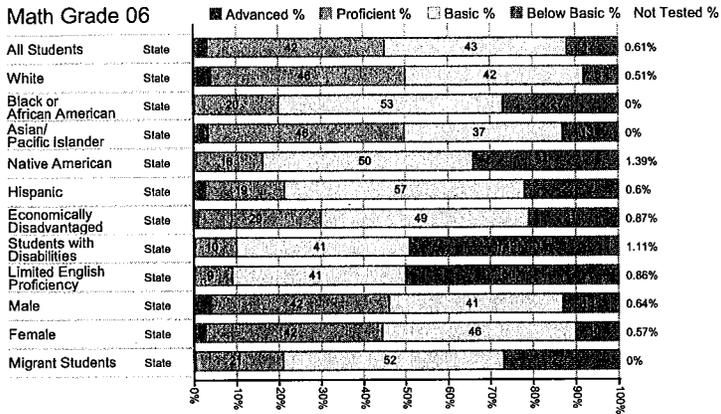
Math Grade 05



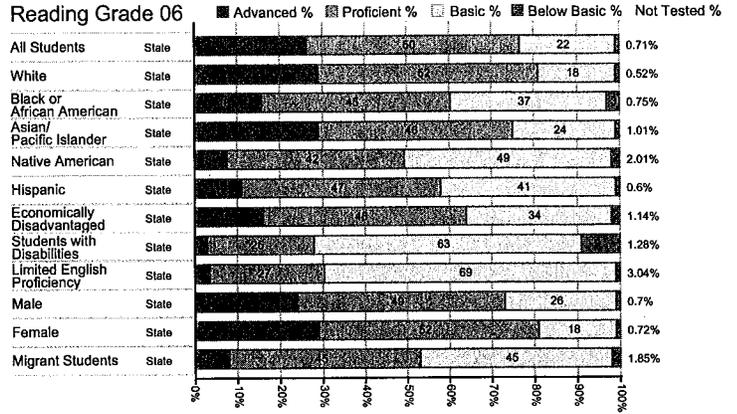
Reading Grade 05



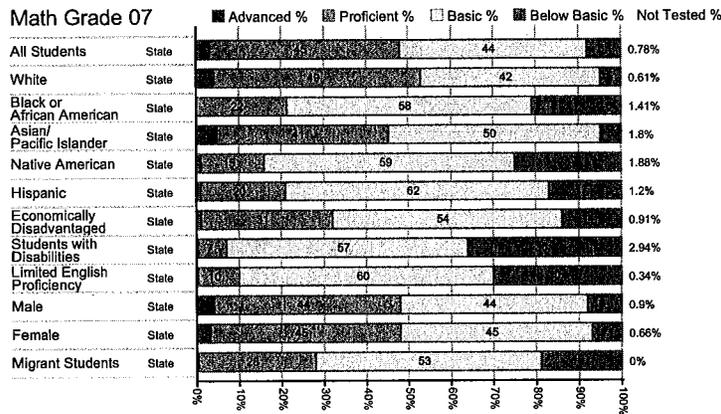
Math Grade 06



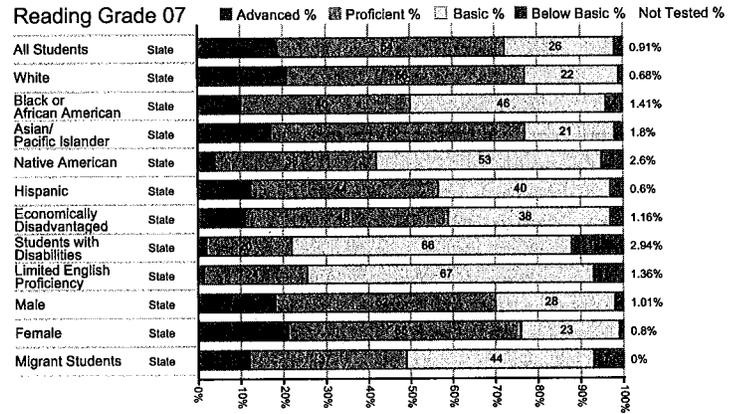
Reading Grade 06



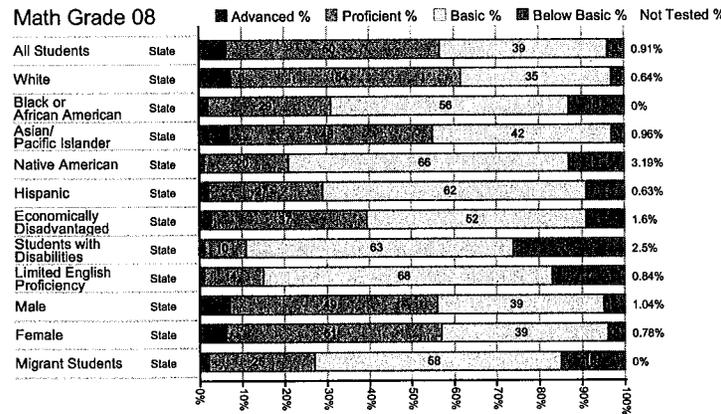
Math Grade 07



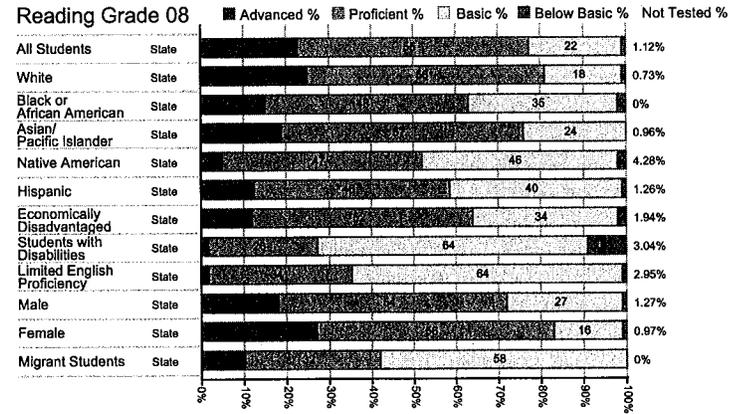
Reading Grade 07



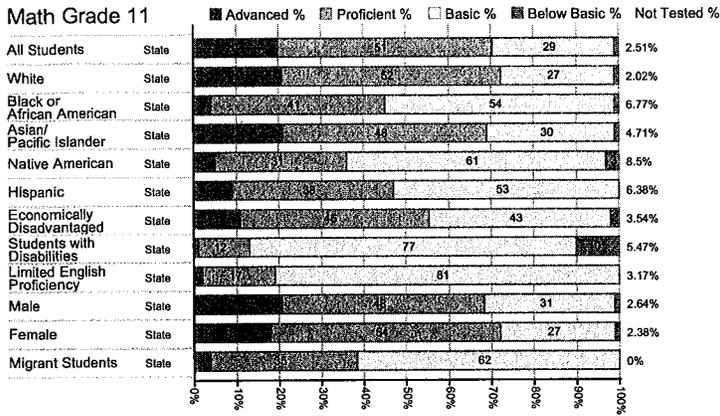
Math Grade 08



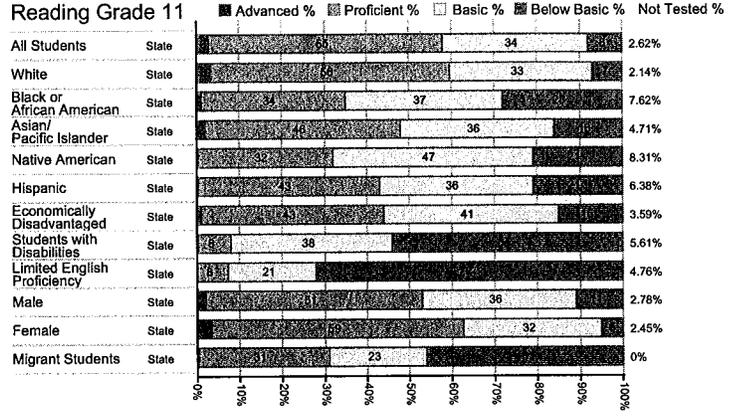
Reading Grade 08



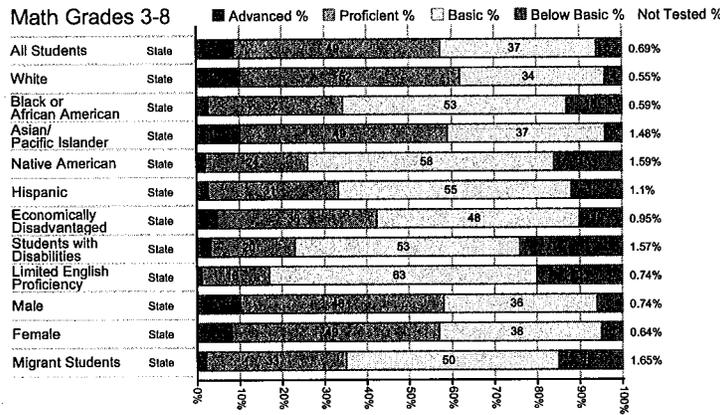
Math Grade 11



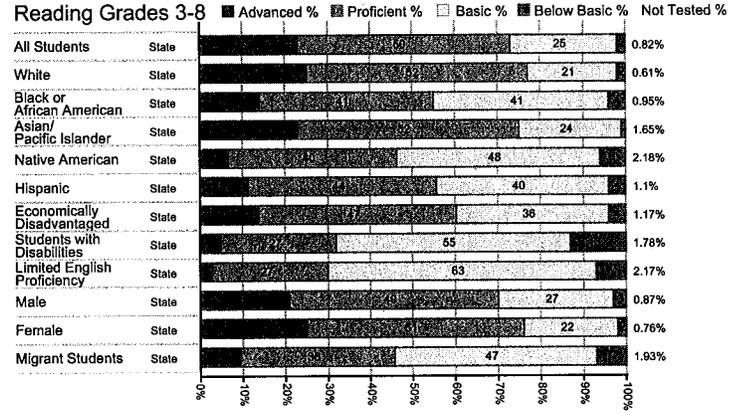
Reading Grade 11



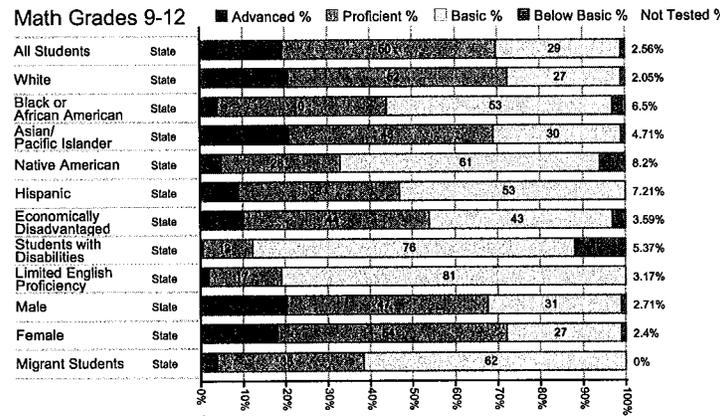
Math Grades 3-8



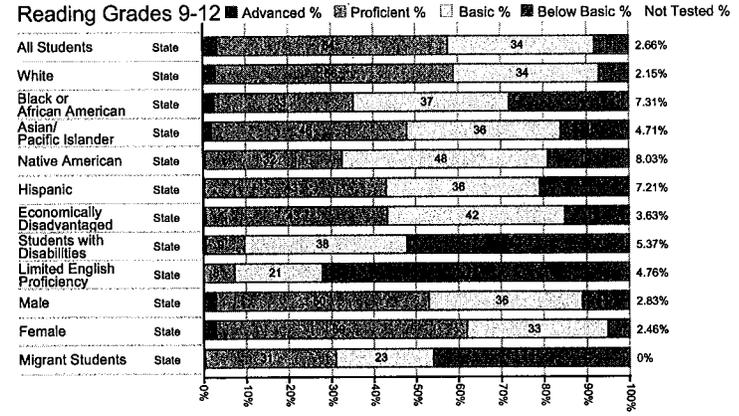
Reading Grades 3-8

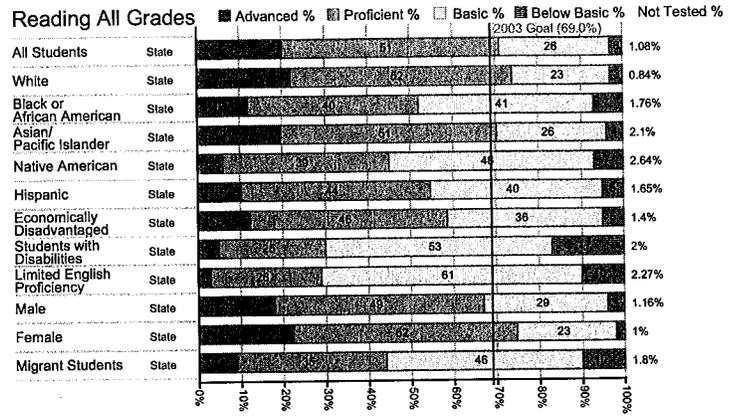
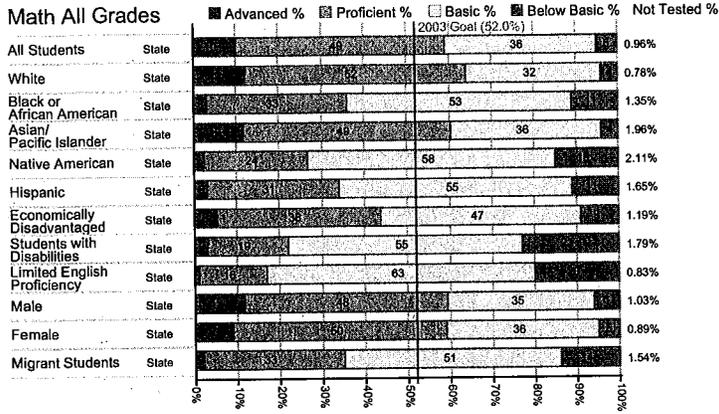


Math Grades 9-12



Reading Grades 9-12





Department of Education

700 Governors Drive
Pierre, SD 57501
Contact: Dr. Rick Melmer - Secretary of Education

State Status

The South Dakota state accountability system requires schools/districts to meet a state expectations for student performance in Reading and Math based on the Dakota STEP test. This status page shows which schools have and have not met those expectations or Adequate Yearly Progress. The page indicates schools/districts that have been identified for school improvement and what elements they will need to work toward.

Previous Year State AYP Determination

Measure	Status	Reason For Not Meeting AYP
Math	Y - Met AYP	
Reading	Y - Met AYP	

Current Year State AYP Determination

Measure	Status	Reason For Not Meeting AYP
Math	Y - Met AYP	
Reading	Y - Met AYP	

Current State Status

Measure	Status	First Year Identified for School Improvement
Math	OK	
Reading	OK	

Teacher Qualifications

NCLB act requires that each school report the percent of teachers who are highly qualified. A highly qualified teacher is one with full certification, a bachelors degree and demonstrated competence in subject knowledge and teaching. (Core subjects include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography.) The act also calls for all teachers of the core academic subjects to be highly qualified by the end of school year 2005-06.

Teachers with Emergency or Provisional Credentials

2004 State : 0.4%
2003 State : 0.9%

Classes Not Taught by Highly Qualified Teachers

2004 State : 7.3%
2003 State : 11.3%

Statewide, Classes Not Taught by Highly Qualified Teachers

2004 Highest Quartile : 10.7%
2003 Highest Quartile : 21.1%
2004 Lowest Quartile : 7.1%
2003 Lowest Quartile : 9.2%

Districts and Schools Identified for Improvement

Districts and Schools that the state of South Dakota has identified are in need of improvement on the basis of the NCLB accountability workbook.

Schools Identified For Improvement: 106(14.7%)

District	Schools
Aberdeen 06-1	Central High School Hogate Middle School Simmons Middle School
Andes Central 11-1	Andes Central Elementary*
Belle Fourche 09-1	Belle Fourche Middle Sch*
Bennett County 03-1	Bennett County Jr Hi* Martin Elem*
Bon Homme 04-2	Bon Homme Middle School* Hutterische Colony Elem*
Bonesteel-Fairfax 26-5	Bonesteel-Fairfax Jr High*
Brandon Valley 49-2	Brandon Valley Middle Sch
Brookings 05-1	George S Mickelson Middle School
Canton 41-1	Canton Middle School E. O. Lawrence Elementary* C.C. Jacobson Elementary
Chamberlain 07-1	Chamberlain Middle School*
Custer 16-1	Custer Middle Sch
Deubrook 05-6	Toronto Elementary* Astoria Elementary*
Doland 56-2	Clark Colony Elem*
Douglas 51-1	Douglas Middle Sch Vandenberg Elem*
Eagle Butte 20-1	E.A.G.L.E. Center Eagle Butte Hi Sch Eagle Butte Jr Hi Eagle Butte Upper Elem* Eagle Butte Primary
Flandreau 50-3	Flandreau Middle Sch*
Florence 14-1	Florence Elementary School*
Freeman 33-1	Wolf Creek Colony Elem*
Huron 02-2	Huron Colony Elementary Huron Middle School
Lead-Deadwood 40-1	Lead-Deadwood Career & Tech Ed Lead-Deadwood Middle School
Lennox 41-4	Lennox Middle Sch
Madison Central 39-2	Madison Middle School
McLaughlin 15-2	McLaughlin Elementary* McLaughlin Middle School*
Meade 46-1	Sturgis Brown HS Sturgis Williams MS*
Milbank 25-4	Koch Elementary School* Milbank Middle School
Mitchell 17-2	Mitchell Middle School
Pierre 32-2	Georgia Morse Middle School Jefferson Elementary*
Platte 11-3	Cedar Grove Colony Elem*
Rapid City 51-4	Academies Central Hi Sch Dakota Middle Sch E. B. Bergquist Elem* General Beadle Elem* Horace Mann Elem* Knollwood Heights Elem* North Middle Sch* Rapid Valley Elem* Robbinsdale Elem* South Middle Sch Southwest Middle Sch Stevens Hi Sch West Middle Sch

Shannon County 65-1	Batesland Elementary* Rockyford Elementary* Wolf Creek Elementary*
Sioux Falls 49-5	Anne Sullivan Elem Axtell Park Middle Sch Bridges at Horace Mann Cleveland Elem Edison Middle Sch Hawthorne Elem* Jane Addams Elem* Joe Foss Alternative Sch John Harris Elem Laura B Anderson Elem* Lincoln Hi Sch Longfellow Elem* Lowell Elem* Patrick Henry Middle Sch Roosevelt Hi Sch Summit Oaks Washington Hi Sch Whittier Middle Sch
Snee 15-3	Wakpala Elementary* Wakpala High School* Wakpala Jr. High*
Spearfish 40-2	Middle School
Todd County 66-1	He Dog Elem* North Elem* O'Kreek Elem* Rosebud Elem* South Elem* Spring Creek Elem* Todd County High* Todd County Middle Sch*
Tripp-Deilmont 33-5	Clearfield Colony Elementary*
Vermillion 13-1	Jolley Elementary School* Vermillion Middle School Austin Elementary School*
Wagner 11-4	Wagner Junior High School*
Watertown 14-4	Jefferson Elementary Watertown High School Watertown Middle School*
White River 47-1	Norris Elementary* White River Elementary* White River Middle Sch*
Winner 59-2	Winner Middle School*
Yankton 63-3	Yankton Hi Sch

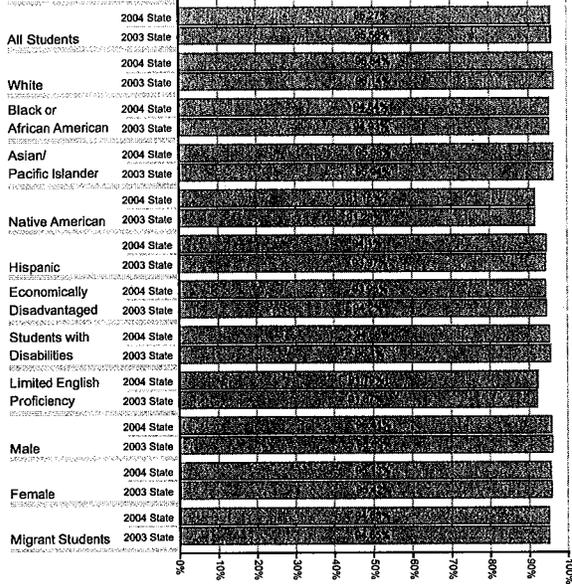
Districts Identified For Improvement: 5(2.94%)

District
Eagle Butte 20-1
Rapid City 51-4
Shannon County 65-1
Sioux Falls 49-5
Todd County 66-1

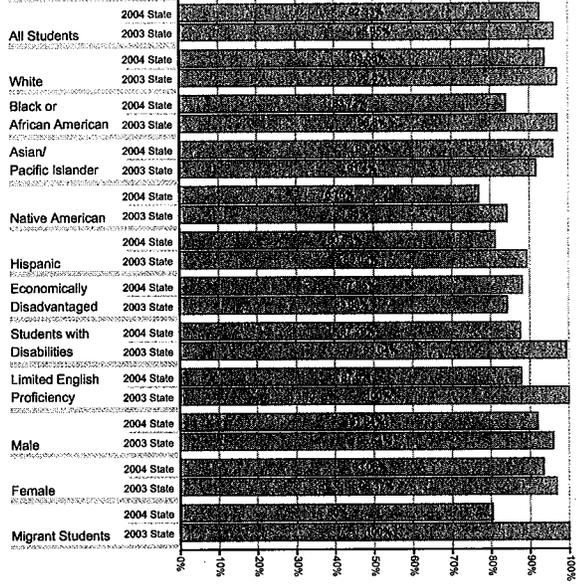
Attendance/Graduation Rates

The graph(s) below report the attendance rate or graduation rate for the requested school. Whether an attendance rate or graduation rate is displayed is based on the type of school requested. For elementary/middle schools an attendance rate is reported, for high schools a graduation rate, for district and State report cards both attendance and graduation rates will be reported. The attendance rate is reported as a percentage and is calculated by dividing the aggregate days of attendance by the aggregate days of membership for all students enrolled. The graduation rate for the 2003-2004 school year is calculated as follows: divide the total number of graduates (completers) by the total number of graduates (completers) plus 11th and 12th grade dropouts. For definitions of a completer and dropout please see the technical notes section of this report.

Attendance Rate



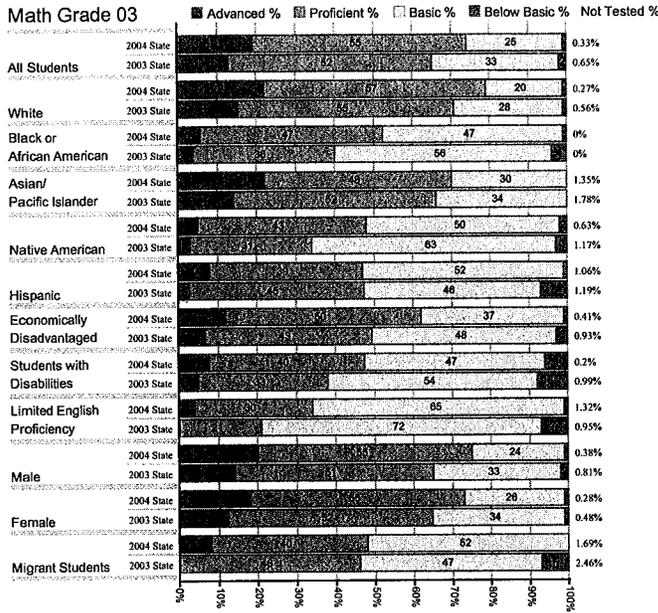
Graduation Rate



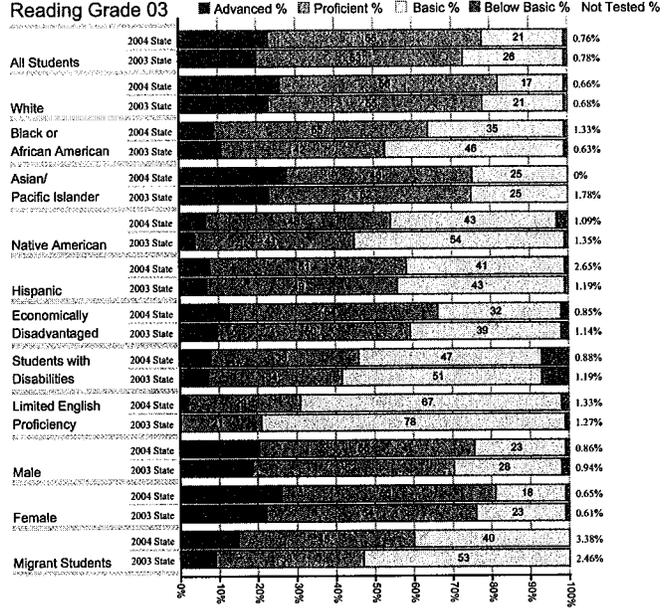
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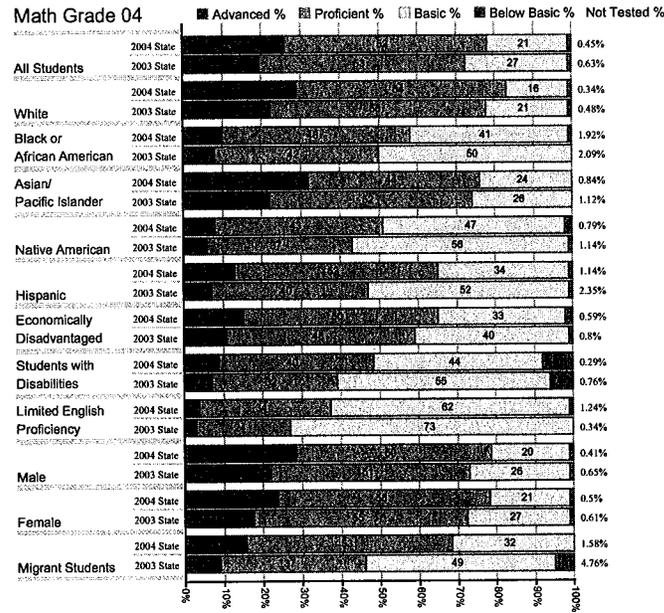
Math Grade 03



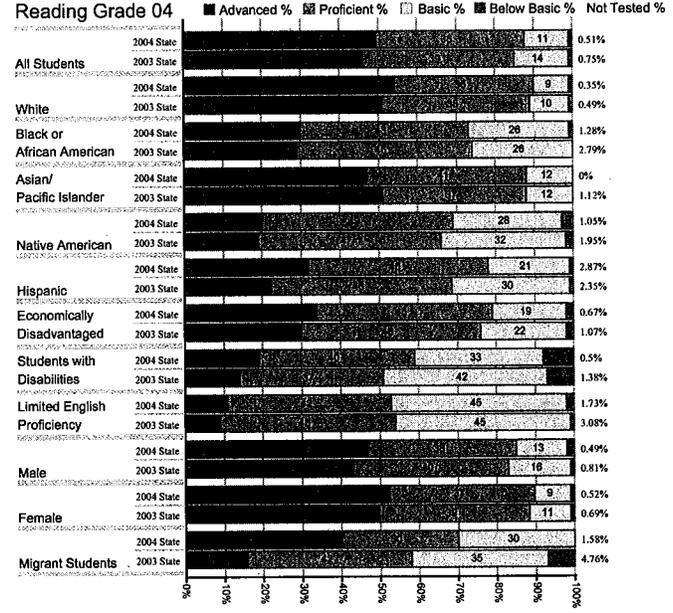
Reading Grade 03



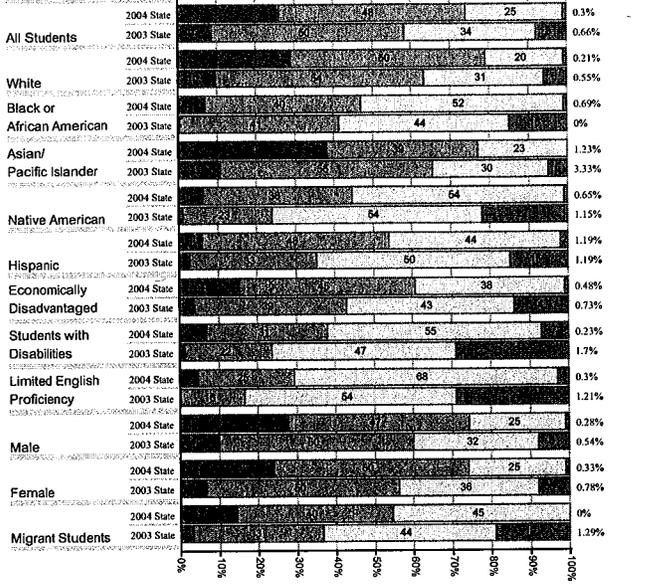
Math Grade 04



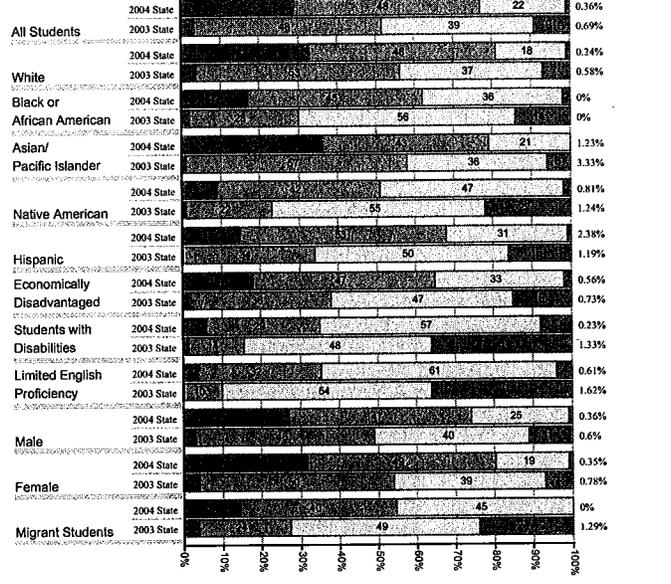
Reading Grade 04



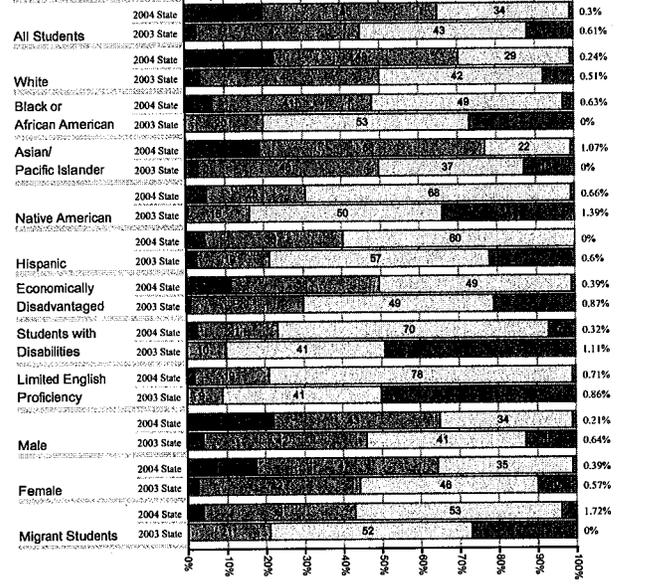
Math Grade 05 ■ Advanced % ■ Proficient % ■ Basic % ■ Below Basic % ■ Not Tested %



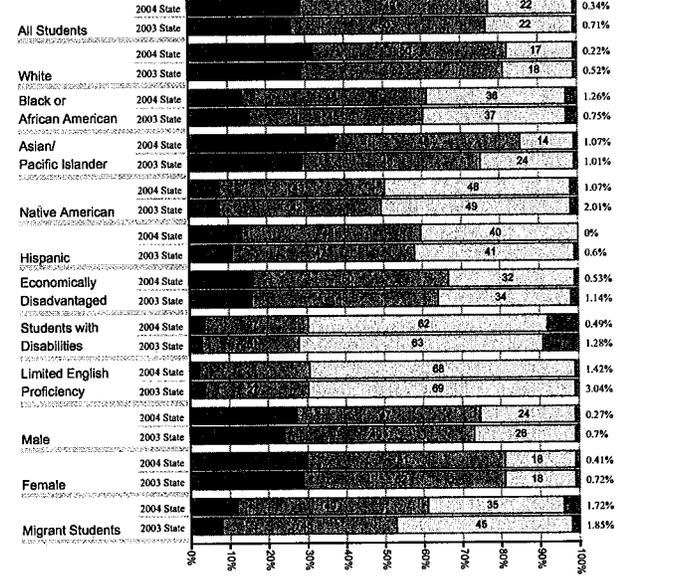
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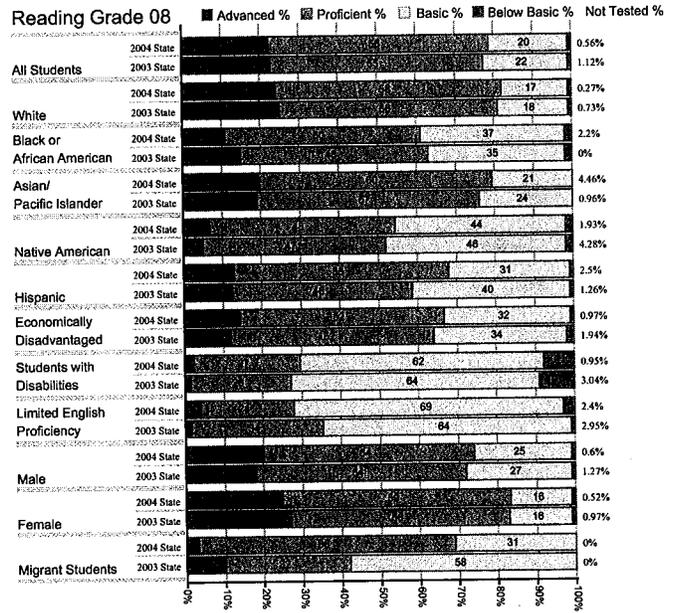
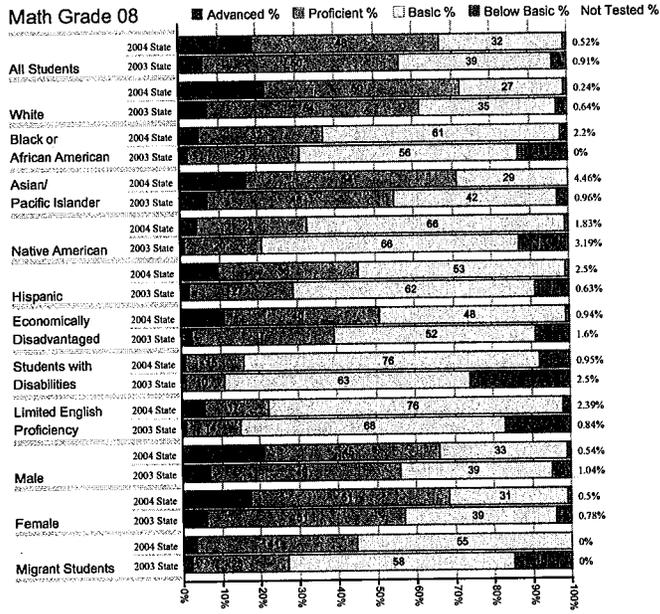
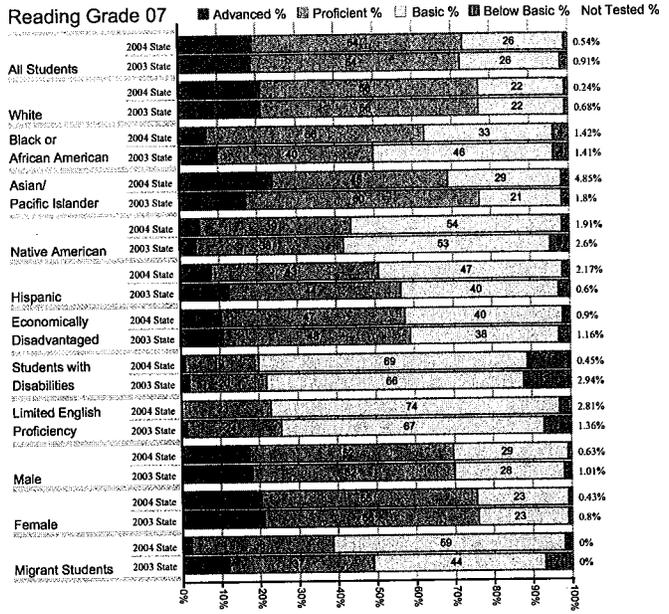
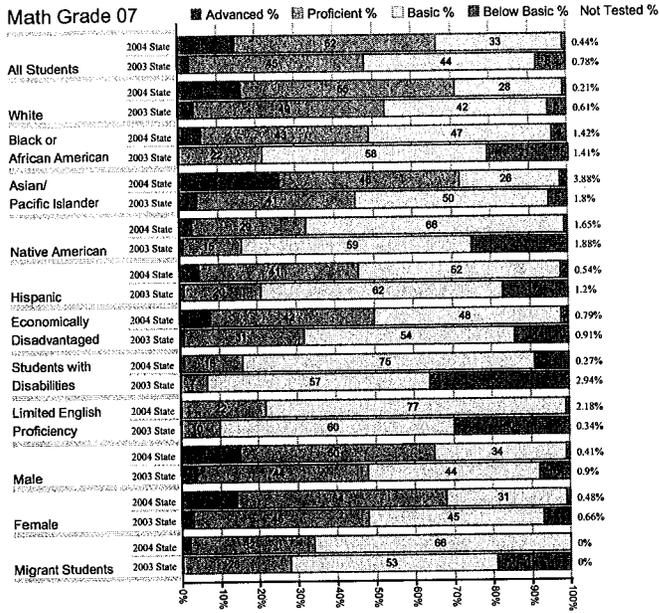


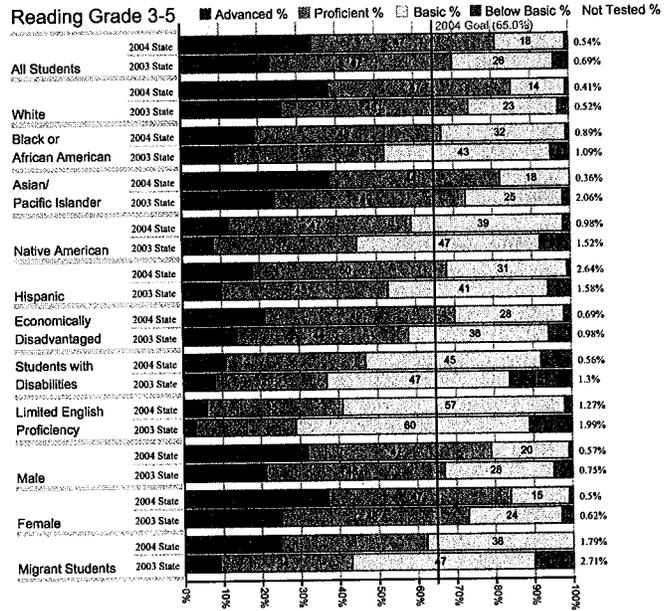
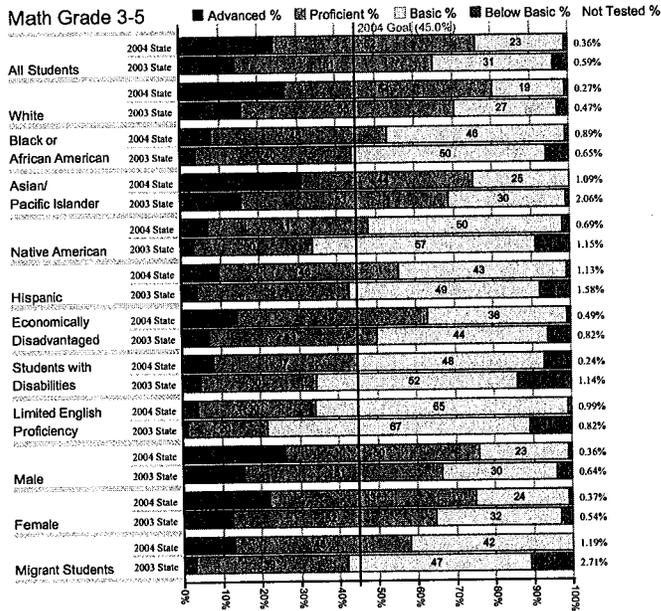
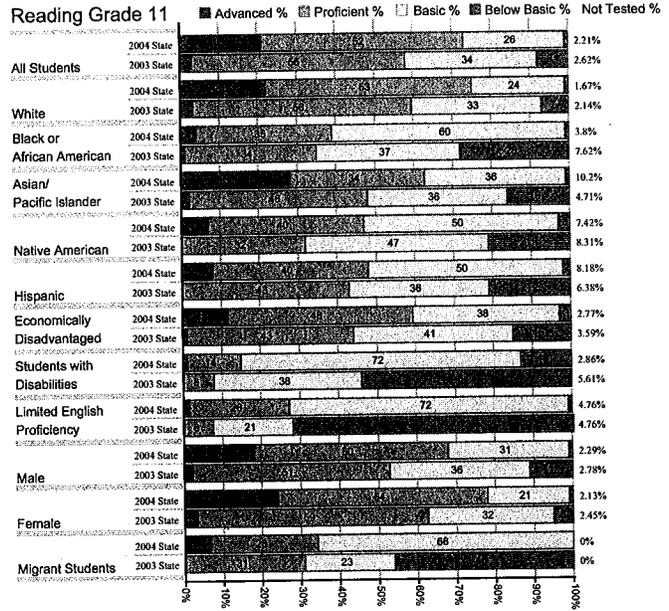
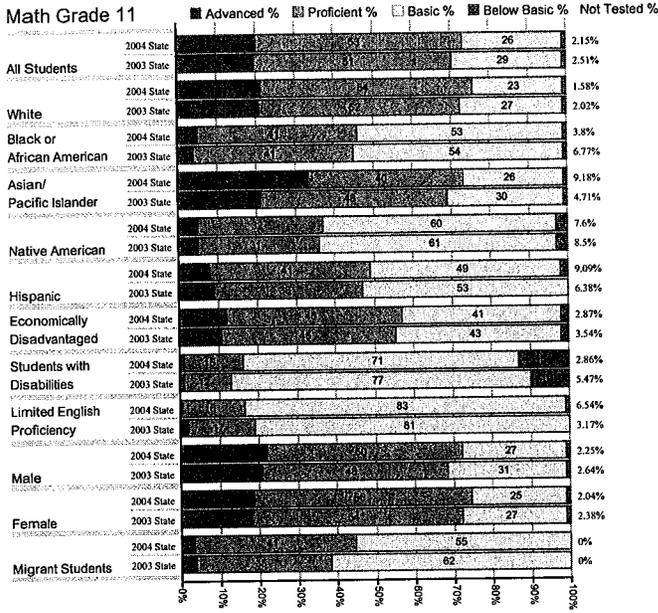
Math Grade 06 ■ Advanced % ■ Proficient % ■ Basic % ■ Below Basic % ■ Not Tested %

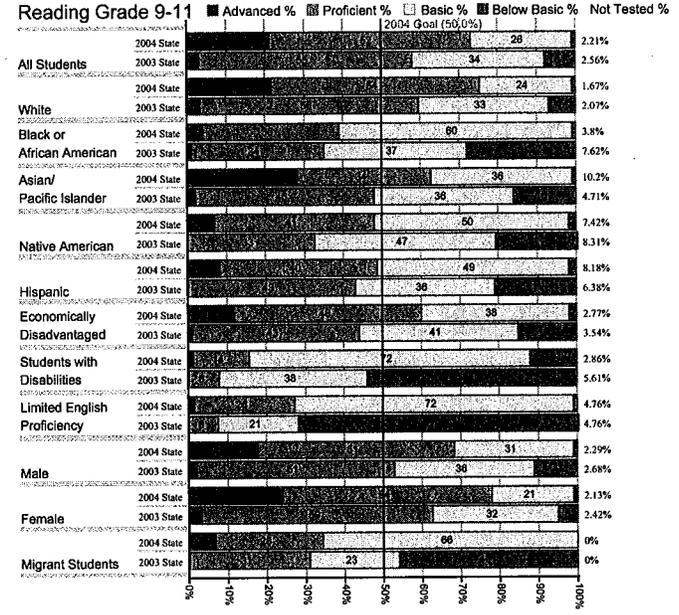
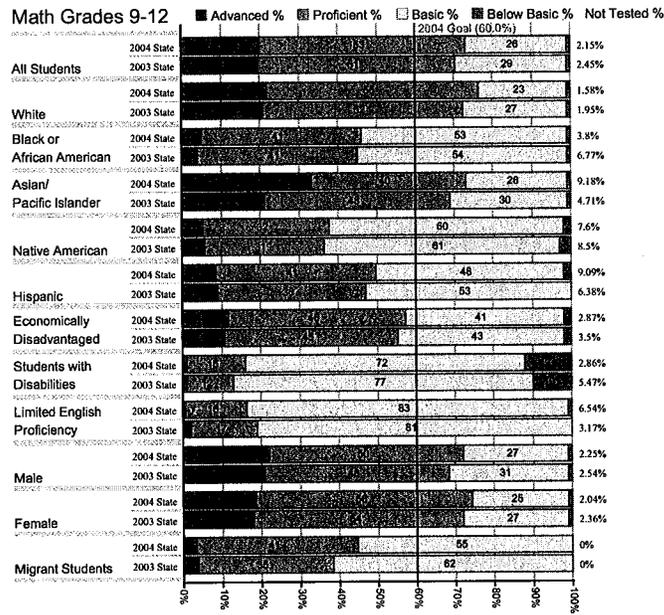
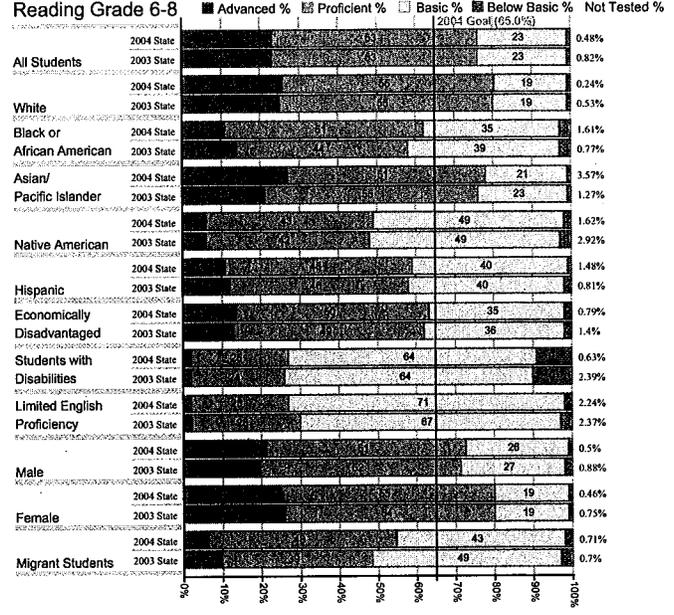
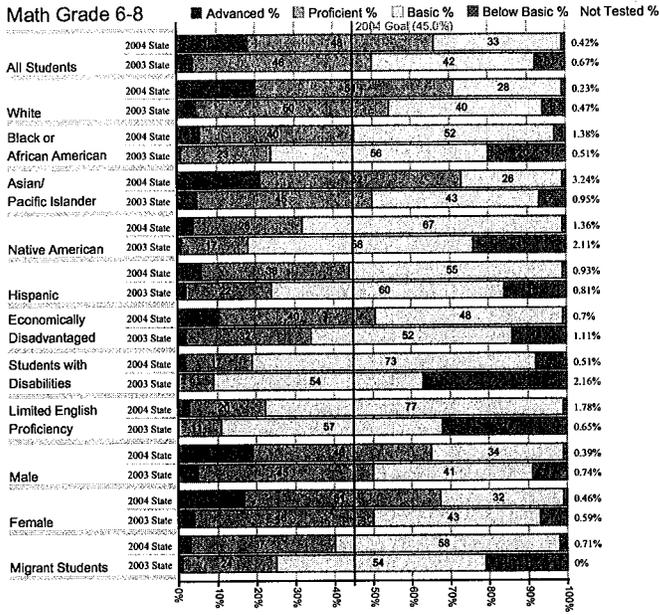


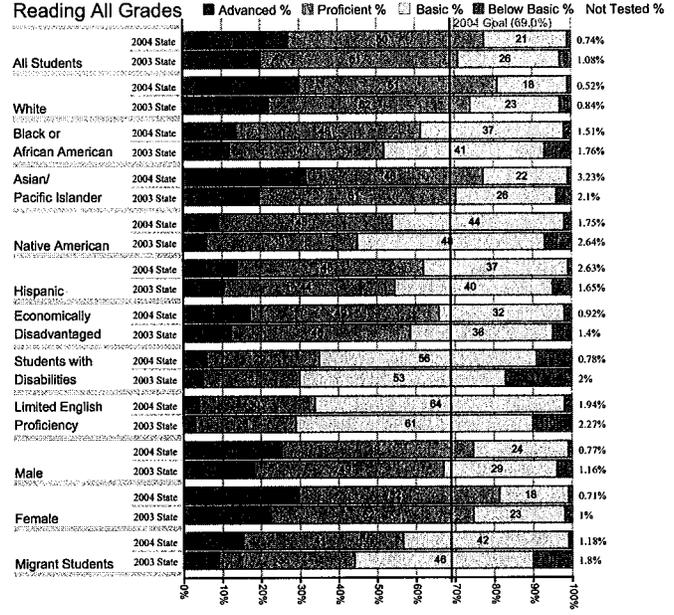
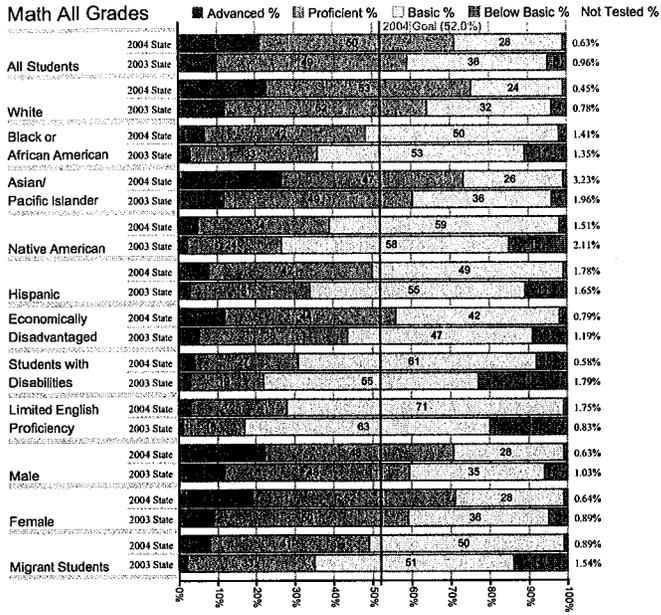
Reading Grade 06 ■ Advanced % ■ Proficient % ■ Basic % ■ Below Basic % ■ Not Tested %











State of South Dakota

Department of Education
700 Governors Drive
Pierre, SD 57501
Contact: Dr. Rick Melmer - Secretary of Education

State Status

South Dakota's accountability system requires schools and districts to make adequate yearly progress (AYP) in both math and reading, based on results of the Dakota STEP test. The chart below indicates an entity's current status with an "OK" (meaning it made AYP), "Alert" (meaning it did not make AYP for the current year) or "Level 1, 2 or 3" (meaning that it has not met AYP for at least two consecutive years). The chart also breaks down AYP progress by subgroups, using a "Y" (yes) to indicate subgroups that made AYP, and "N" (no) to indicate subgroups that did not make AYP.

Current State Status

Measure	Status	First Year Identified for School Improvement
Math	OK	
Reading	OK	

Current Year State AYP Determination

Measure	Status	Reason For Not Meeting AYP
Math	N - Did Not Meet AYP	Missed AMO Target
Reading	Y - Met AYP	

3-5	Math			Reading		
	Assessment	Participation	AYP	Assessment	Participation	AYP
All Students	Y	Y		Y	Y	
White	Y	Y		Y	Y	
Black or African American	Y	Y		Y	Y	
Asian/Pacific Islander	Y	Y		Y	Y	
Native American	N	Y		Y	Y	
Hispanic	Y	Y		Y	Y	
Economically Disadvantaged	Y	Y		Y	Y	
Students With Disabilities	Y	Y		Y	Y	
Limited English Proficiency	Y	Y		Y	Y	

Total AYP Breakdown: 17 of 18*

6-8	Math			Reading		
	Assessment	Participation	AYP	Assessment	Participation	AYP
All Students	Y	Y		Y	Y	
White	Y	Y		Y	Y	
Black or African American	Y	Y		Y	Y	
Asian/Pacific Islander	Y	Y		Y	Y	
Native American	N	Y		Y	Y	
Hispanic	N	Y		Y	Y	
Economically Disadvantaged	Y	Y		Y	Y	
Students With Disabilities	Y	Y		Y	Y	
Limited English Proficiency	N	Y		Y	Y	

Total AYP Breakdown: 15 of 18*

9-11	Math			Reading		
	Assessment	Participation	AYP	Assessment	Participation	AYP
All Students	Y	Y		Y	Y	
White	Y	Y		Y	Y	
Black or African American	Y	Y		Y	Y	
Asian/Pacific Islander	Y	Y		Y	Y	
Native American	Y	Y		Y	Y	
Hispanic	Y	Y		Y	Y	
Economically Disadvantaged	N	Y		N	Y	
Students With Disabilities	N	Y		N	Y	
Limited English Proficiency	Y	Y		N	Y	

Total AYP Breakdown: 13 of 18*

*Total AYP Breakdown indicates the number of subgroups in which a school or district made adequate yearly progress (AYP), followed by the total number of subgroups for which they were held accountable. In the chart above, all subgroups for which a school or district is held accountable are shaded in green. Yellow shading indicates that a school or district is not held accountable because of an insufficient population in that subgroup.

Previous Year State AYP Determination

Measure	Status	Reason For Not Meeting AYP
Math	Y - Met AYP	
Reading	Y - Met AYP	

Teacher Qualifications

The federal No Child Left Behind Act requires that each school report the percent of its teachers who are highly qualified. The act defines a highly qualified teacher as one with full certification, a bachelor's degree and demonstrated competence in subject knowledge and teaching. The act calls for all teachers of core academic subjects to be highly qualified by the end of school year 2005-06. Core subjects include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography. This page shows the percent of classes NOT being taught by highly qualified teachers.

Teachers with Emergency or Provisional Credentials

2005 State : 0.3%
2004 State : 0.4%

Classes Not Taught by Highly Qualified Teachers

2005 State : 7.3%
2004 State : 7.3%

Statewide, Classes Not Taught by Highly Qualified Teachers

2005 Highest Quartile : 9.3%
2004 Highest Quartile : 10.7%
2005 Lowest Quartile : 7.2%
2004 Lowest Quartile : 7.1%

No Child Left Behind

2005 Report Card

Districts and Schools Identified for Improvement

This list includes districts and/or schools that the state of South Dakota has identified as in need of improvement, as determined by state's accountability system.

Schools Identified For Improvement: 102(13.92%)

District	Schools	AYP Summary
Aberdeen 06-1	Central High School	10 of 10
	Holgate Middle School	10 of 10
	Simmons Middle School	12 of 12
Andes Central 11-1	Andes Central Elementary*	12 of 12
Belle Fourche 09-1	Belle Fourche Middle Sch*	10 of 10
Bennett County 03-1	Martin Elem*	9 of 10
Beresford 61-2	Woodfield Center	0 of 0
Bon Homme 04-2	Bon Homme Middle School*	8 of 8
Bonesteel-Fairfax 26-5	Bonesteel-Fairfax Jr High*	6 of 6
Brandon Valley 49-2	Brandon Valley Middle Sch	6 of 8
Brookings 05-1	George S Mickelson Middle School	14 of 14
Canton 41-1	Canton Middle School	8 of 8
	E.O. Lawrence Elementary*	7 of 8
	C.C. Jacobson Elementary	Feeder School
Chamberlain 07-1	Chamberlain Middle School*	7 of 10
Custer 16-1	Custer Middle Sch	8 of 8
Debutook 05-6	Toronto Elementary*	8 of 8
	Astoria Elementary*	Feeder School
Doland 56-2	Clark Colony Elem*	8 of 8
Douglas 51-1	Douglas Middle School	11 of 14
	Vandenberg Elementary*	14 of 14
Eagle Butte 20-1	C-EB EAGLE Center	0 of 6
	C-EB High School	3 of 6
	C-EB Junior High	3 of 10
	C-EB Upper Elementary*	5 of 10
	C-EB Primary	Feeder School
Flandreau 50-3	Flandreau Middle Sch*	10 of 10
Florence 14-1	Florence Elementary School*	8 of 8
Hill City 51-2	Hill City Middle Sch	8 of 10
Huron 02-2	Huron Colony Elementary*	6 of 6
	Huron Middle School	14 of 14
Lead-Deadwood 40-1	Lead-Deadwood Career & Tech Ed	4 of 4
	Lead-Deadwood Middle School	7 of 8
Lennox 41-4	Lennox Middle School	8 of 8
Madison Central 39-2	Madison Middle School	8 of 8
McLaughlin 15-2	McLaughlin Elementary*	3 of 8
	McLaughlin Middle School*	3 of 6
Meade 46-1	Sturgis Brown HS	8 of 8
	Sturgis Williams MS*	12 of 12
Milbank 25-4	Koch Elementary School*	8 of 8
	Milbank Middle School	8 of 8
Mitchell 17-2	Mitchell Middle School	12 of 12
Oelrichs 23-3	Oelrichs Elem*	8 of 8
Pierre 32-2	Georgia Morse Middle School	12 of 12
	Jefferson Elementary*	10 of 10
Platte 11-3	Cedar Grove Colony School*	6 of 6
Rapid City 51-4	Academies	2 of 6
	Central Hi Sch	9 of 10
	Dakota Middle Sch	8 of 12
	General Beadle Elem*	7 of 10
	Horace Mann Elem*	6 of 10
	North Middle Sch*	9 of 16
	Rapid Valley Elem*	9 of 10
	Robbinsdale Elem*	9 of 10
	South Middle Sch	14 of 16
	Southwest Middle Sch	10 of 10
	Stevens Hi Sch	9 of 10
West Middle Sch	8 of 10	

District	Schools	AYP Summary
Platte 11-3	Cedar Grove Colony School*	6 of 6
Rapid City 51-4	Academies	2 of 6
	Central Hi Sch	9 of 10
	Dakota Middle Sch	8 of 12
	General Beadle Elem*	7 of 10
	Horace Mann Elem*	6 of 10
	North Middle Sch*	9 of 16
	Rapid Valley Elem*	9 of 10
	Robbinsdale Elem*	9 of 10
	South Middle Sch	14 of 16
	Southwest Middle Sch	10 of 10
	Stevens Hi Sch	9 of 10
West Middle Sch	8 of 10	
Shannon County 65-1	Batesland Elementary*	6 of 10
	Rockyford Elementary*	2 of 10
	Wolf Creek Elementary*	3 of 10
Sioux Falls 49-5	Anne Sullivan Elem	16 of 18
	Axtell Park Middle Sch	14 of 18
	Bridges at Horace Mann	0 of 0
	Cleveland Elem	12 of 14
	Edison Middle Sch	13 of 14
	Hawthorne Elem*	16 of 16
	Joe Foss Alternative Sch	0 of 4
	John Harris Elem	8 of 8
	Laura B Anderson Elem*	10 of 10
	Lincoln Hi Sch	10 of 10
	Longfellow Elem*	11 of 12
	Lowell Elem*	14 of 14
	Patrick Henry Middle Sch	16 of 16
	Roosevelt Hi Sch	8 of 10
	Summit Oaks	0 of 0
Washington Hi Sch	11 of 14	
Whittier Middle Sch	17 of 18	
Sisseton 54-2	Sisseton Middle School*	7 of 10
Smea 15-3	Wakpala Elementary*	0 of 10
	Wakpala High School*	1 of 6
Spearfish 40-2	Middle School	10 of 10
Tea Area 41-5	Tea Area Middle School	7 of 8
Todd County 66-1	He Dog Elementary*	0 of 10
	North Elementary*	7 of 10
	O'Kreek Elementary*	2 of 6
	Rosebud Elementary*	1 of 10
	South Elementary*	4 of 10
	Spring Creek Elem*	0 of 8
	Todd County HS*	0 of 6
Todd County MS*	0 of 10	
Vermillion 13-1	Jolley Elementary School*	12 of 12
	Vermillion Middle School*	9 of 10
	Austin Elementary School*	Feeder School
Watertown 14-4	Jefferson Elementary	8 of 8
	Watertown High School*	8 of 8
	Watertown Middle School*	9 of 10
White River 47-1	Norris Elementary*	6 of 6
	White River Elementary*	5 of 8
	White River Middle Sch*	7 of 10
	Winner Middle School*	8 of 10
Winner 59-2	Winner Middle School*	8 of 10
Yankton 63-3	Yankton Hi Sch	6 of 8

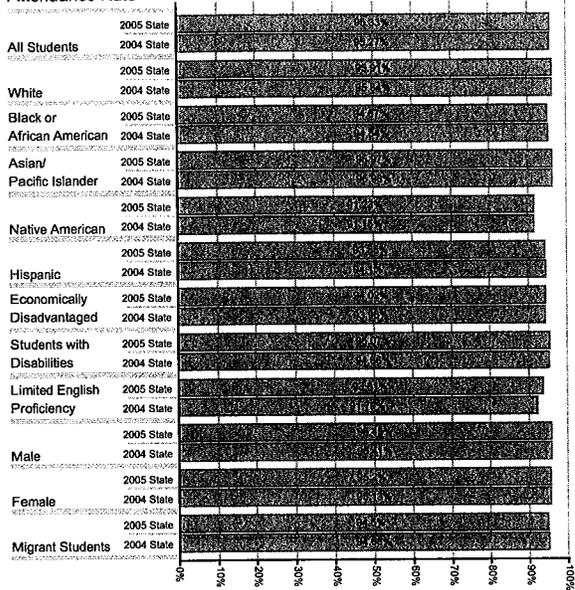
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Sioux Falls 49-5
Todd County 66-1

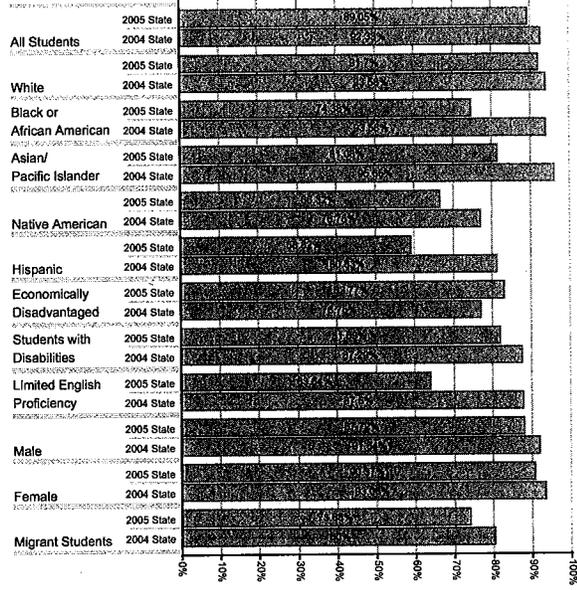
Attendance/Graduation Rates

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Attendance Rate



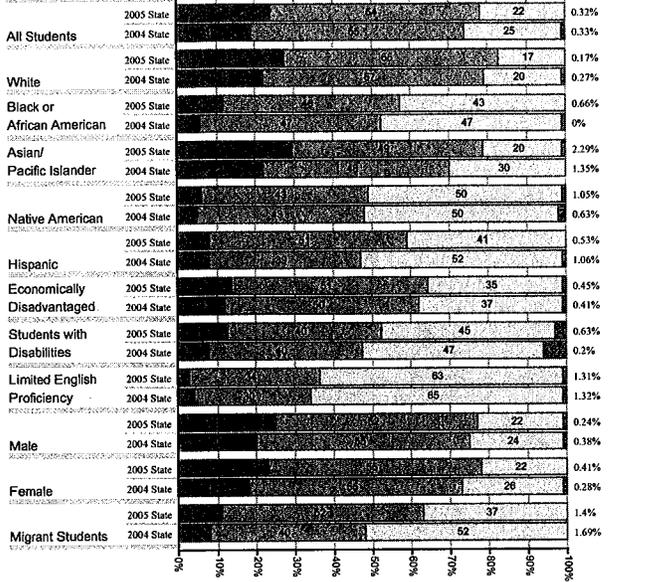
Graduation Rate



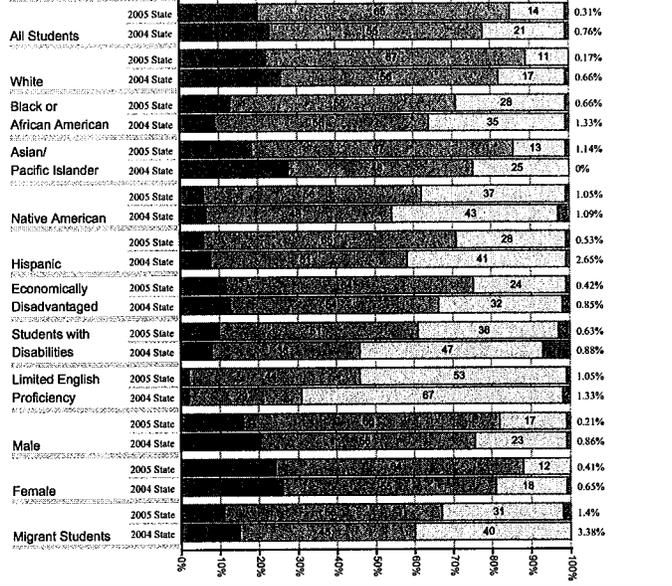
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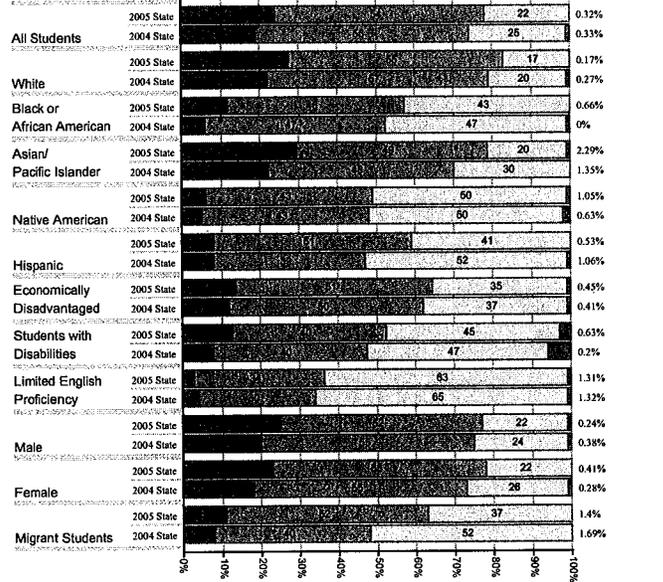
Math Grade 03



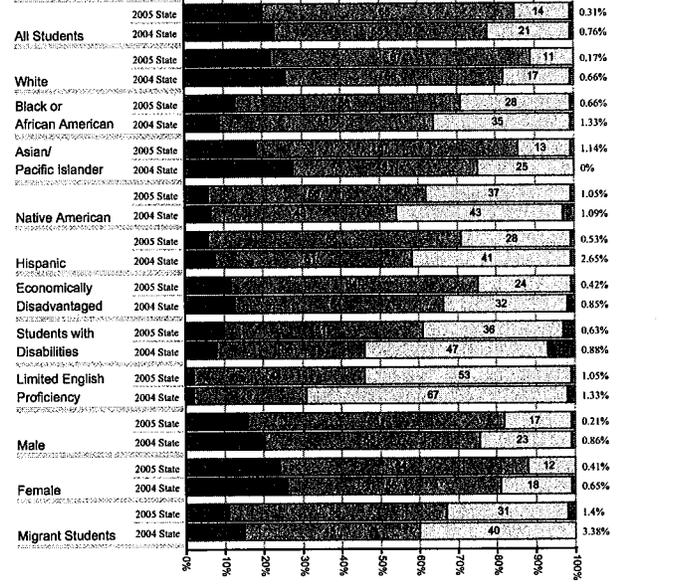
Reading Grade 03

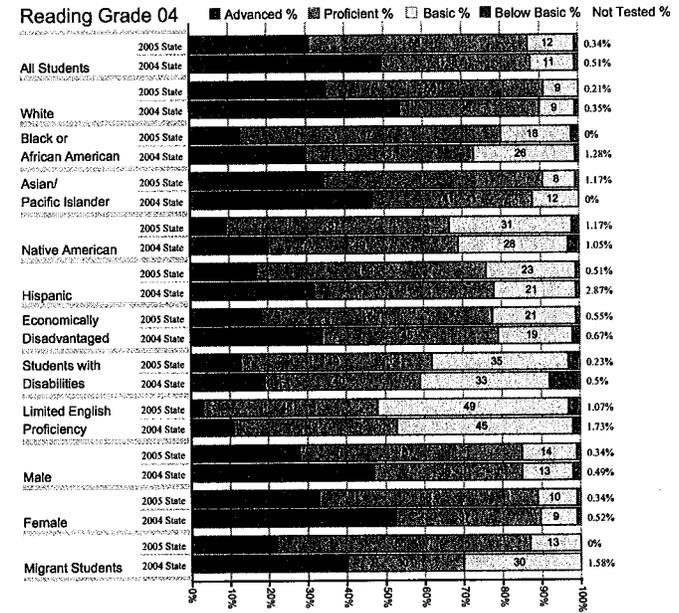
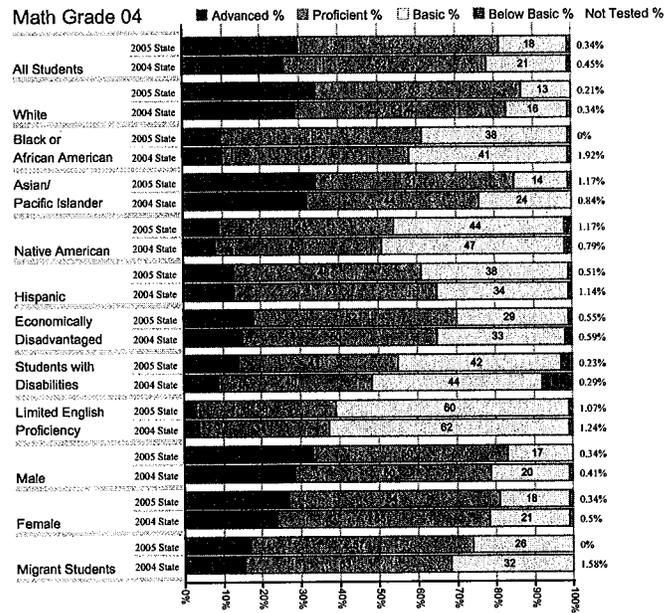
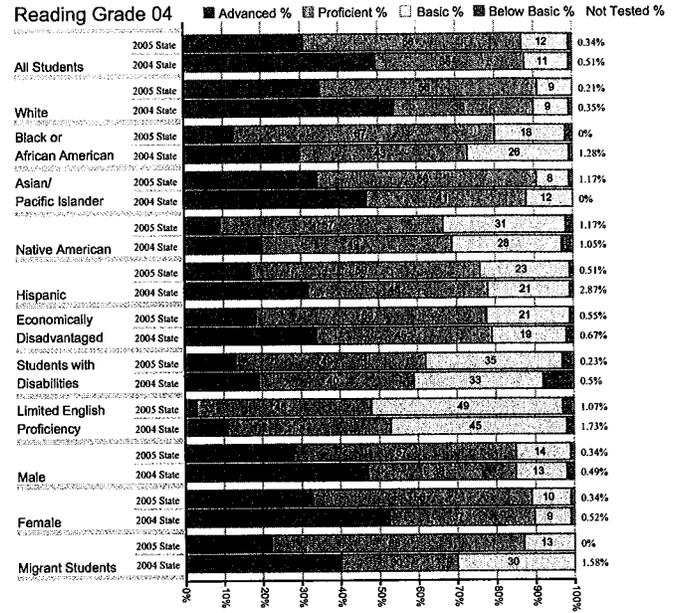
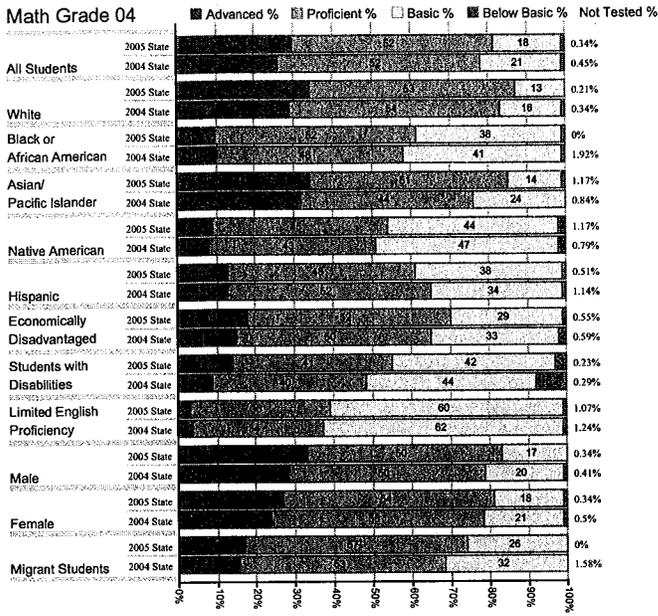


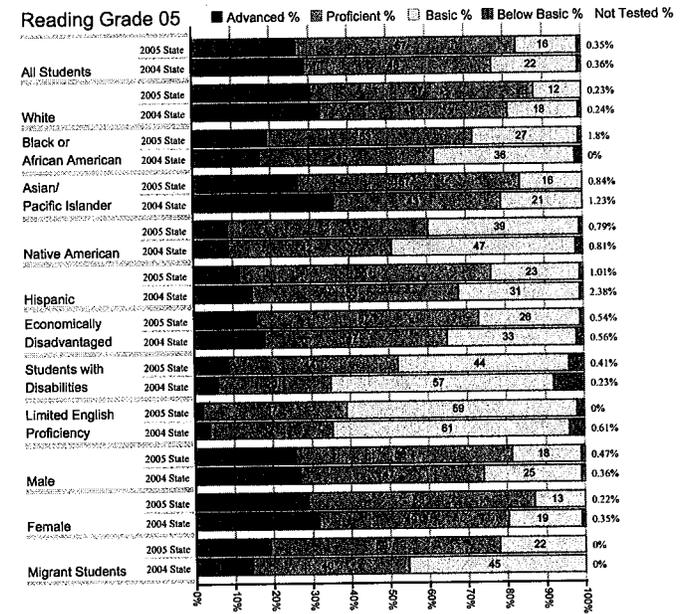
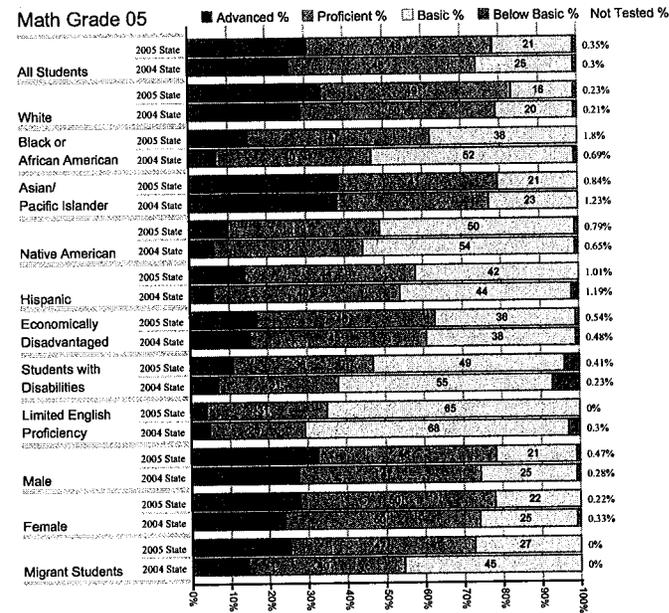
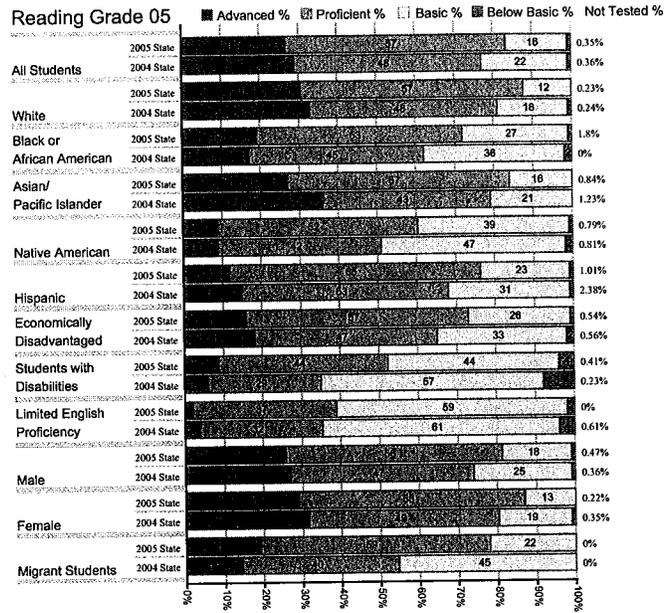
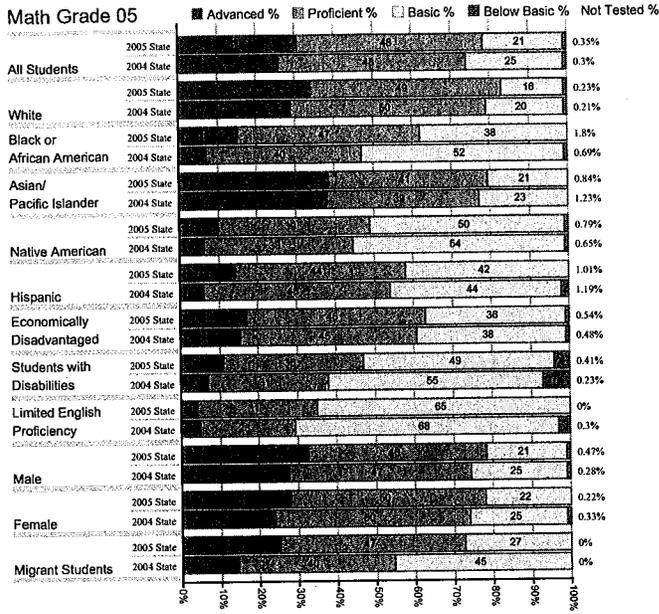
Math Grade 03



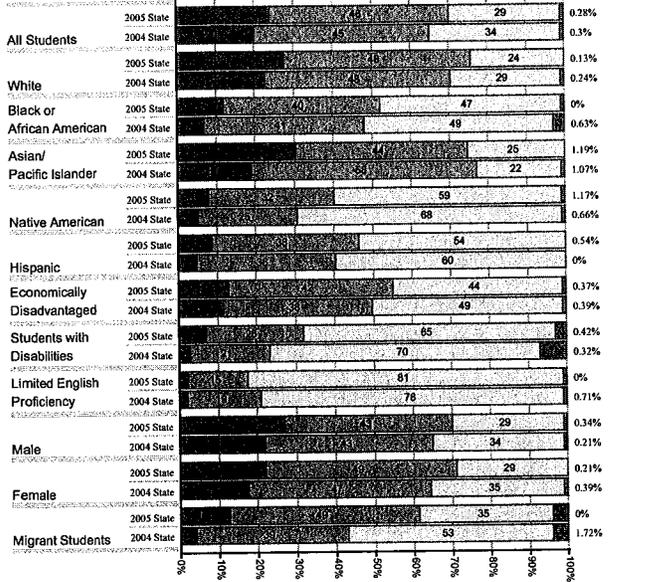
Reading Grade 03



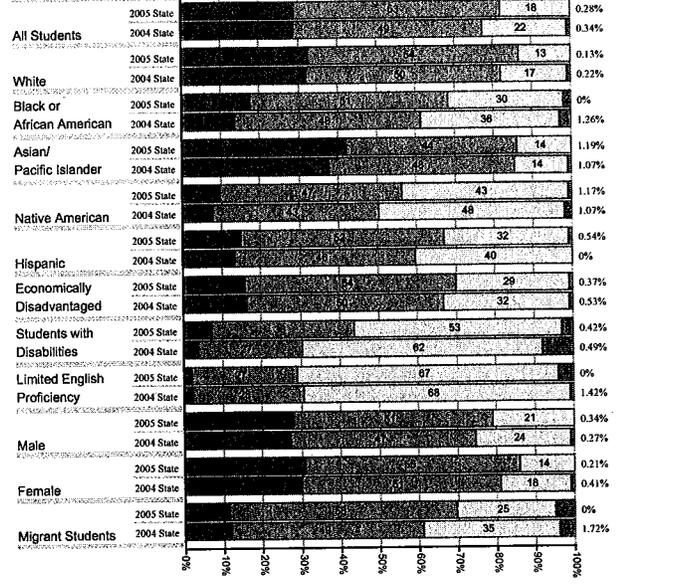




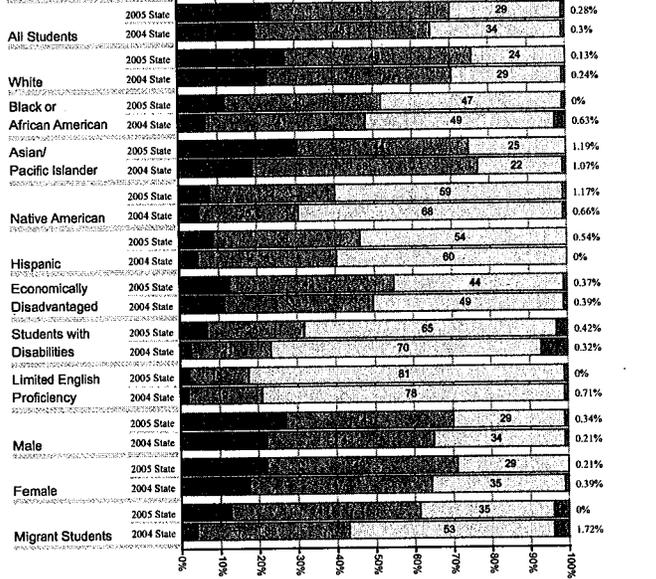
Math Grade 06



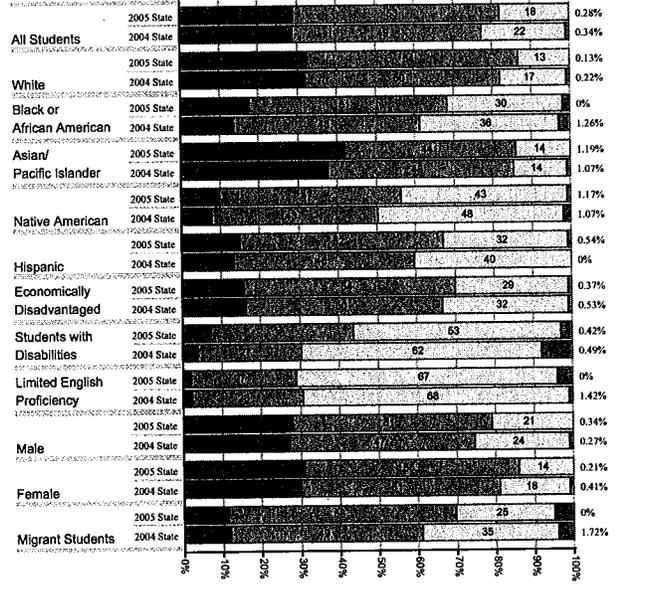
Reading Grade 06



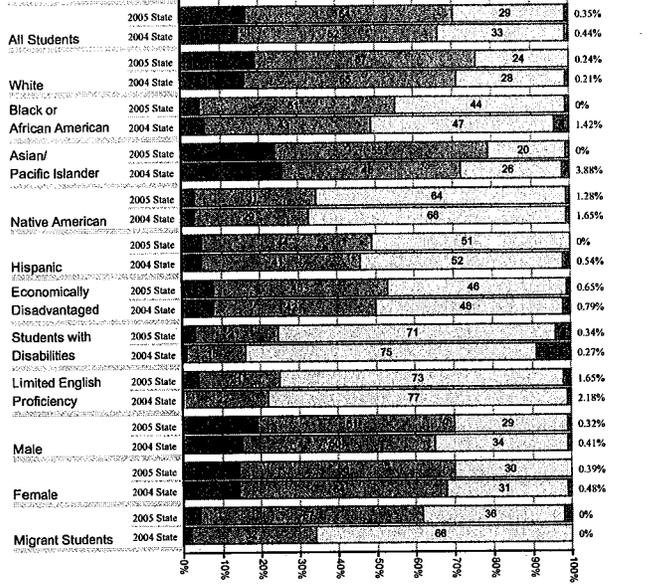
Math Grade 06



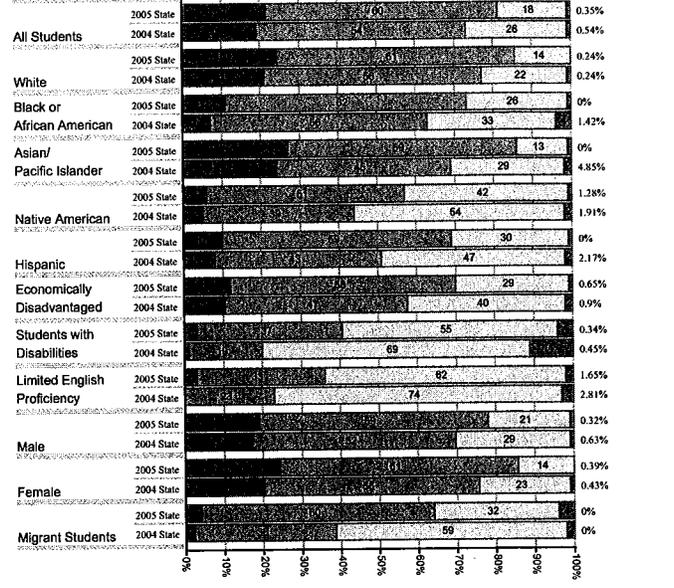
Reading Grade 06



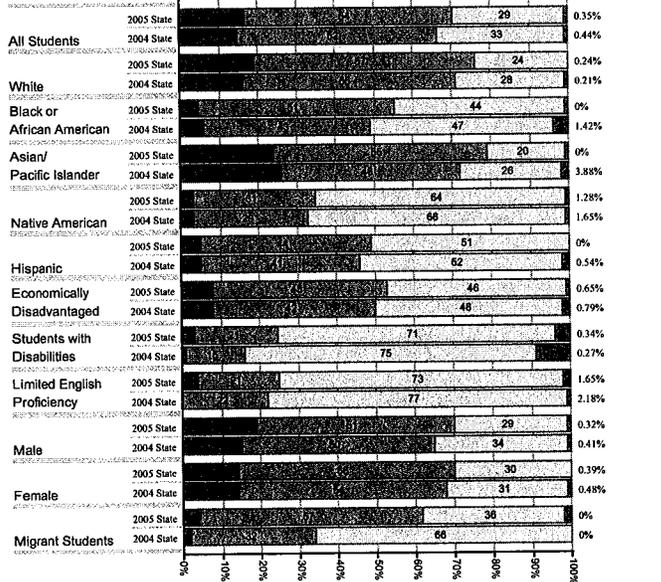
Math Grade 07 ■ Advanced % ■ Proficient % ■ Basic % ■ Below Basic % Not Tested %



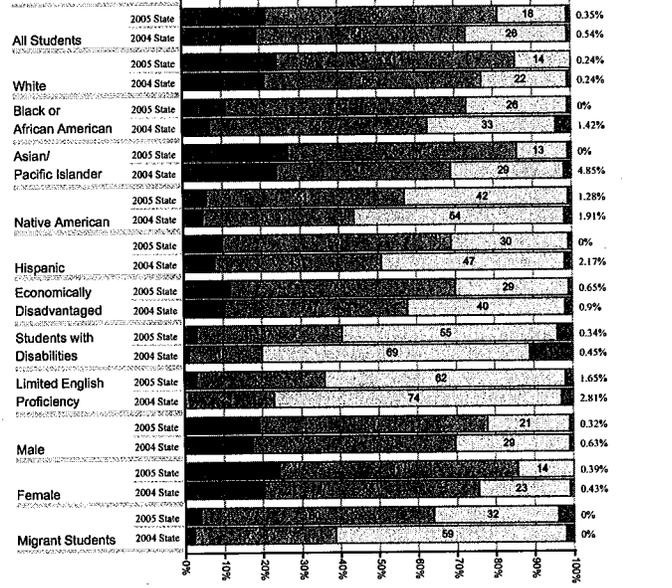
Reading Grade 07 ■ Advanced % ■ Proficient % ■ Basic % ■ Below Basic % Not Tested %

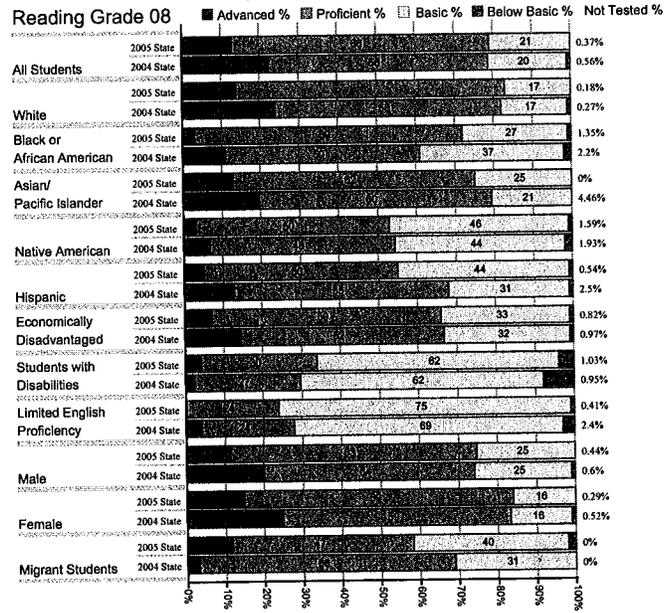
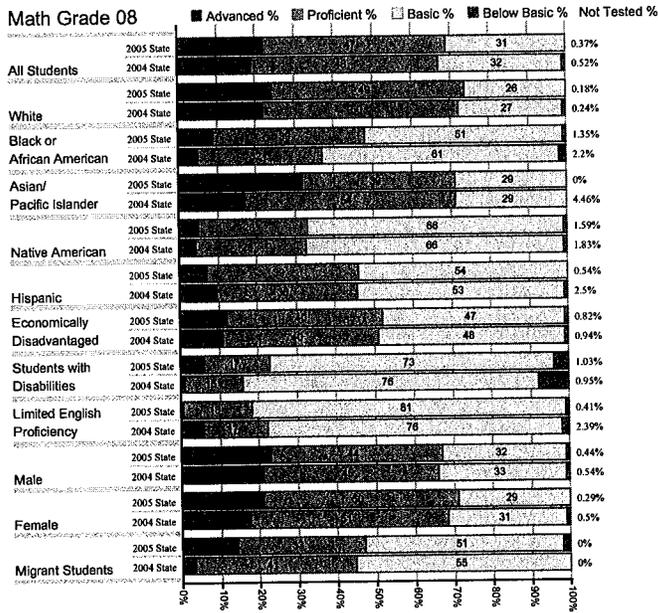
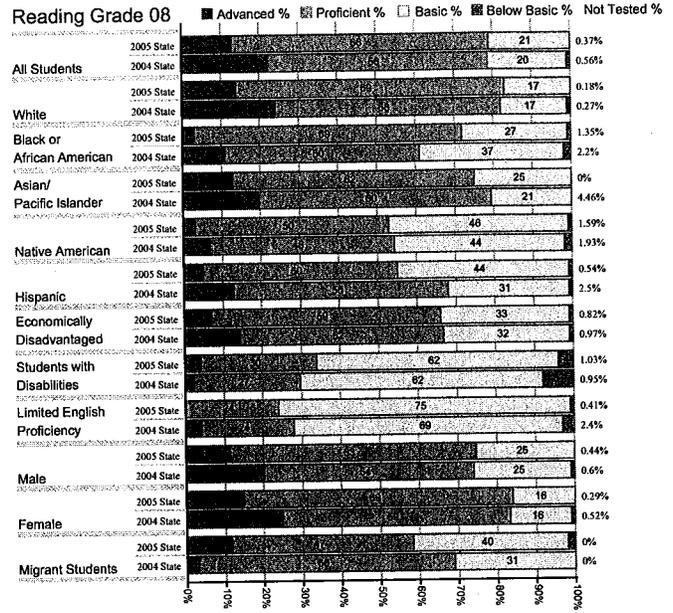
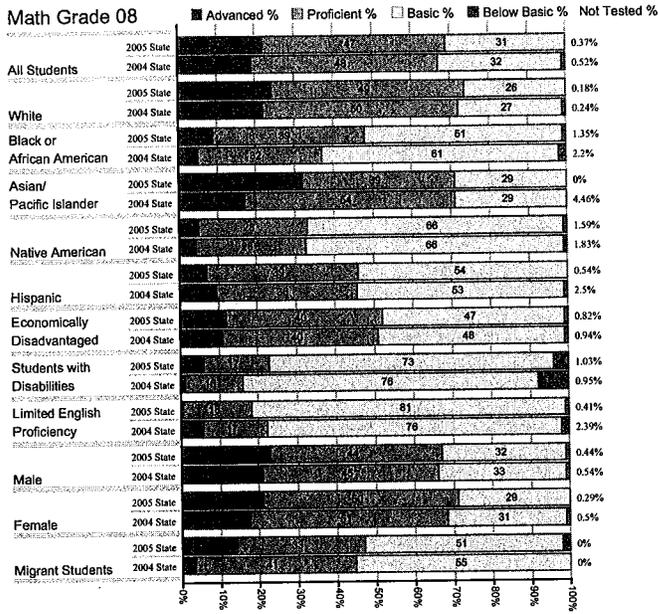


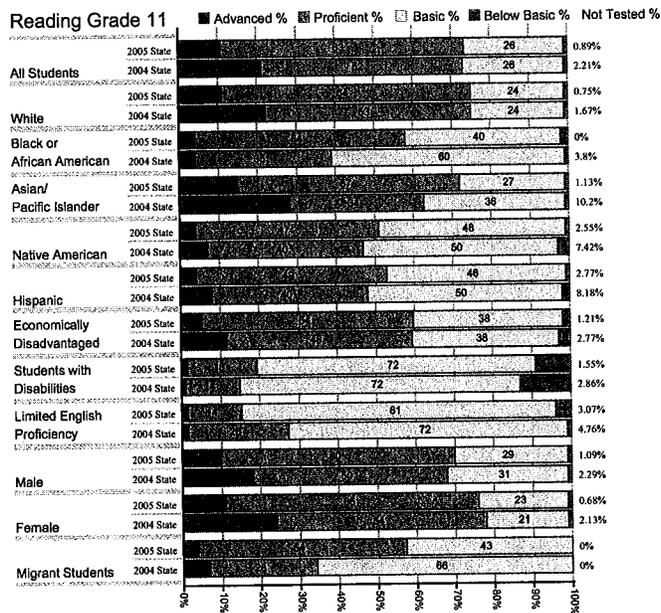
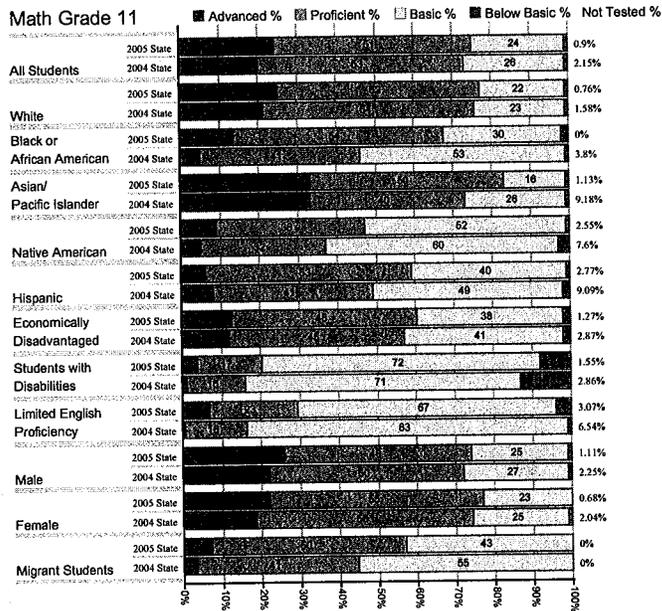
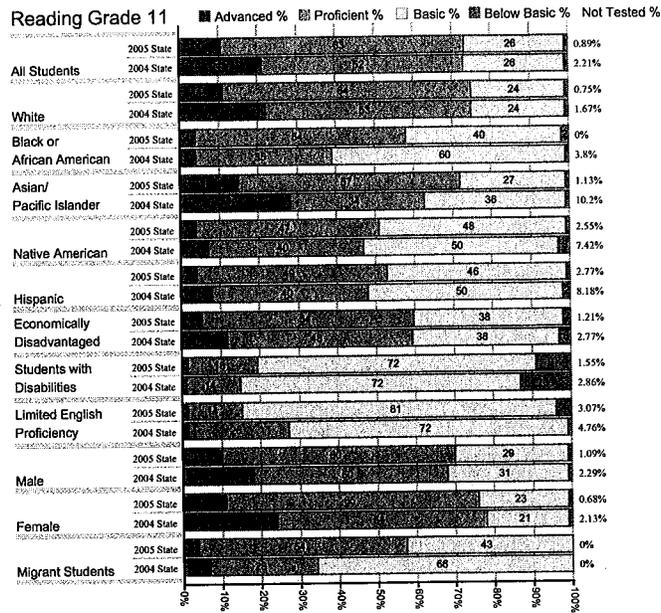
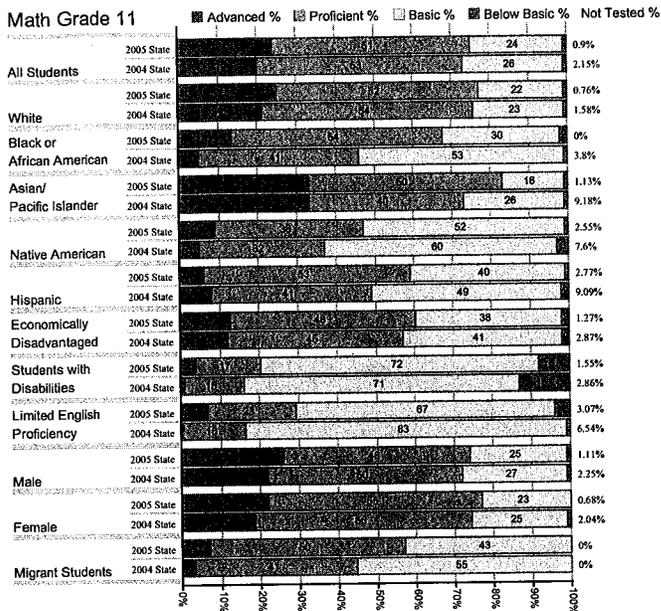
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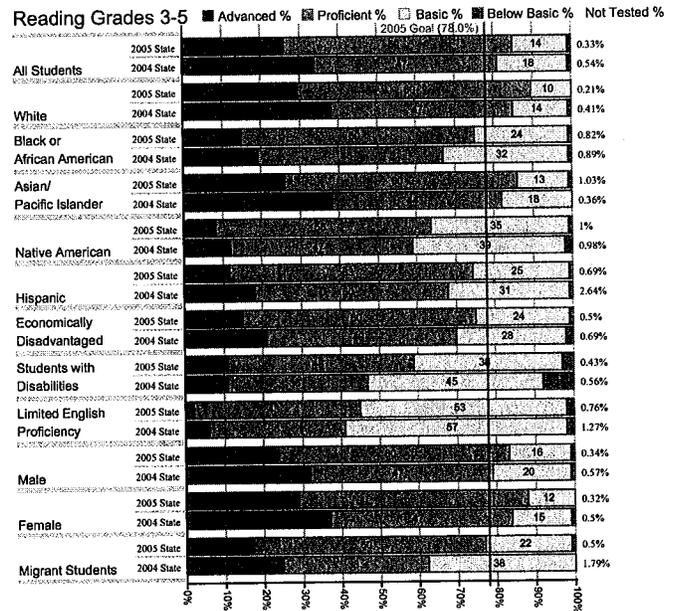
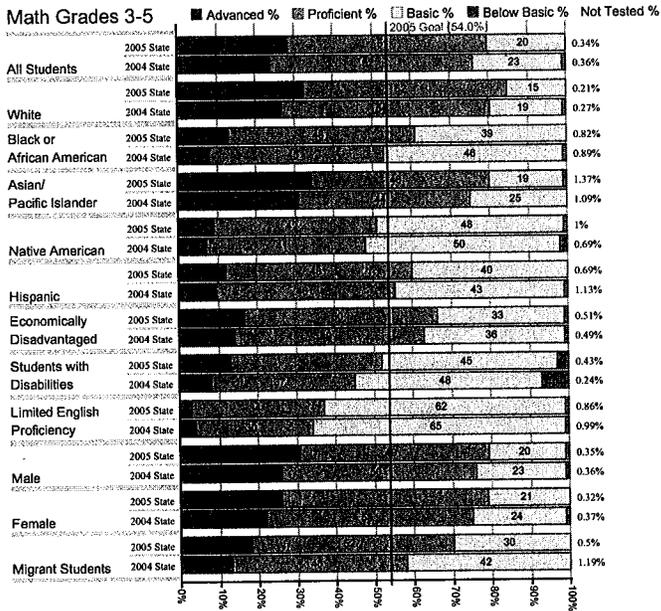
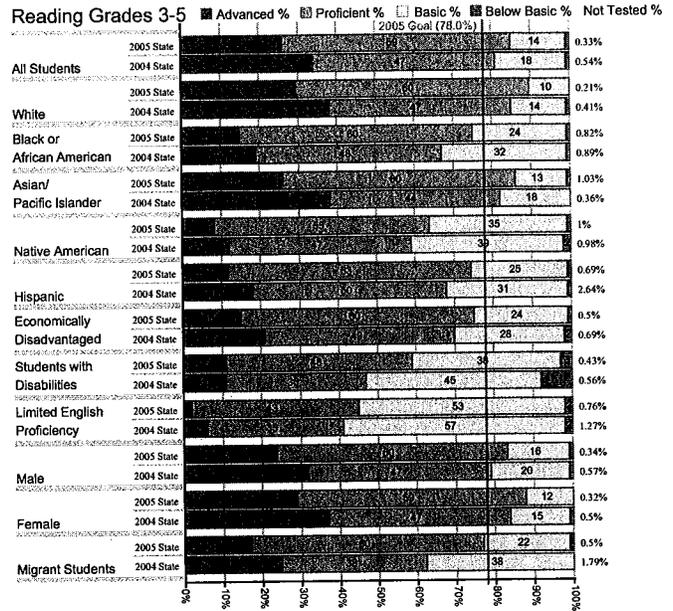
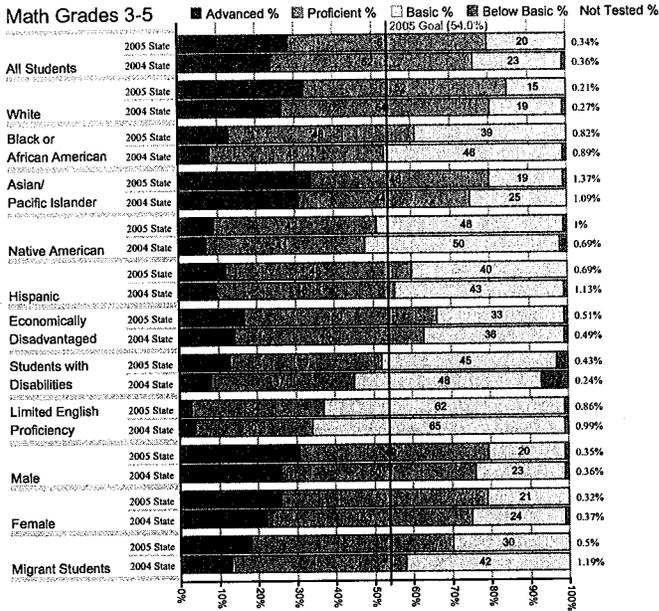


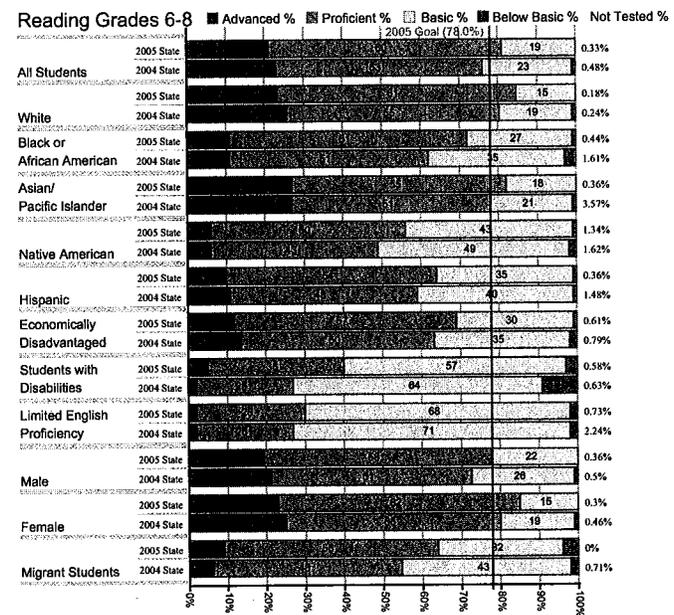
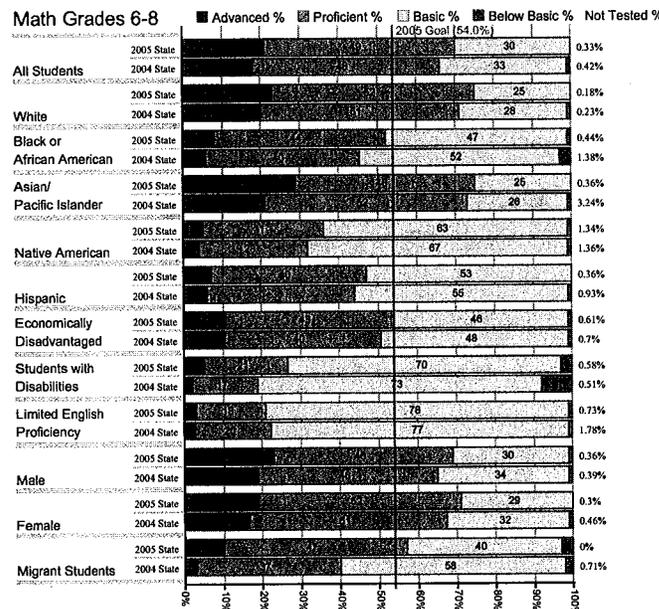
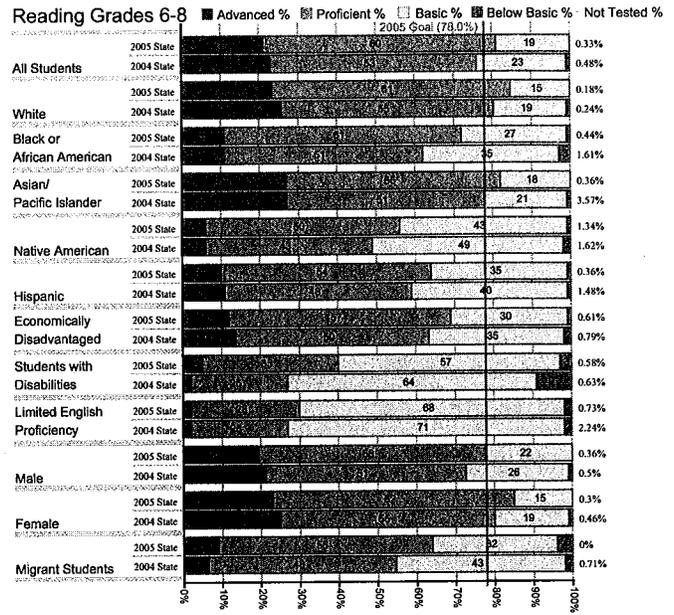
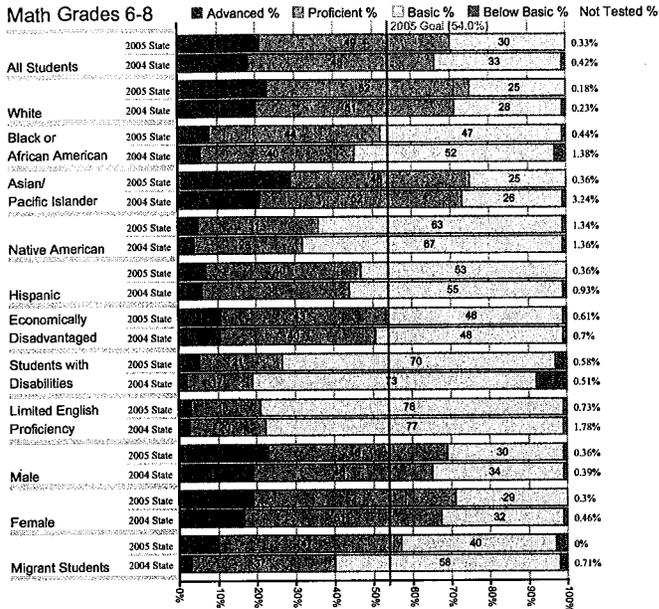
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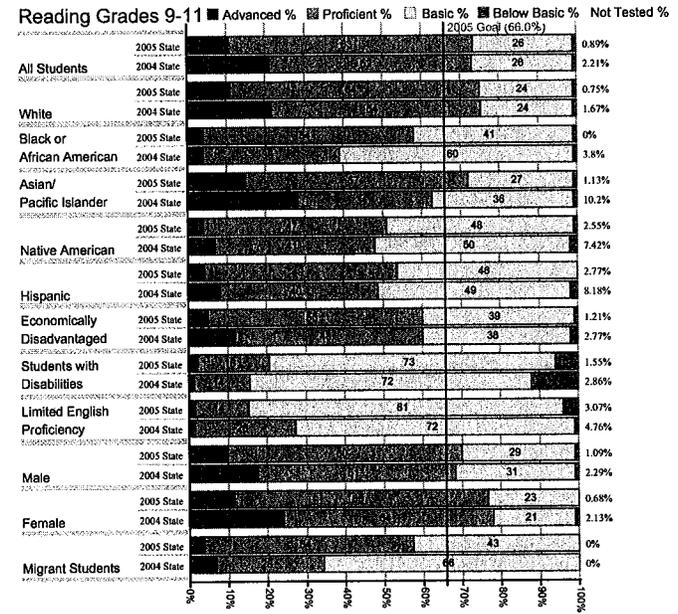
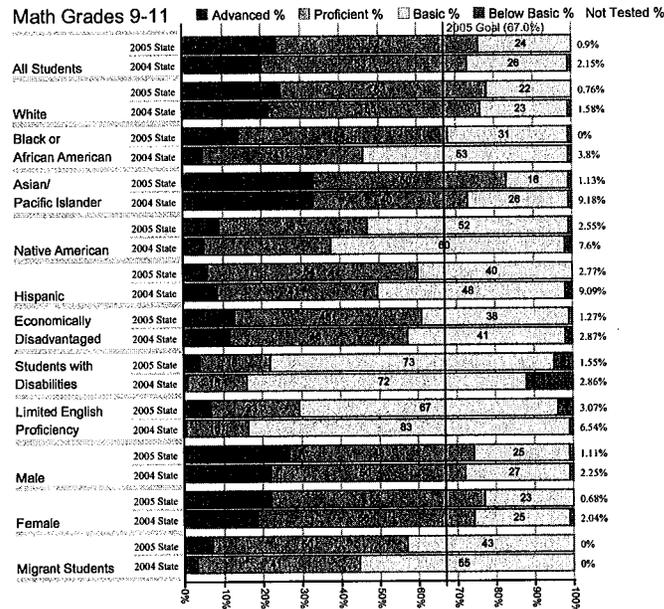
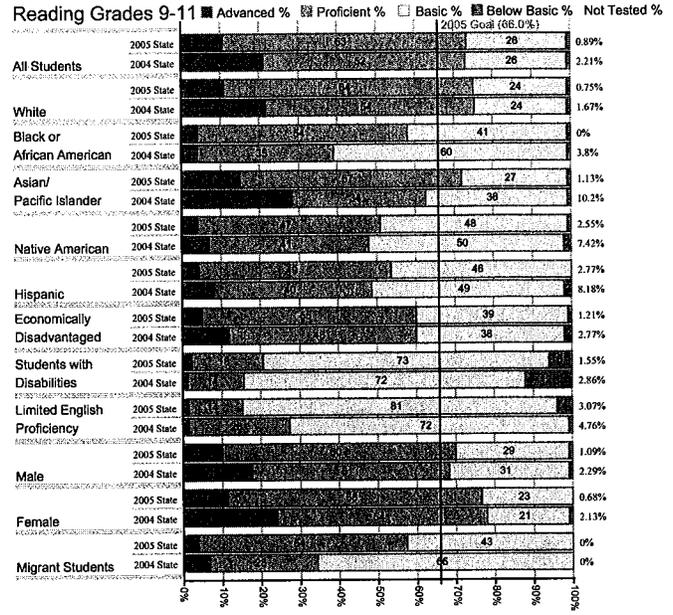
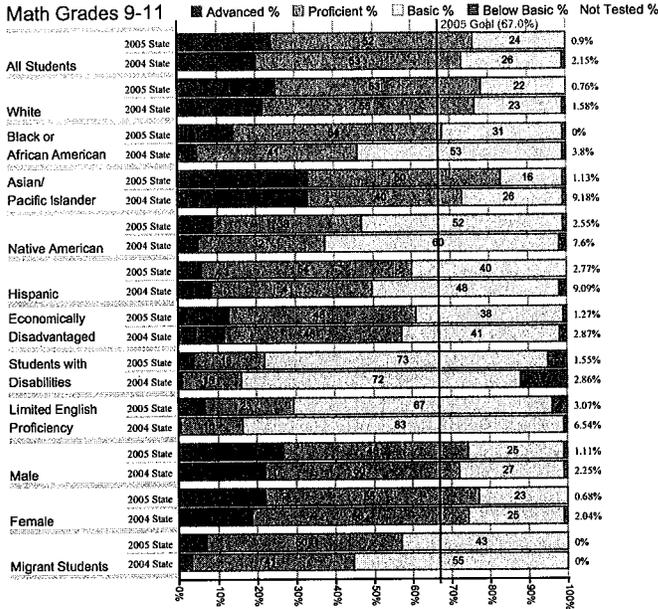




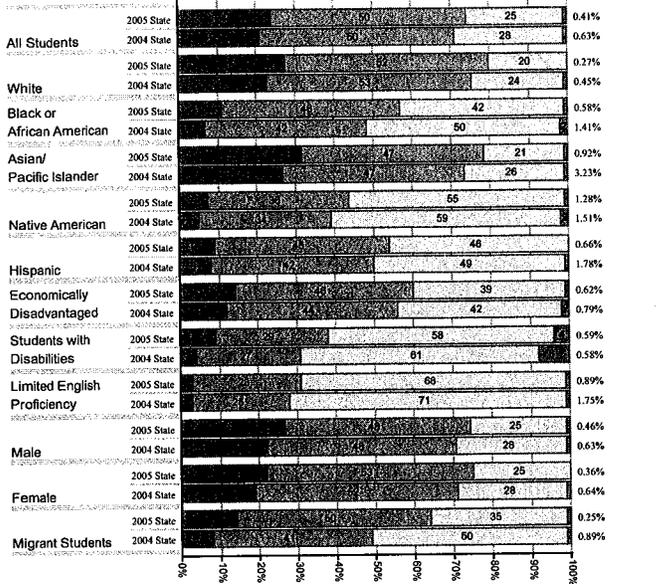




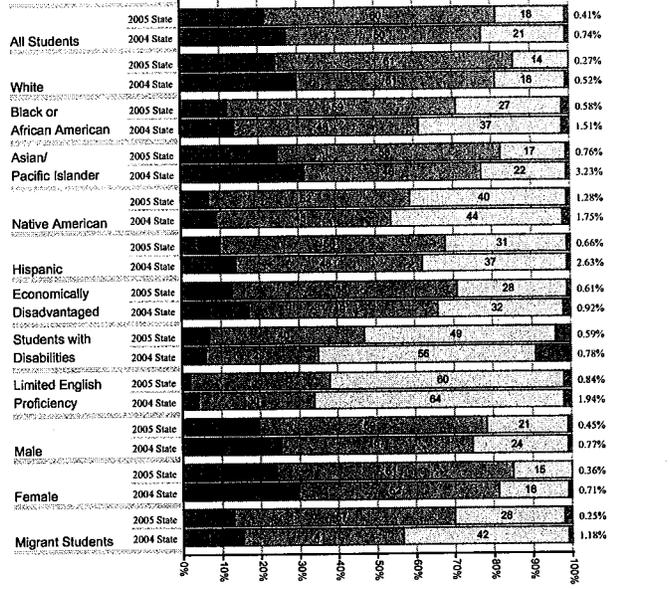




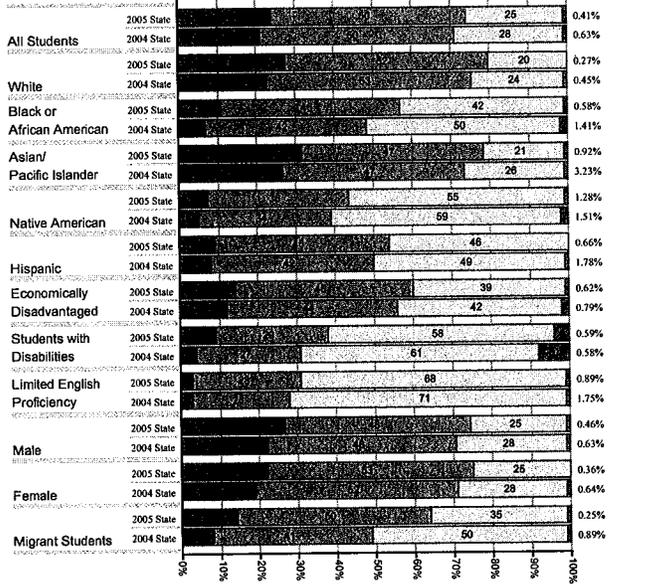
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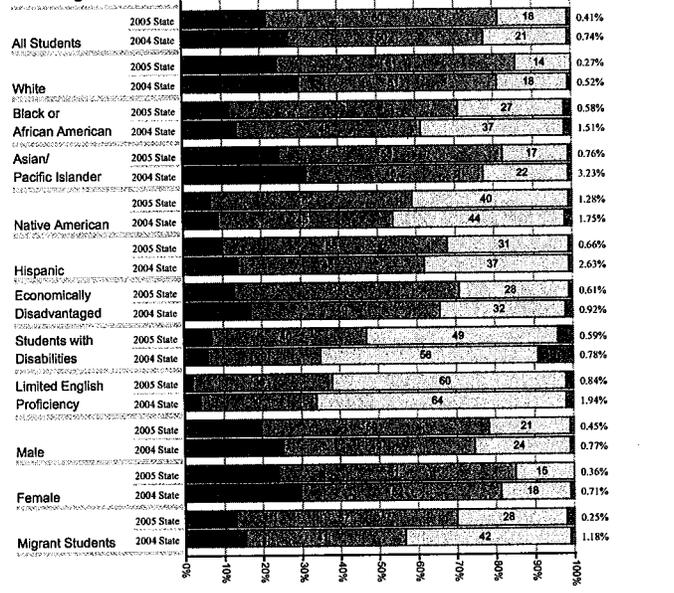
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Math All Grades ■ Advanced % ■ Proficient % ■ Basic % ■ Below Basic % ■ Not Tested %



Reading All Grades ■ Advanced % ■ Proficient % ■ Basic % ■ Below Basic % ■ Not Tested %



State of South Dakota

Department of Education
700 Governors Drive
Pierre, SD 57501
Contact: Dr. Rick Melmer - Secretary of Education

State Status

South Dakota's accountability system requires schools and districts to make adequate yearly progress (AYP) in both math and reading, based on results of the Dakota STEP test. The chart below indicates an entity's current status with an "OK" (meaning it made AYP), "Alert" (meaning it did not make AYP for the current year) or "Level 1, 2 or 3" (meaning that it has not met AYP for at least two consecutive years). The chart also breaks down AYP progress by subgroups, using a "Y" (yes) to indicate subgroups that made AYP, and "N" (no) to indicate subgroups that did not make AYP.

Current State Status

Measure	Status	First Year Identified for School Improvement
Math	OK	
Reading	OK	

Current Year State AYP Determination

Measure	Status	Reason For Not Meeting AYP
Math	N - Did Not Meet AYP	Missed AMO Target
Reading	N - Did Not Meet AYP	Missed AMO Target

3-5	Math			Reading		
	Assessment	Participation	AYP	Assessment	Participation	AYP
All Students	Y	Y		Y	Y	
White	Y	Y		Y	Y	
Black or African American	N	Y		Y	Y	
Asian/Pacific Islander	Y	Y		Y	Y	
Native American	N	Y		N	Y	
Hispanic	N	Y		Y	Y	
Economically Disadvantaged	Y	Y		N	Y	
Students With Disabilities	N	Y		N	Y	
Limited English Proficiency	N	Y		N	Y	

Total AYP Breakdown: 9 of 18*

6-8	Math			Reading		
	Assessment	Participation	AYP	Assessment	Participation	AYP
All Students	Y	Y		Y	Y	
White	Y	Y		Y	Y	
Black or African American	N	Y		N	Y	
Asian/Pacific Islander	Y	Y		Y	Y	
Native American	N	Y		N	Y	
Hispanic	N	Y		N	Y	
Economically Disadvantaged	N	Y		N	Y	
Students With Disabilities	N	Y		N	Y	
Limited English Proficiency	N	Y		N	Y	

Total AYP Breakdown: 6 of 18*

9-11	Math			Reading		
	Assessment	Participation	AYP	Assessment	Participation	AYP
All Students	Y	Y		Y	Y	
White	Y	Y		Y	Y	
Black or African American	Y	Y		N	Y	
Asian/Pacific Islander	Y	Y		Y	Y	
Native American	N	Y		N	Y	
Hispanic	Y	Y		N	Y	
Economically Disadvantaged	Y	Y		N	Y	
Students With Disabilities	N	Y		N	Y	
Limited English Proficiency	N	Y		N	N	

Total AYP Breakdown: 9 of 18*

*Total AYP Breakdown indicates the number of subgroups in which a school or district made adequate yearly progress (AYP), followed by the total number of subgroups for which they were held accountable. In the chart above, all subgroups for which a school or district is held accountable are shaded in green. Yellow shading indicates that a school or district is not held accountable because of an insufficient population in that subgroup.

Previous Year State AYP Determination

Measure	Status	Reason For Not Meeting AYP
Math	N - Did Not Meet AYP	Missed AMO Target
Reading	Y - Met AYP	

Teacher Qualifications

The federal No Child Left Behind Act requires that each school report the percent of its teachers who are highly qualified. The act defines a highly qualified teacher as one with full certification, a bachelor's degree and demonstrated competence in subject knowledge and teaching. The act calls for all teachers of core academic subjects to be highly qualified by the end of school year 2005-06. Core subjects include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography. This page shows the percent of classes NOT being taught by highly qualified teachers.

Teachers with Emergency or Provisional Credentials

2006 State : 0.4%
2005 State : 0.3%

Classes Not Taught by Highly Qualified Teachers

2006 State : 4.4%
2005 State : 7.3%

Statewide, Classes Not Taught by Highly Qualified Teachers

2006 Highest Quartile : 6.1%
2005 Highest Quartile : 9.3%
2006 Lowest Quartile : 3.5%
2005 Lowest Quartile : 7.2%

No Child Left Behind

2006 Report Card

Districts and Schools Identified for Improvement

This list includes districts and/or schools that the state of South Dakota has identified as in need of improvement, as determined by state's accountability system.

Schools Identified For Improvement: 84(11.08%)

District	Schools	AYP Summary
Aberdeen 06-1	Central High School	8 of 10
	Holgate Middle School	8 of 10
	Simmons Middle School	9 of 10
Andes Central 11-1	Andes Central Elementary*	10 of 12
Belle Fourche 09-1	Belle Fourche MS*	7 of 10
Bennett County 03-1	Martin Elem*	6 of 10
Brandon Valley 49-2	Brandon Valley Middle Sch	8 of 8
Brookings 05-1	Medary Elem*	6 of 8
Canton 41-1	Canton Middle School	6 of 8
	E.O. Lawrence Elementary*	8 of 8
	C.C. Jacobson Elementary	Feeder School
Custer 16-1	Custer Middle Sch	6 of 8
Douglas 51-1	Douglas High School	5 of 6
	Douglas Middle School	11 of 16
Eagle Butte 20-1	C-EB High School	0 of 6
	C-EB Junior High	5 of 8
	C-EB Upper Elementary*	4 of 12
	C-EB Primary	Feeder School
Hill City 51-2	Hill City Middle Sch	9 of 10
Huron 02-2	Huron Middle School	11 of 14
Ipswich Faulkton Leola	Spring Creek Colony Elementary	of
Lead-Deadwood 40-1	Lead-Deadwood Middle School	7 of 8
Lennox 41-4	Lennox Middle School	6 of 8
McLaughlin 15-2	McLaughlin Elementary*	8 of 8
	McLaughlin Middle School*	6 of 6
Meade 46-1	Sturgis Brown HS	7 of 8
	Sturgis Williams MS*	10 of 12
Milbank 25-4	Milbank Middle School*	7 of 8
Mitchell 17-2	Mitchell Middle School	8 of 10
Oelrichs 23-3	Oelrichs Elem*	4 of 6
	Oelrichs Jr Hi*	1 of 6
Pierre 32-2	Georgia Morse Middle School	11 of 12
Rapid City 51-4	Academies	0 of 4
	Central Hi Sch	7 of 10
	Dakota Middle Sch	6 of 14
	General Beadle Elem*	3 of 10
	Horace Mann Elem*	9 of 10
	Knollwood Heights Elem*	3 of 10
	North Middle Sch*	4 of 16
	Robbinsdale Elem*	9 of 10
	South Middle Sch	10 of 14
	West Middle Sch	13 of 14
	Shannon County 65-1	Batesland Elementary*
Red Shirt Table Elementary*		0 of 8
Rockyford Elementary*		2 of 10
Wolf Creek Elementary*		0 of 10
Sioux Falls 49-5	Anne Sullivan Elem*	17 of 18
	Axtell Park Middle Sch	11 of 18
	Cleveland Elem	8 of 14
	Edison Middle Sch	13 of 16
	Garfield Elem*	12 of 16
	Hawthorne Elem*	13 of 16
	Hayward Elem*	10 of 12
	Joe Foss Alternative Sch	6 of 6
	Laura B Anderson Elem*	6 of 10
	Lincoln Hi Sch	9 of 12
	Longfellow Elem*	14 of 14
	Lowell Elem*	12 of 14
	Patrick Henry Middle Sch	14 of 16
	Roosevelt Hi Sch	6 of 8
Washington Hi Sch	13 of 16	
Whittier Middle Sch	17 of 18	
Sisseton 54-2	Sisseton Middle School*	9 of 10
Smee 15-3	Wakpala Elementary*	0 of 10
	Wakpala High School*	0 of 6
Spearfish 40-2	Middle School	9 of 10
Tea Area 41-5	Tea Area Middle School	6 of 8
Todd County 66-1	He Dog School*	1 of 10
	North Elementary*	4 of 8
	O'Kreek Elementary*	1 of 8
	Rosebud Elementary*	4 of 10
	South Elementary*	2 of 10
	Spring Creek School*	4 of 8
	Todd County HS*	1 of 8
Todd County MS*	0 of 10	
Vermillion 13-1	Vermillion Middle School*	9 of 10
Watertown 14-4	Watertown High School*	4 of 8

District	Schools	AYP Summary
Vermillion 13-1	Vermillion Middle School*	9 of 10
Watertown 14-4	Watertown High School*	4 of 8
White River 47-1	Norris Elementary*	3 of 6
	White River Elementary*	2 of 8
	White River High School	7 of 8
	White River Middle Sch*	9 of 10
Winner 59-2	Winner Middle School*	10 of 10
Yankton 63-3	Yankton Hi Sch	10 of 10
	Yankton Middle School	12 of 14

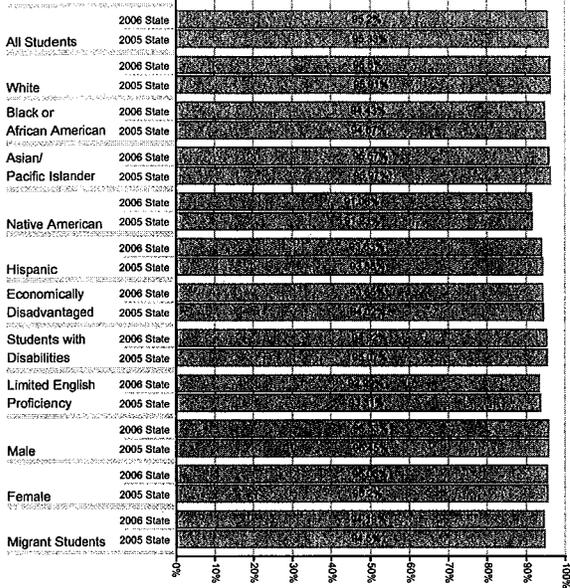
Districts Identified For Improvement: 5(2.92%)

District
Eagle Butte 20-1
Rapid City 51-4
Shannon County 65-1
Sioux Falls 49-5
Todd County 66-1

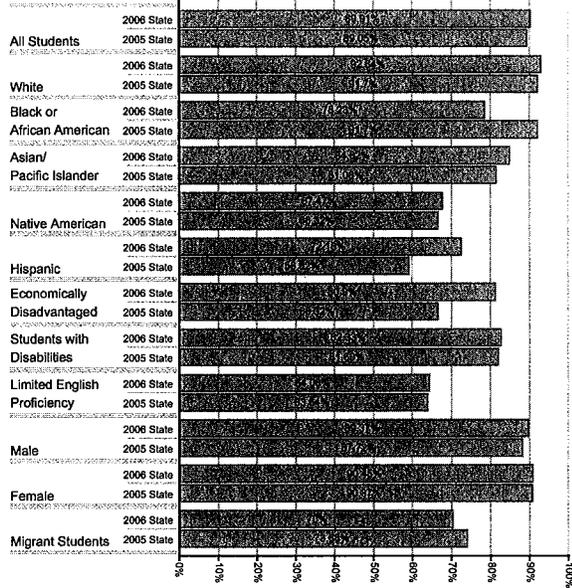
Attendance/Graduation Rates

The graph(s) below report the attendance or graduation rate for the requested entity. For elementary/middle schools, an attendance rate is reported. For high schools, a graduation rate is reported. For districts and the state, both attendance and graduation rates are reported. The attendance rate is reported as a percentage and is calculated by dividing the aggregate days of attendance by the aggregate days of membership for all students enrolled. Please note that the Department of Education is changing the way it calculates graduation rate, in an effort to make it a more accurate count. The graduation rate for the 2004-05 school year is calculated as follows: divide the total number of graduates (completers) by the total number of graduates (completers) plus 10th, 11th and 12th grade dropouts. The graduation rate for the 2003-2004 school year is calculated as follows: divide the total number of graduates (completers) by the total number of graduates (completers) plus 11th and 12th grade dropouts.

Attendance Rate



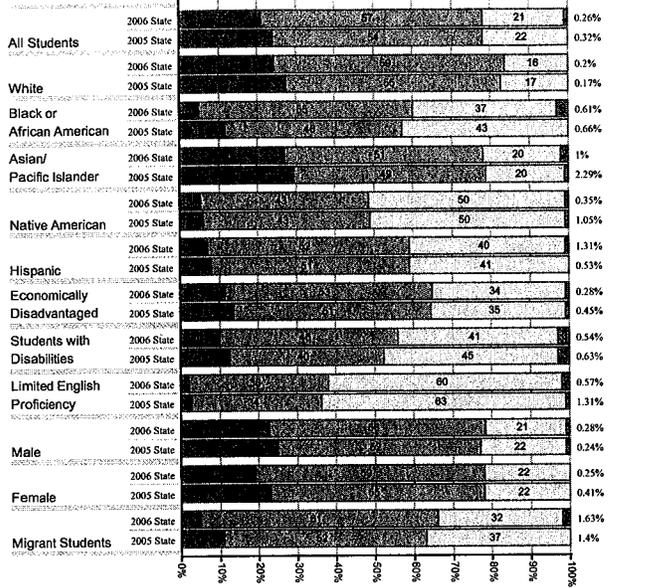
Graduation Rate



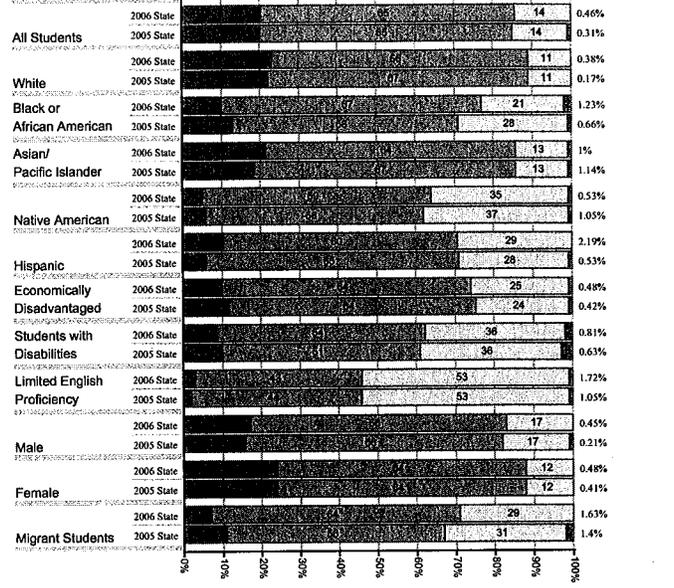
Assessment Results

Students in grades 3 through 8 and grade 11 completed the Dakota STEP test in the spring of 2006. The test is designed to measure the progress of students on the South Dakota Content Standards in Reading and Math. This report summarizes the results of that assessment. Please contact your local school if you have questions about this information.

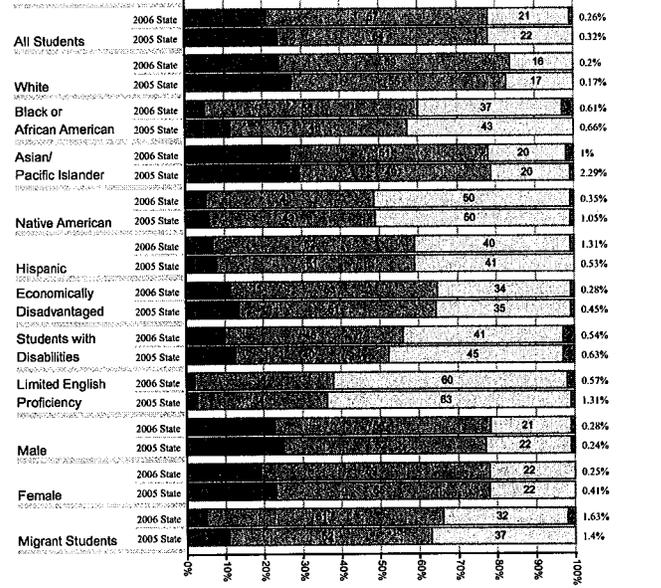
Math Grade 03



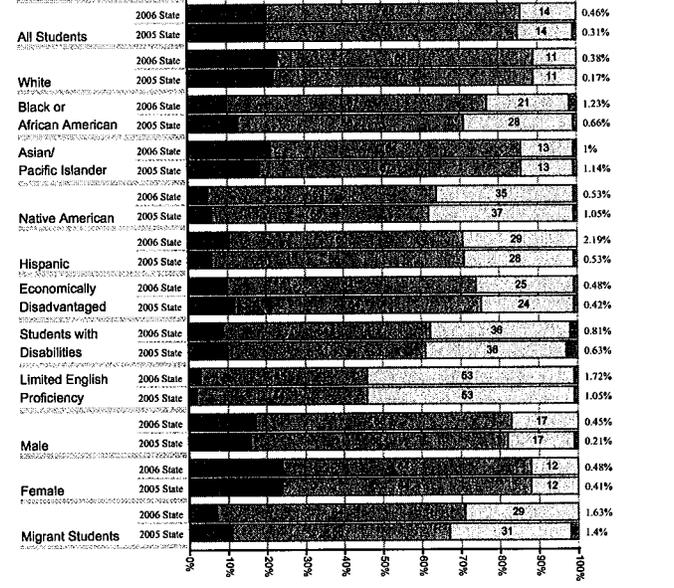
Reading Grade 03

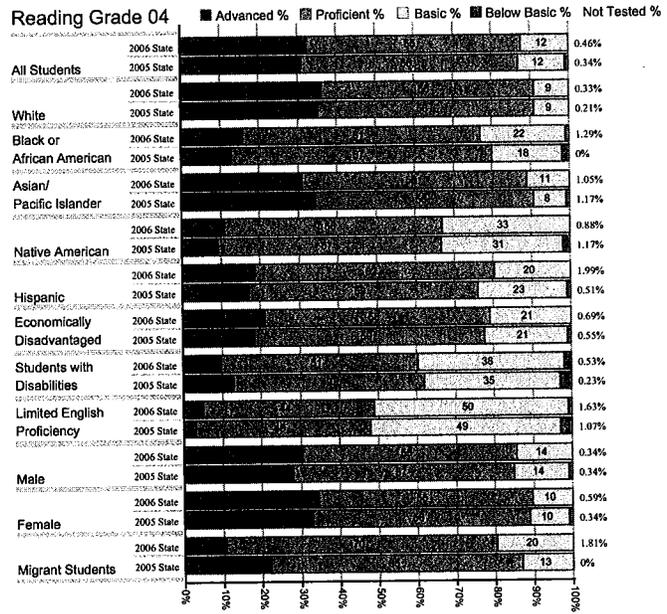
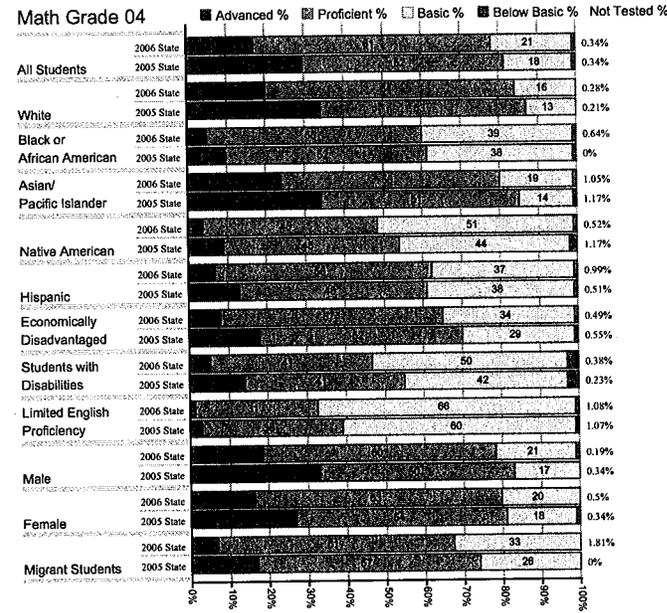
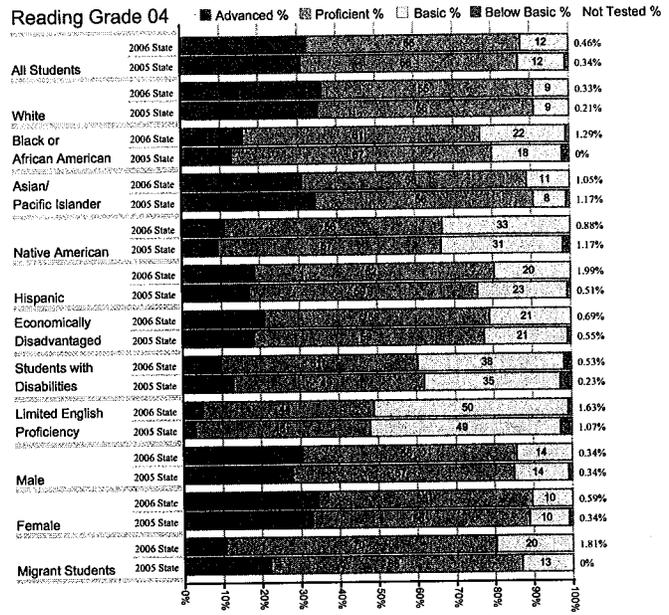
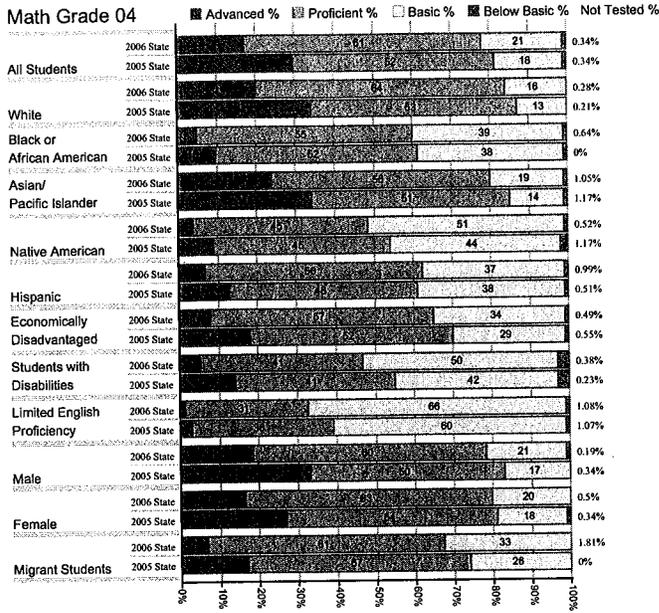


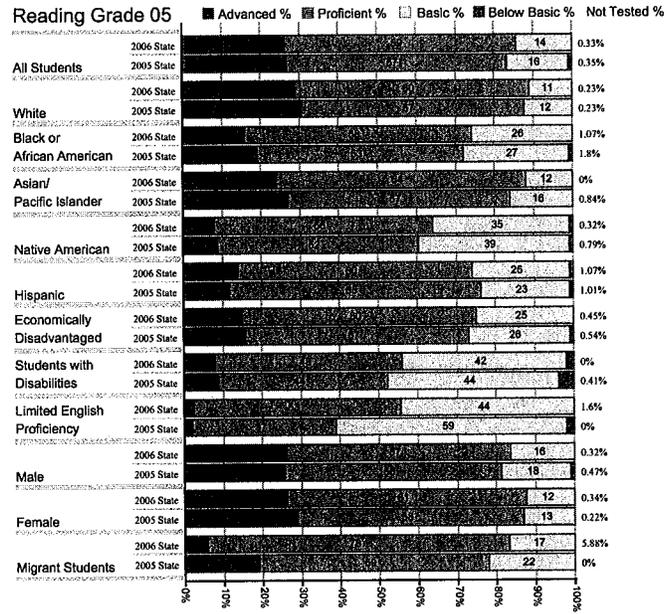
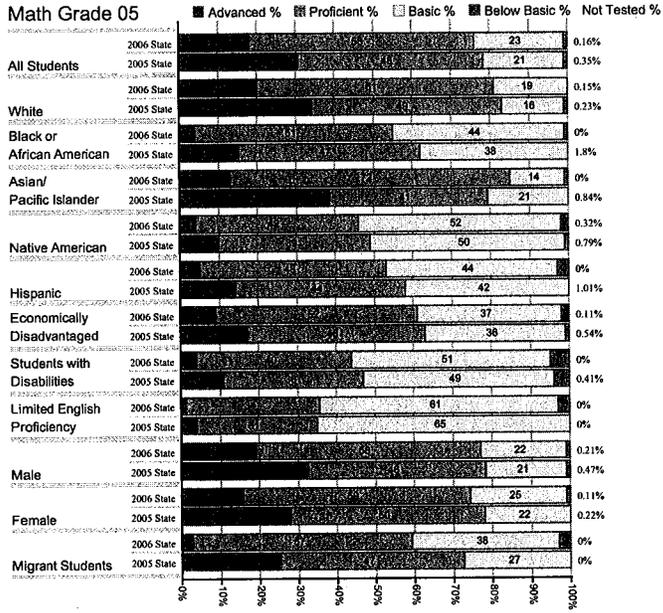
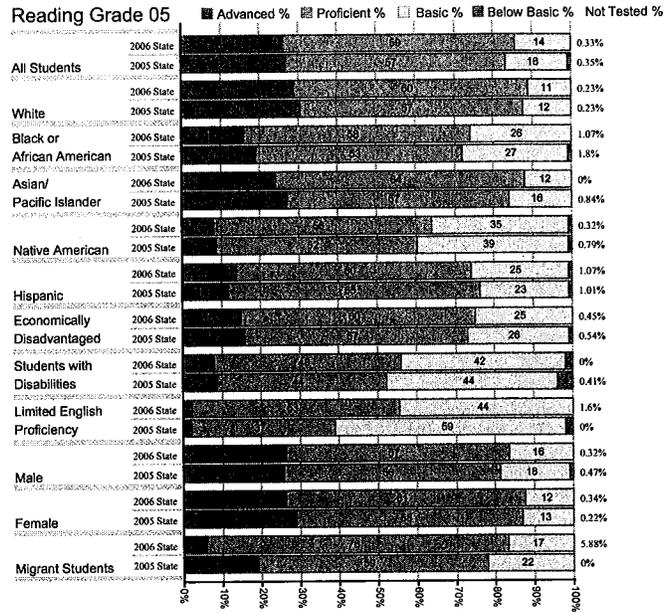
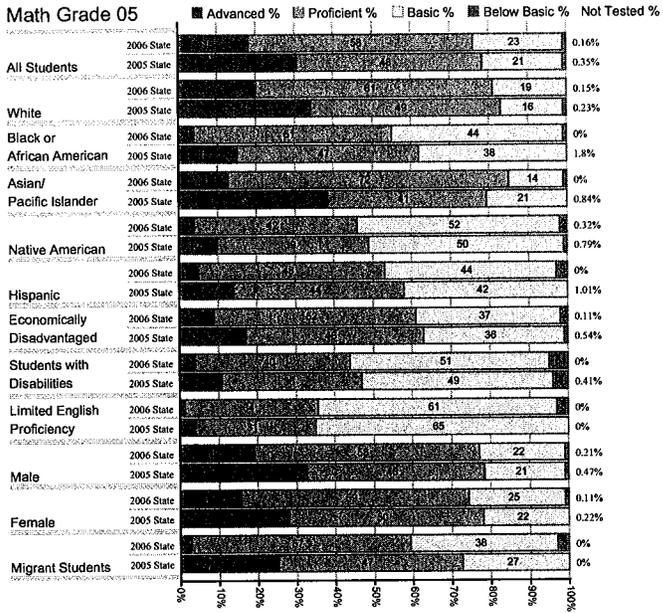
Math Grade 03



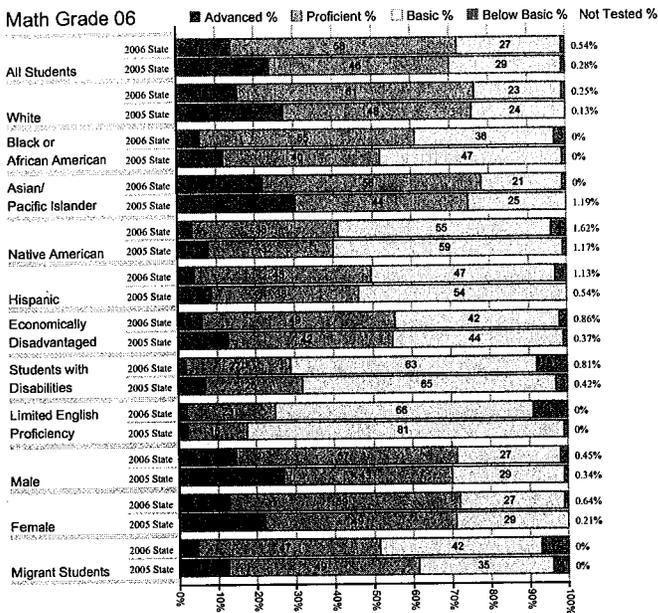
Reading Grade 03



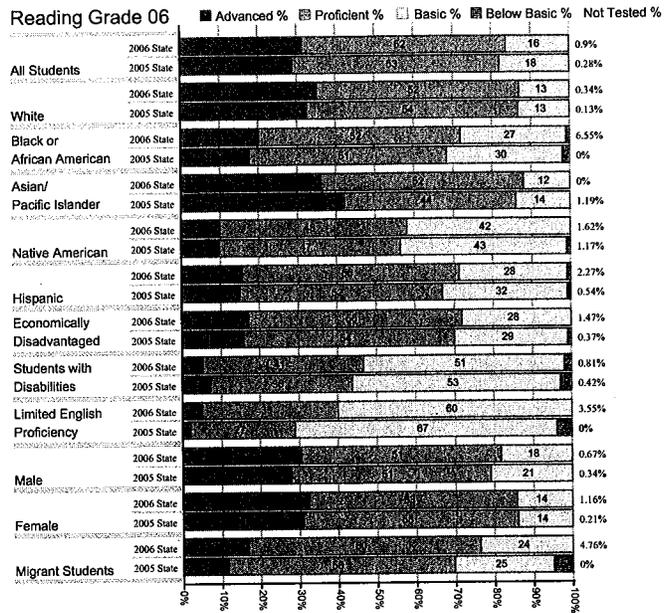




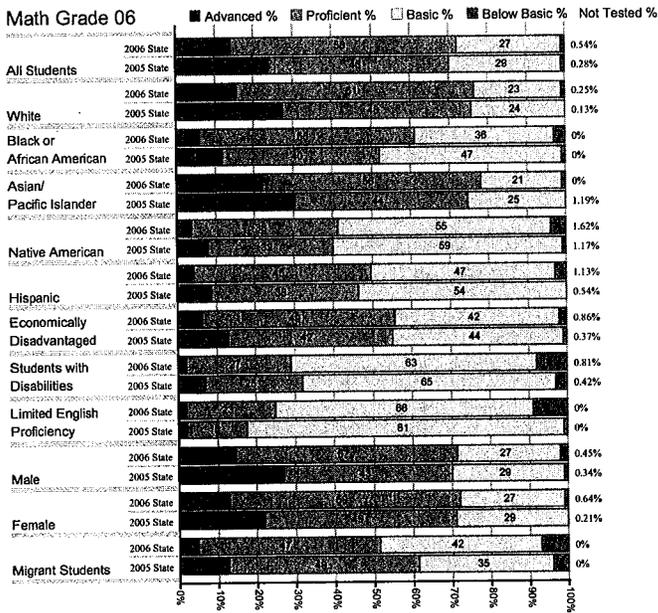
Math Grade 06



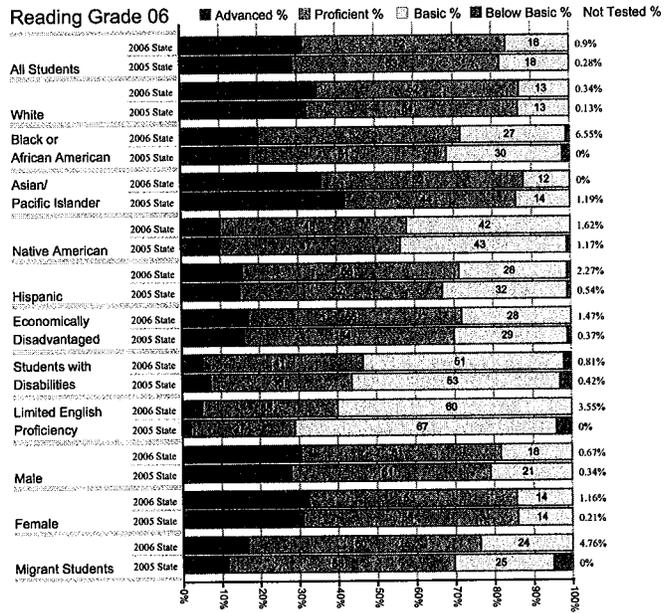
Reading Grade 06

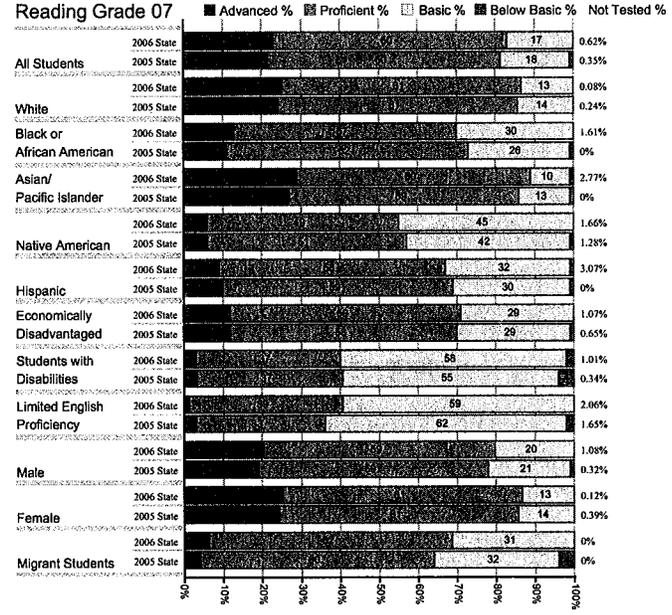
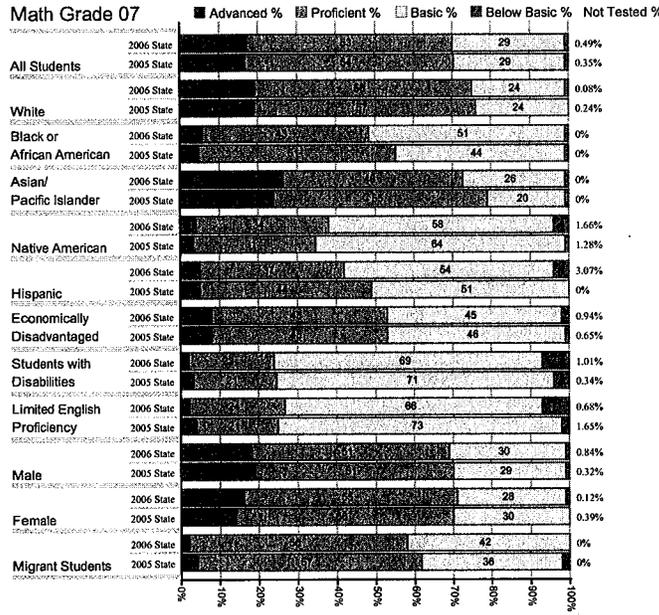
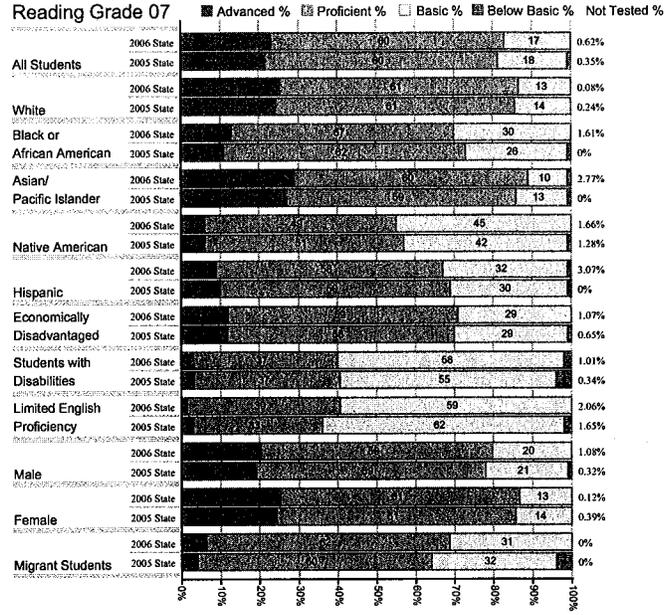
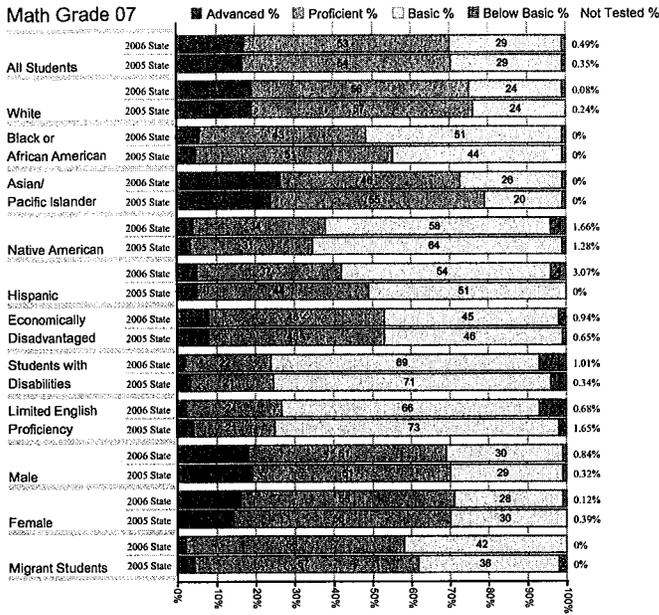


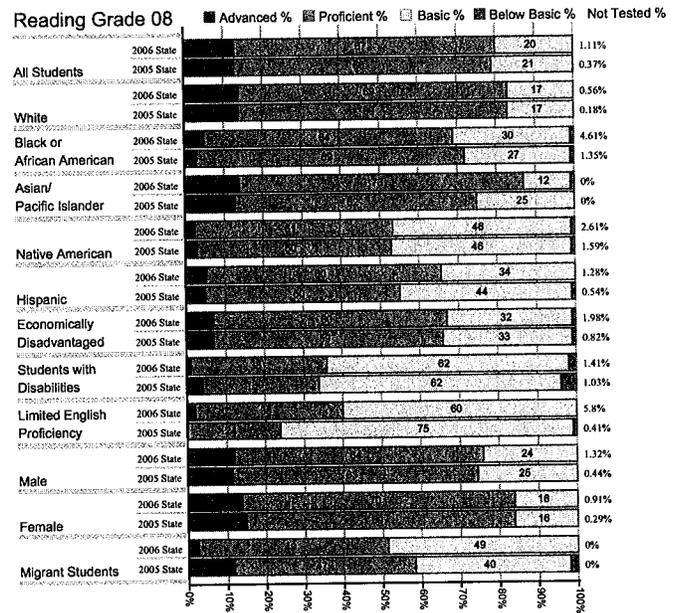
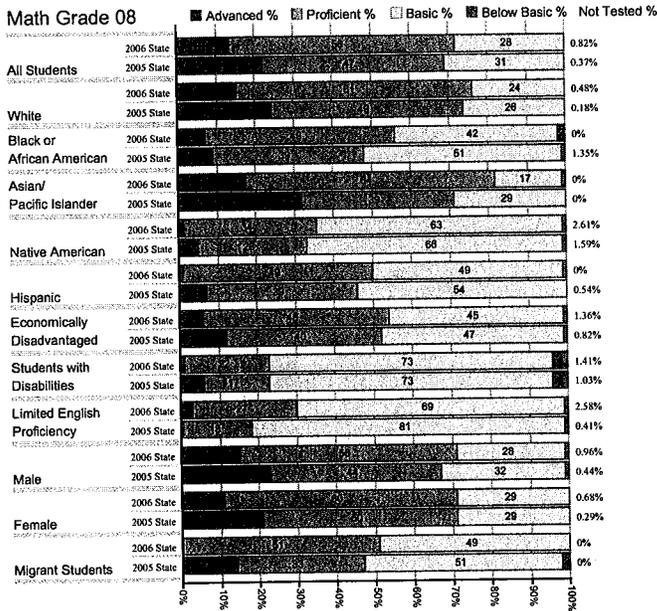
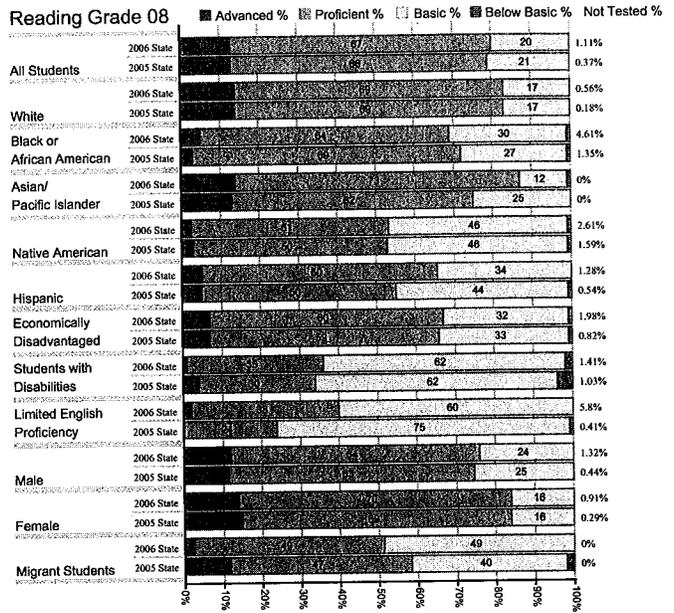
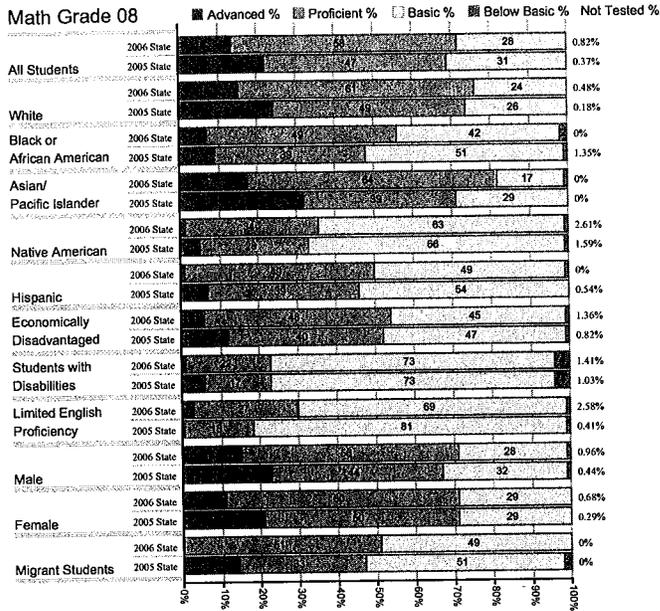
Math Grade 06

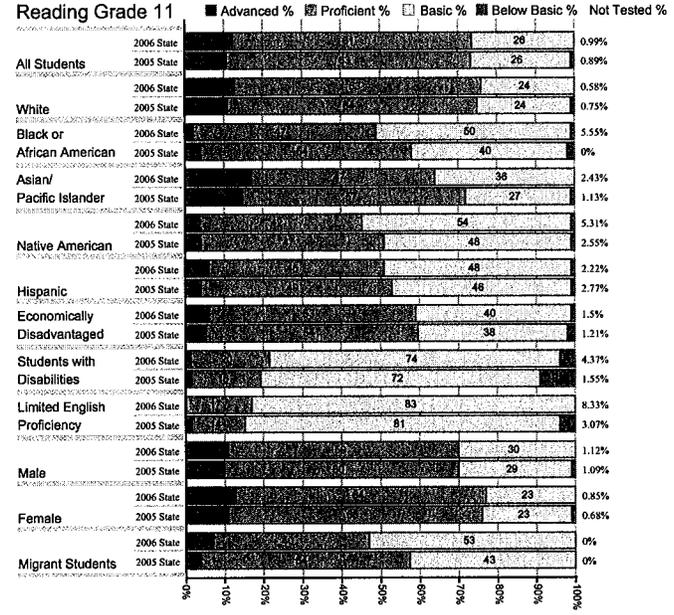
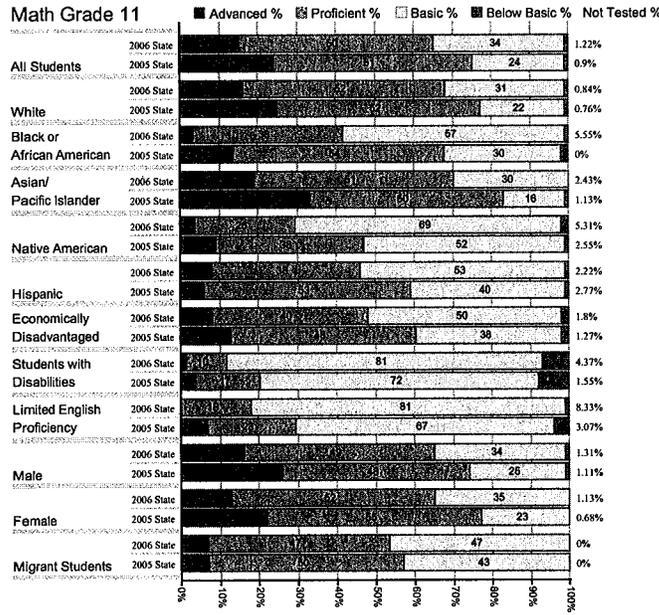
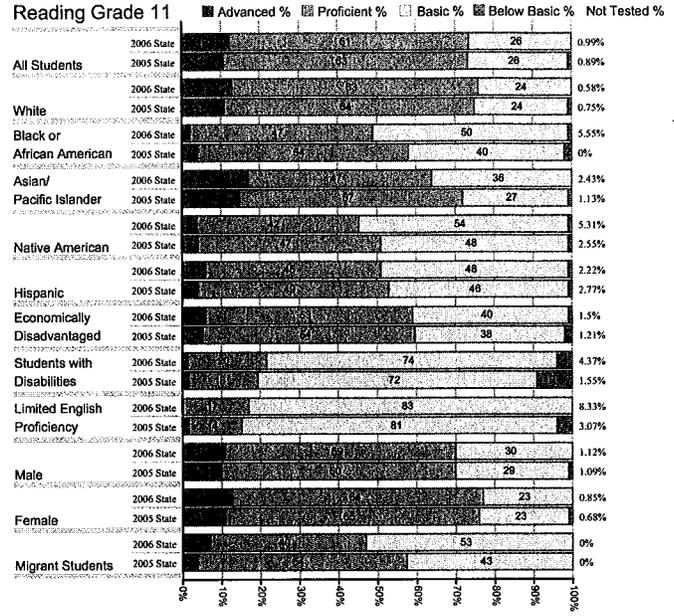
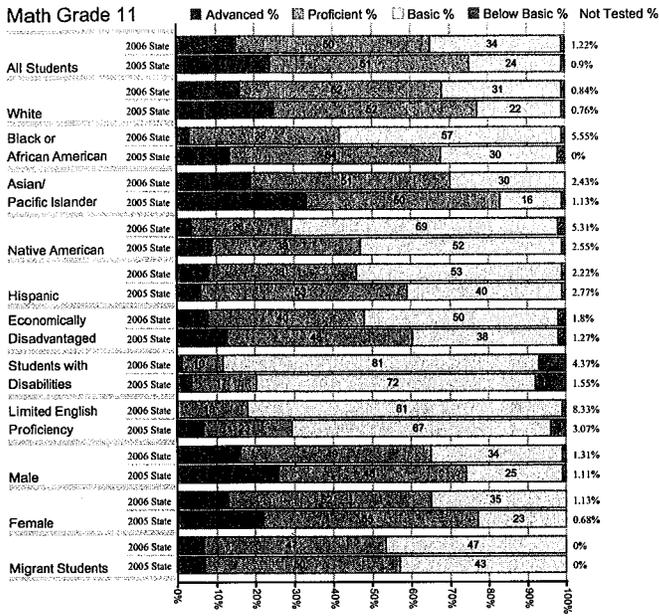


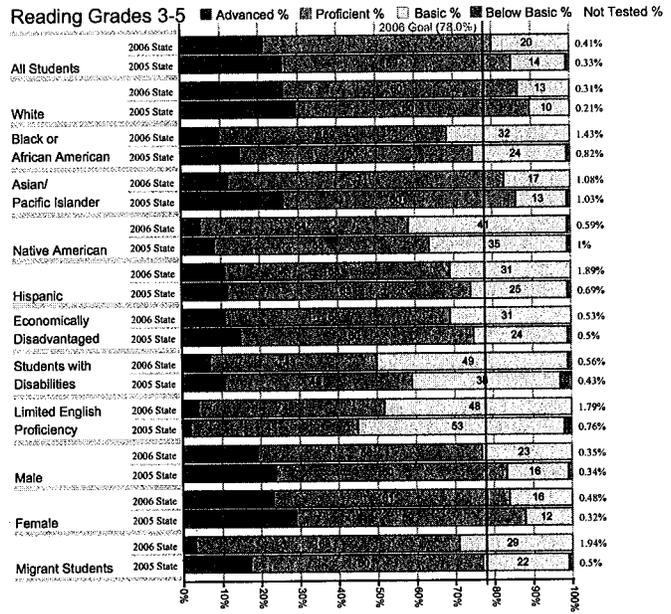
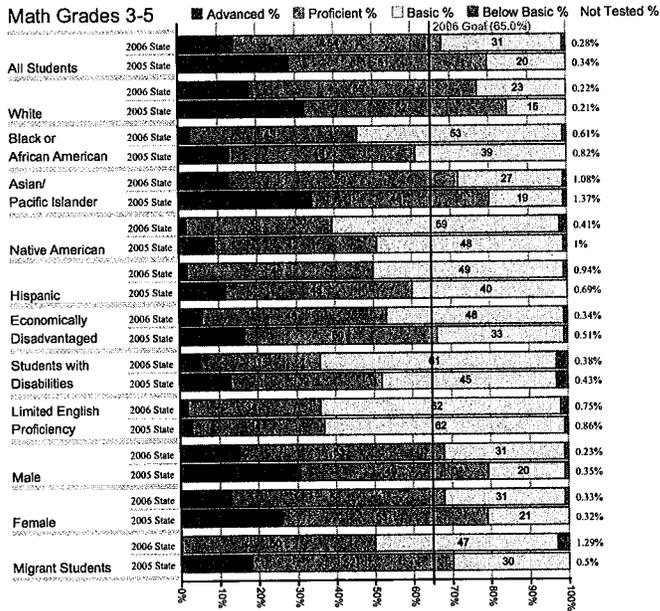
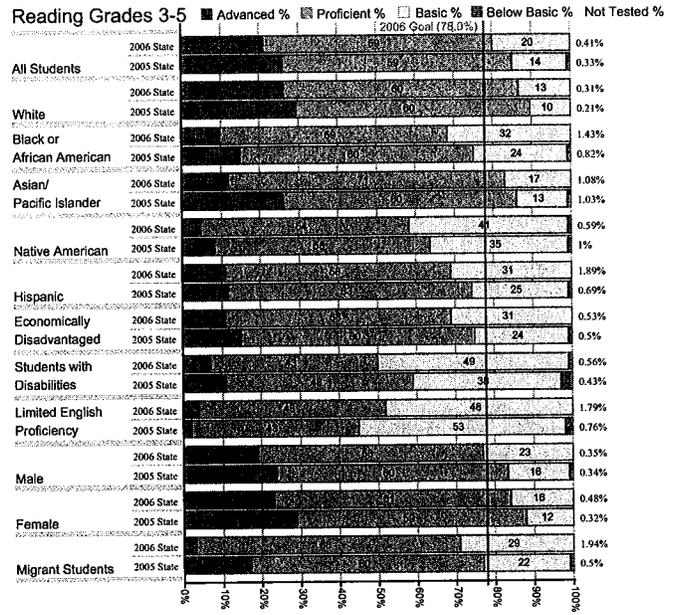
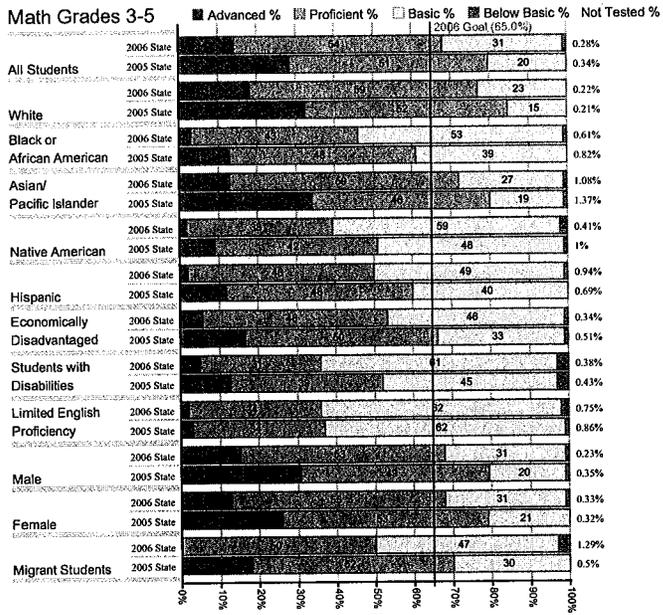
Reading Grade 06

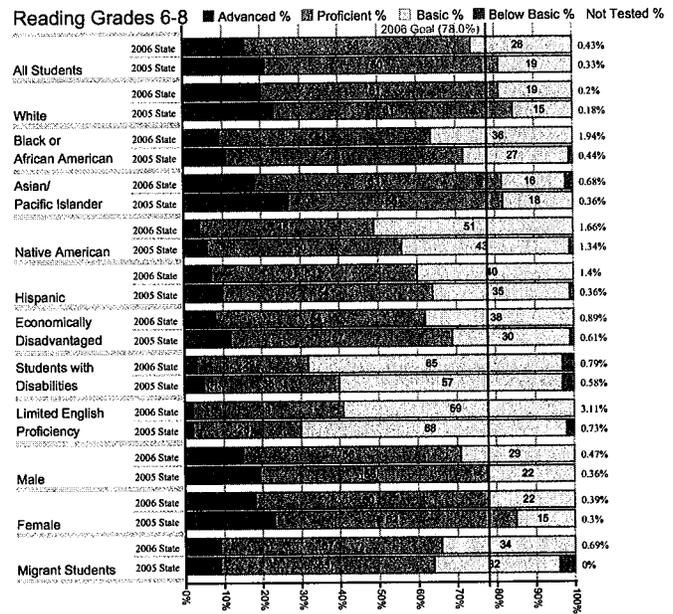
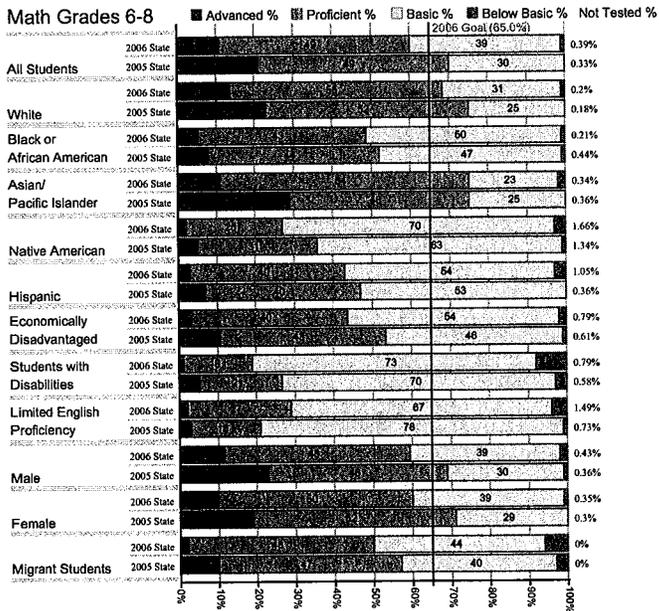
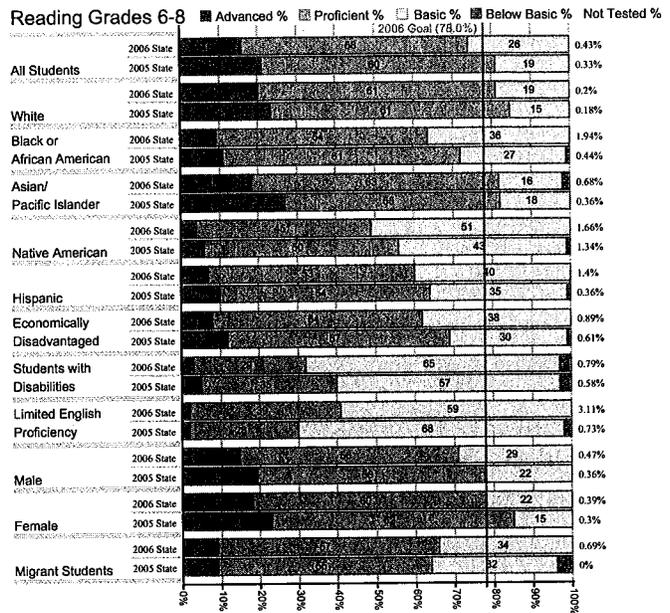
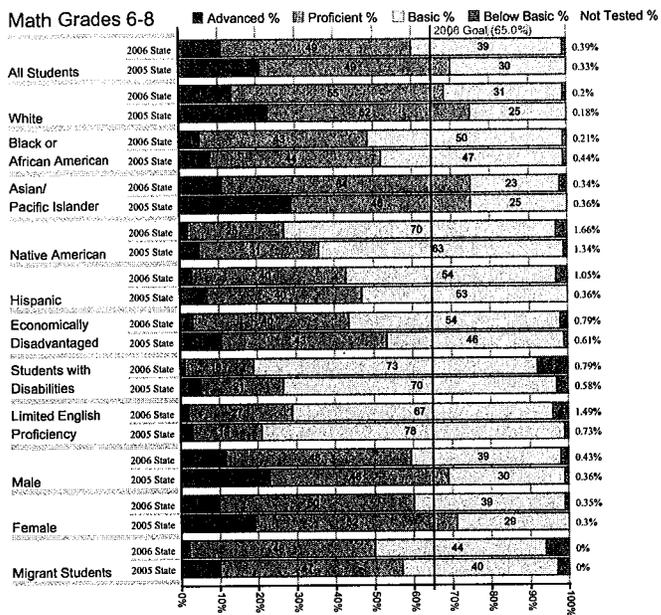


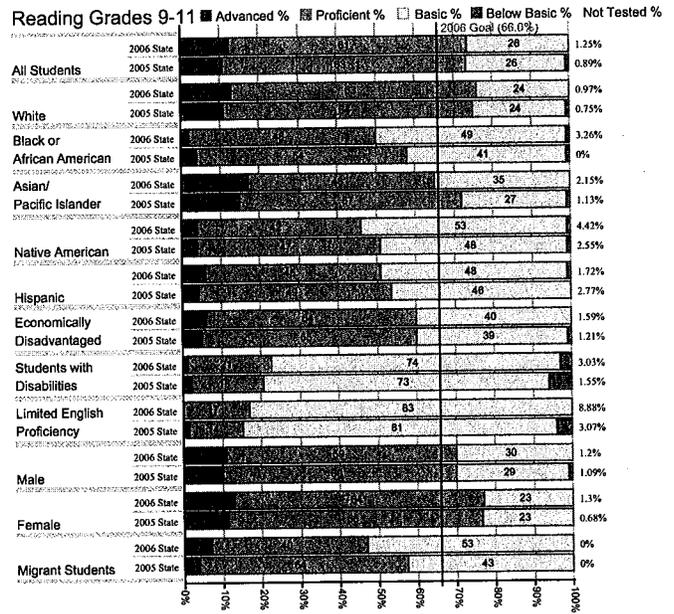
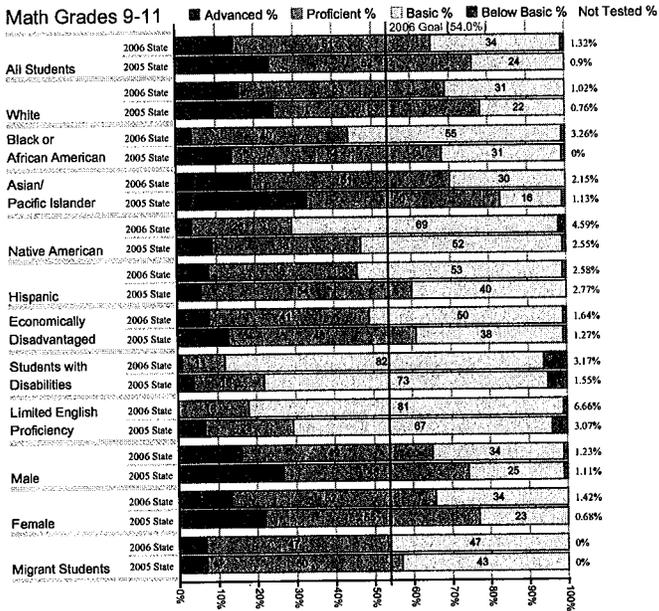
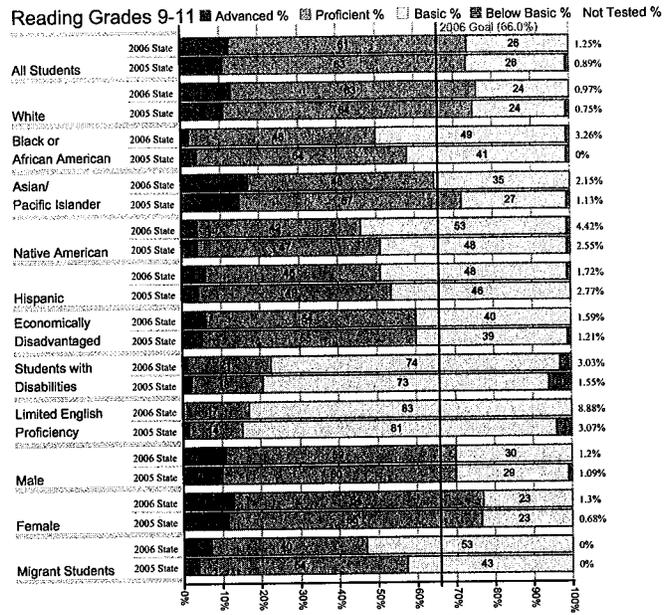
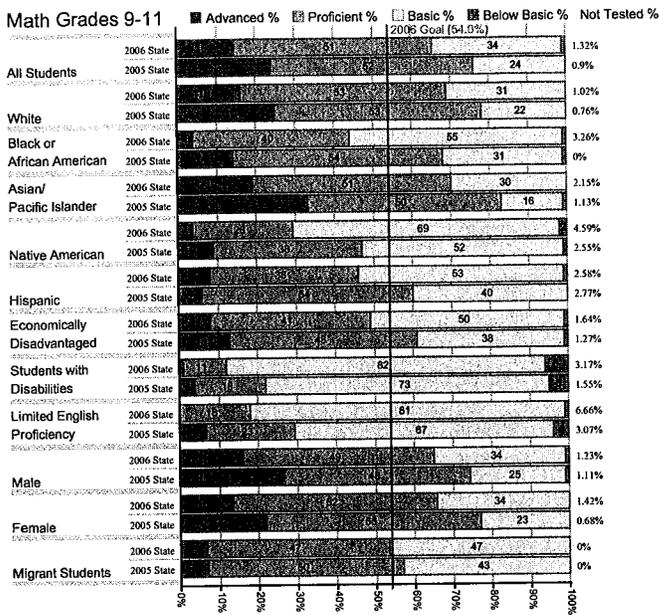


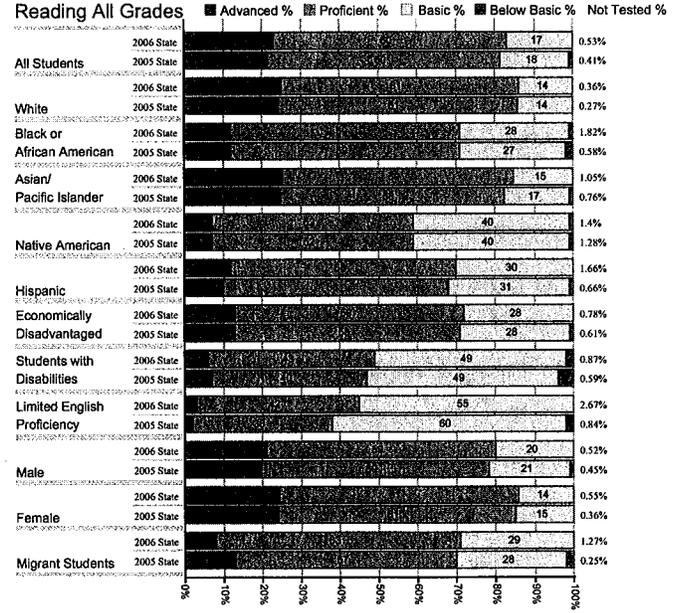
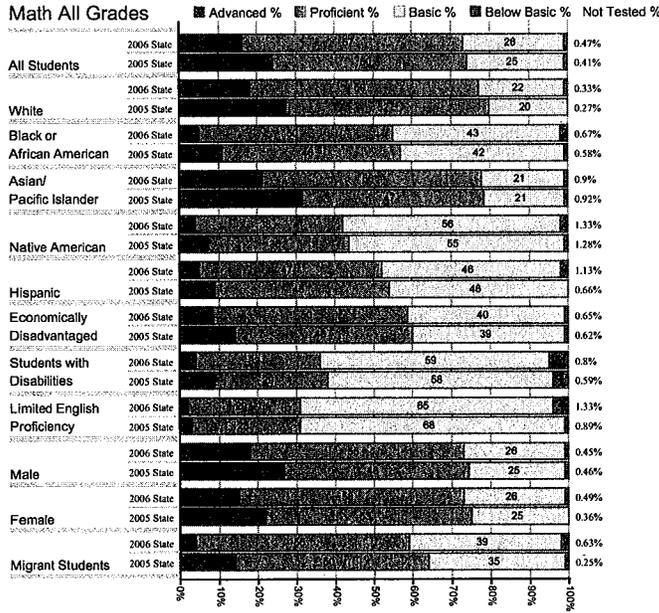
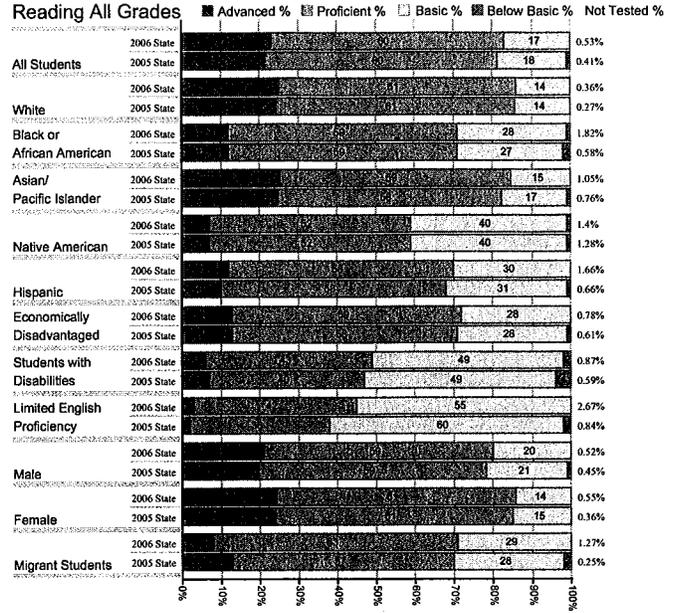
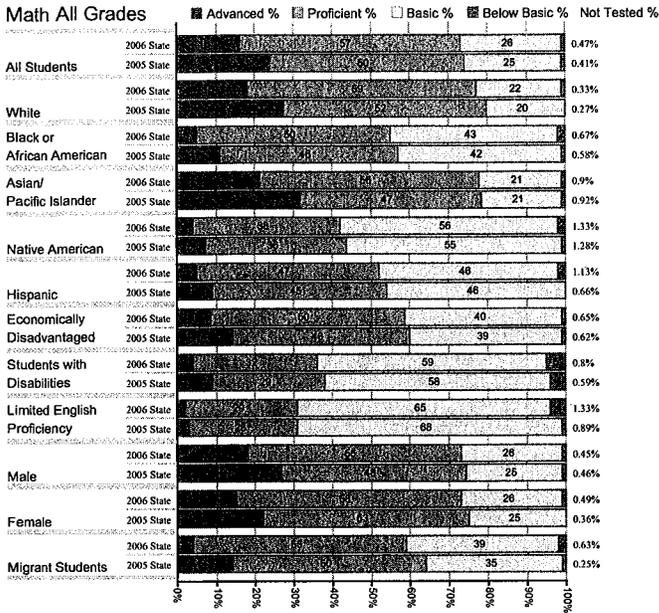












State of South Dakota

Department of Education
 700 Governors Drive
 Pierre, SD 57501
 Contact: Dr. Rick Melmer - Secretary of Education

State Status

South Dakota's accountability system requires schools and districts to make adequate yearly progress (AYP) in both math and reading, based on results of the Dakota STEP test. The chart below indicates an entity's current status with an "OK" (meaning it made AYP), "Alert" (meaning it did not make AYP for the current year) or "Level 1, 2 or 3" (meaning that it has not met AYP for at least two consecutive years). The chart also breaks down AYP progress by subgroups, using a "Y" (yes) to indicate subgroups that made AYP, and "N" (no) to indicate subgroups that did not make AYP.

Current Year State AYP Determination

Measure	Status	Reason For Not Meeting AYP
Math	N - Did Not Meet AYP	Missed AMO Target
Reading	N - Did Not Meet AYP	Missed AMO Target

3-5	Math			Reading		
	Assessment	Participation	AYP	Assessment	Participation	AYP
All Students	Y	Y		Y	Y	
White	Y	Y		Y	Y	
Black or African American	N	Y		N	Y	
Asian/Pacific Islander	Y	Y		Y	Y	
Native American	N	Y		N	Y	
Hispanic	Y	Y		N	Y	
Economically Disadvantaged	Y	Y		N	Y	
Students With Disabilities	N	Y		N	Y	
Limited English Proficiency	N	Y		N	Y	

Total AYP Breakdown: 8 of 18*

6-8	Math			Reading		
	Assessment	Participation	AYP	Assessment	Participation	AYP
All Students	Y	Y		Y	Y	
White	Y	Y		Y	Y	
Black or African American	N	Y		N	Y	
Asian/Pacific Islander	Y	Y		Y	Y	
Native American	N	Y		N	Y	
Hispanic	N	Y		N	Y	
Economically Disadvantaged	N	Y		N	Y	
Students With Disabilities	N	Y		N	Y	
Limited English Proficiency	N	Y		N	Y	

Total AYP Breakdown: 6 of 18*

9-11	Math			Reading		
	Assessment	Participation	AYP	Assessment	Participation	AYP
All Students	Y	Y		Y	Y	
White	Y	Y		Y	Y	
Black or African American	N	Y		N	Y	
Asian/Pacific Islander	Y	N		Y	N	
Native American	N	Y		N	Y	
Hispanic	Y	Y		N	Y	
Economically Disadvantaged	N	Y		N	Y	
Students With Disabilities	N	Y		N	Y	
Limited English Proficiency	N	Y		N	Y	

Total AYP Breakdown: 7 of 18*

*Total AYP Breakdown indicates the number of subgroups in which a school or district made adequate yearly progress (AYP), followed by the total number of subgroups for which they were held accountable. In the chart above, all subgroups for which a school or district is held accountable are shaded in green. Yellow shading indicates that a school or district is not held accountable because of an insufficient population in that subgroup.

Previous Year State AYP Determination

Measure	Status	Reason For Not Meeting AYP
Math	N - Did Not Meet AYP	Missed AMO Target
Reading	N - Did Not Meet AYP	Missed AMO Target

Teacher Qualifications

The federal No Child Left Behind Act requires that each school report the percent of its teachers who are highly qualified. The act defines a highly qualified teacher as one with full certification, a bachelor's degree and demonstrated competence in subject knowledge and teaching. The act calls for all teachers of core academic subjects to be highly qualified by the end of school year 2006-07. Core subjects include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography. This page shows the percent of classes NOT being taught by highly qualified teachers.

Teachers with Emergency or Provisional Credentials

2007 State : 0.2%
 2006 State : 0.4%

Classes Not Taught by Highly Qualified Teachers

2007 State : 1.1%
 2006 State : 4.4%

Statewide, Classes Not Taught by Highly Qualified Teachers

2007 Highest Quartile : 1.7%
 2006 Highest Quartile : 6.1%
 2007 Lowest Quartile : 4.7%
 2006 Lowest Quartile : 3.5%

No Child Left Behind

2007 Report Card

Districts and Schools Identified for Improvement

This list includes districts and/or schools that the state of South Dakota has identified as in need of improvement, as determined by state's accountability system.

Schools Identified For Improvement: 91 (13.28%)

District	Schools	AYP Summary
Aberdeen 06-1	Central High School	8 of 8
	Holgate Middle School	9 of 10
	Simmons Middle School	8 of 10
Andes Central 11-1	Andes Central Elementary*	12 of 12
	Andes Central Jr High*	3 of 10
Belle Fourche 09-1	Belle Fourche MS*	6 of 8
Bennett County 03-1	Martin Elem*	9 of 10
Brandon Valley 49-2	Brandon Valley Middle Sch	6 of 8
Brookings 05-1	Brookings Hi Sch	6 of 8
	Medary Elem*	7 of 8
Canton 41-1	Canton High School	4 of 6
	Canton Middle School	6 of 8
Custer 16-1	Custer Middle Sch	8 of 8
Dakota Valley 61-8	Dakota Valley Upper Elem	6 of 8
De Smet 38-2	De Smet Middle School	7 of 8
Douglas 51-1	Douglas High School	6 of 8
	Douglas Middle School	16 of 16
Eagle Butte 20-1	C-EB High School	6 of 6
	C-EB Junior High	3 of 8
	C-EB Upper Elementary*	2 of 10
	C-EB Primary	Feeder School
Hill City 51-2	Hill City Elementary*	9 of 10
	Hill City Middle Sch	9 of 10
Huron 02-2	Huron Middle School	14 of 16
Lead-Deadwood 40-1	Lead-Deadwood Middle School	7 of 8
Lennox 41-4	Lennox Middle School	8 of 8
McLaughlin 15-2	McLaughlin Elementary*	6 of 8
Meade 46-1	Sturgis Brown HS	7 of 8
	Sturgis Williams MS*	9 of 12
Milbank 25-4	Milbank Middle School*	8 of 8
Mitchell 17-2	Mitchell Middle School	10 of 10
Mobridge 62-3	Mobridge Middle School*	7 of 8
Oelrichs 23-3	Oelrichs Jr Hi*	6 of 6
Pierre 32-2	Georgia Morse Middle School	9 of 12
Rapid City 51-4	Central Hi Sch	6 of 12
	Dakota Middle Sch	7 of 16
	General Beadle Elem*	10 of 10
	Horace Mann Elem*	10 of 10
	Jefferson Academy	0 of 4
	Knollwood Heights Elem*	3 of 12
	North Middle Sch*	5 of 16
	Robbinsdale Elem*	9 of 10
	South Middle Sch	10 of 12
	Valley View Elem*	9 of 10
West Middle Sch	9 of 10	
Shannon County 65-1	Batesland Elementary*	0 of 8
	Red Shirt Table Elementary*	5 of 8
	Rockyford Elementary*	10 of 10
	Wolf Creek Elementary*	10 of 10
Sioux Falls 49-5	Axtell Park Middle Sch	17 of 18
	Cleveland Elem*	14 of 16
	Edison Middle Sch	17 of 18
	Garfield Elem*	16 of 16
	Hawthorne Elem*	16 of 16
	Hayward Elem*	11 of 12
	Joe Foss Alternative Sch	5 of 6
	Laura B Anderson Elem*	12 of 14
	Lincoln Hi Sch	14 of 16
	Longfellow Elem*	8 of 16
	Lowell Elem*	14 of 14
	Patrick Henry Middle Sch	18 of 18
Roosevelt Hi Sch	12 of 12	
Washington Hi Sch	8 of 14	
Whittier Middle Sch	12 of 18	
Sisseton 54-2	Sisseton Elementary School*	7 of 10
	Sisseton Middle School	7 of 10
Snee 15-3	Wakpala Elementary*	1 of 8
	Wakpala High School*	0 of 6
Spearfish 40-2	Middle School	9 of 10
Tea Area 41-5	Tea Area Middle School	8 of 8

District	Schools	AYP Summary
Todd County 66-1	He Dog School*	1 of 10
	Littleburg Elementary*	2 of 6
	North Elementary*	9 of 10
	O'Kreek Elementary*	8 of 8
	Rosebud Elementary*	10 of 10
	South Elementary*	2 of 10
	Spring Creek School*	0 of 8
	Todd County HS*	0 of 8
	Todd County MS*	2 of 12
	Tri-Valley 49-6	Tri-Valley Middle School
Vermillion 13-1	Vermillion Middle School	9 of 10
Wagner 11-4	Wagner Junior High School*	5 of 10
Watertown 14-4	Watertown High School*	6 of 8
White River 47-1	Norris Elementary*	7 of 8
	White River Elementary*	6 of 6
	White River High School	2 of 6
	White River Middle Sch*	6 of 10
Winner 59-2	Winner Middle School*	9 of 10
Yankton 63-3	Stewart Elem*	6 of 8
	Yankton Hi Sch	6 of 8
	Yankton Middle School	13 of 14

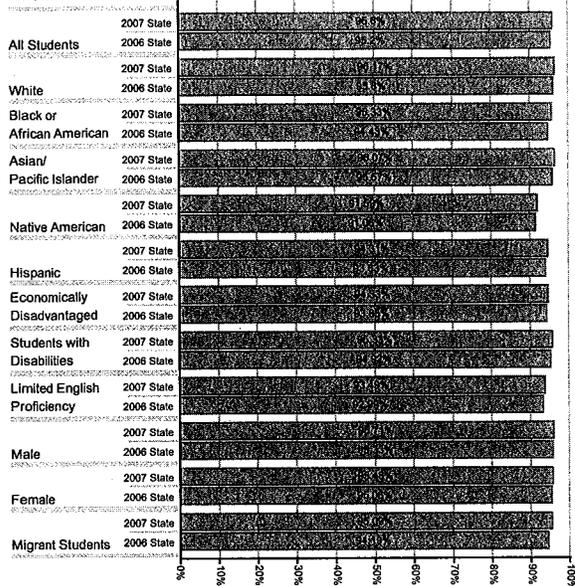
Districts Identified For Improvement: 6(3.64%)

District
Eagle Butte 20-1
Rapid City 51-4
Shannon County 65-1
Sioux Falls 49-5
Snee 15-3
Todd County 66-1

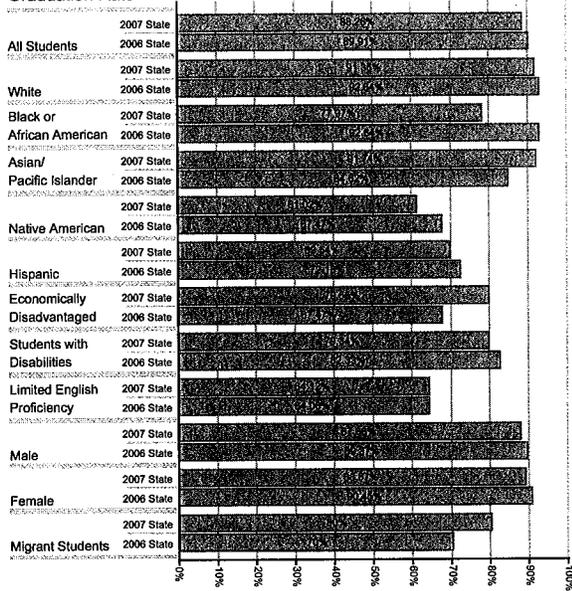
Attendance/Graduation Rates

The graph(s) below report the attendance or graduation rate for the requested entity. For elementary/middle schools, an attendance rate is reported. For high schools, a graduation rate is reported. For districts and the state, both attendance and graduation rates are reported. The attendance rate is reported as a percentage and is calculated by dividing the aggregate days of attendance by the aggregate days of membership for all students enrolled. Please note that the Department of Education is changing the way it calculates graduation rate, in an effort to make it a more accurate count. The graduation rate is calculated as follows: divide the total number of graduates (completers) by the total number of graduates (completers) plus 11th and 12th grade dropouts.

Attendance Rate



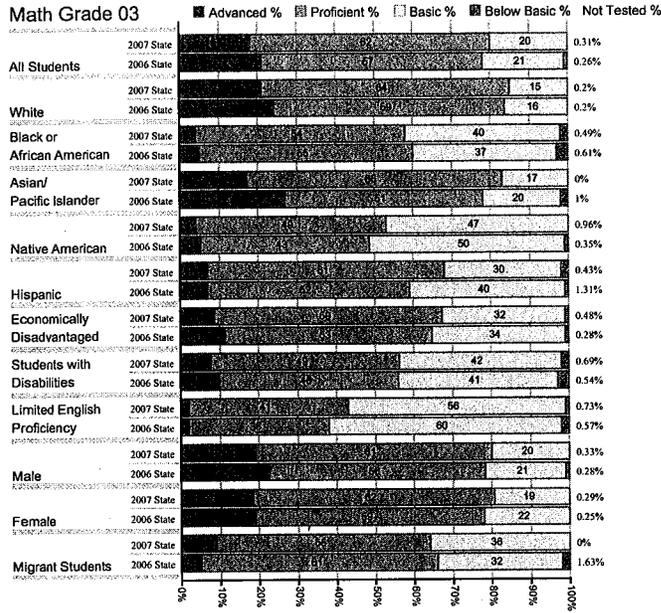
Graduation Rate



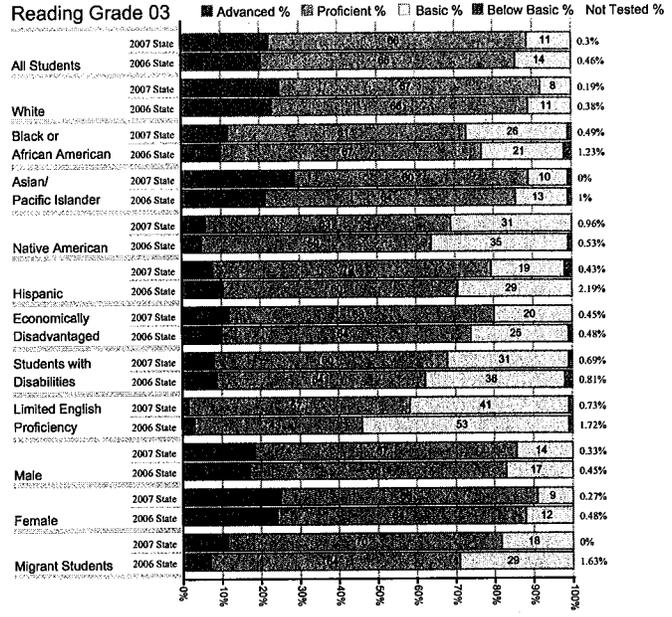
Assessment Results

Students in grades 3 through 8 and grade 11 completed the Dakota STEP test in the spring of 2007. The test is designed to measure the progress of students on the South Dakota Content Standards in Reading and Math. This report summarizes the results of that assessment. Please contact your local school if you have questions about this information.

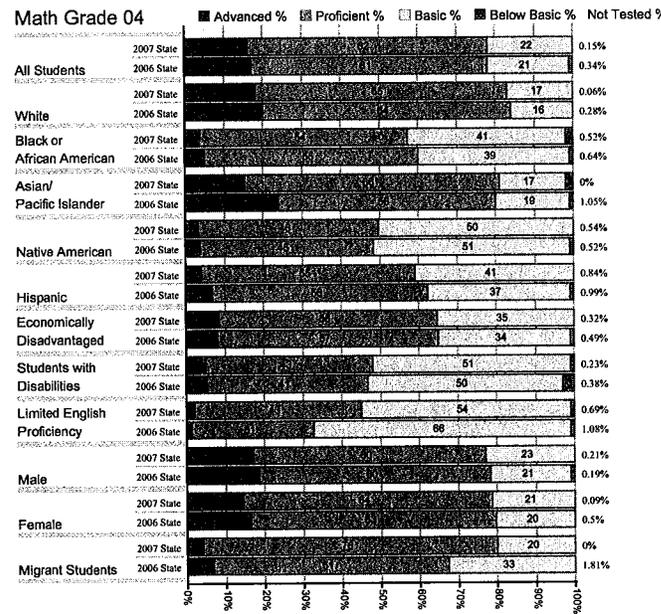
Math Grade 03



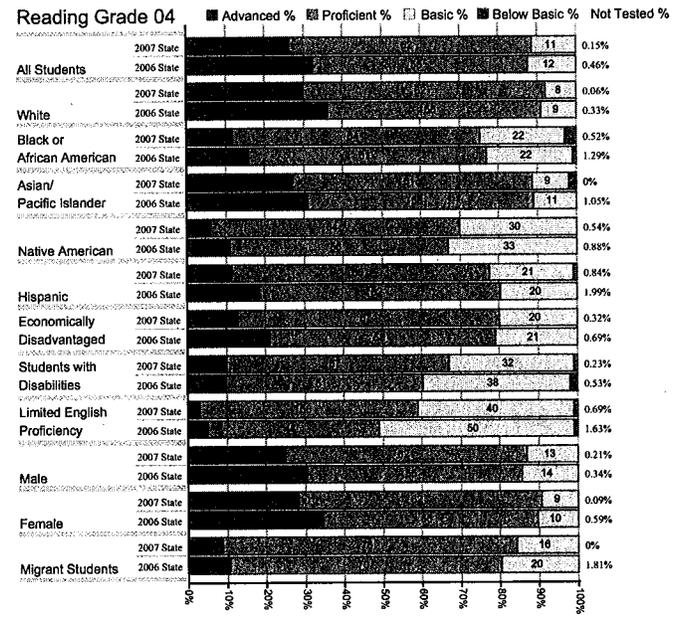
Reading Grade 03



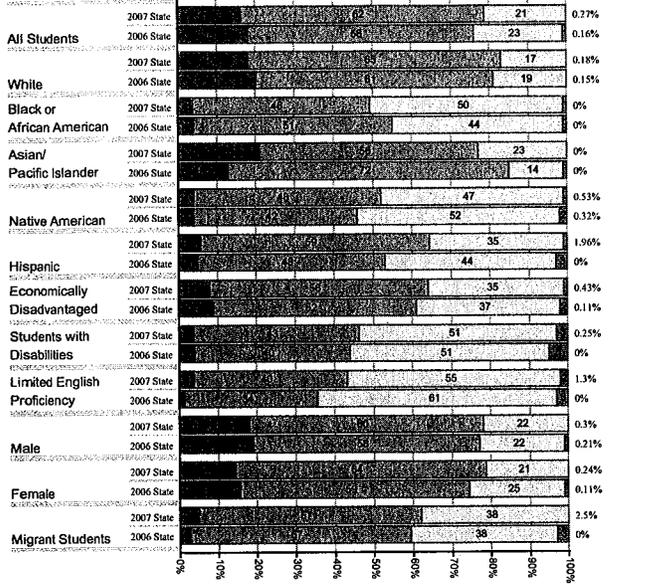
Math Grade 04



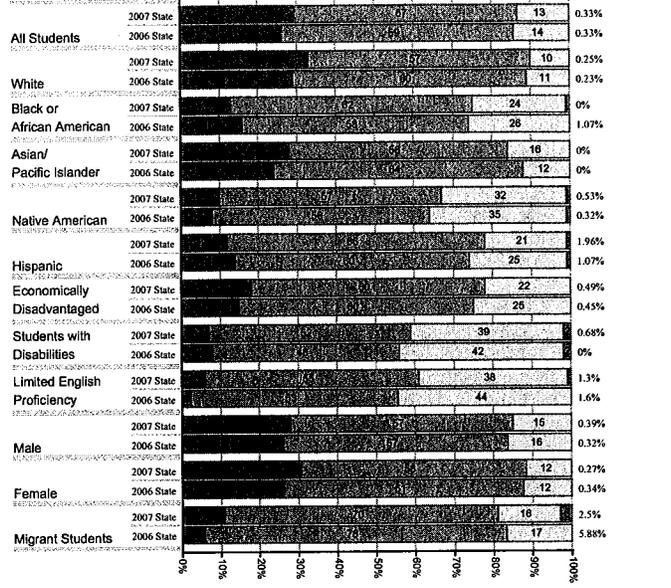
Reading Grade 04



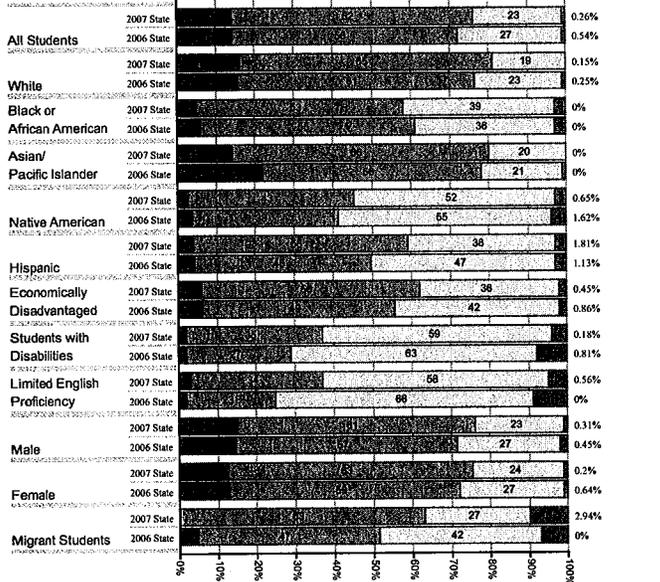
Math Grade 05 ■ Advanced % ■ Proficient % ■ Basic % ■ Below Basic % ■ Not Tested %



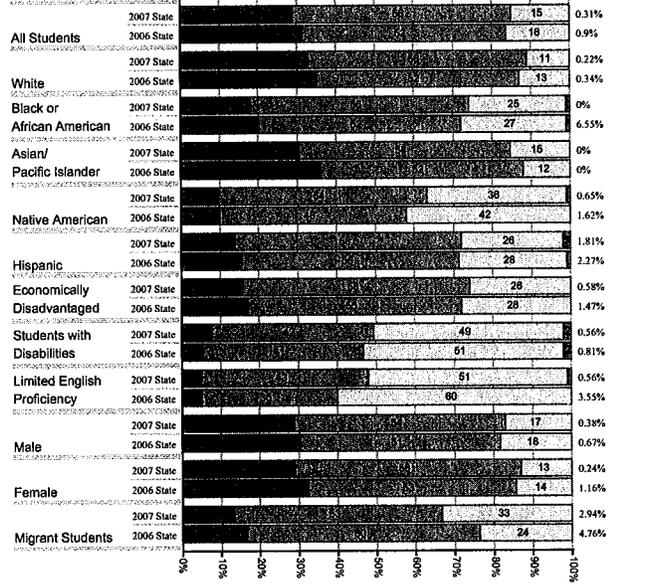
Reading Grade 05 ■ Advanced % ■ Proficient % ■ Basic % ■ Below Basic % ■ Not Tested %



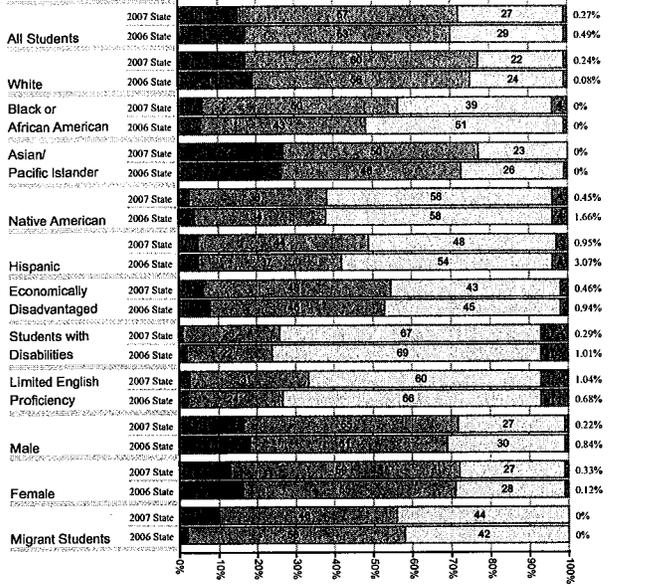
Math Grade 06 ■ Advanced % ■ Proficient % ■ Basic % ■ Below Basic % ■ Not Tested %



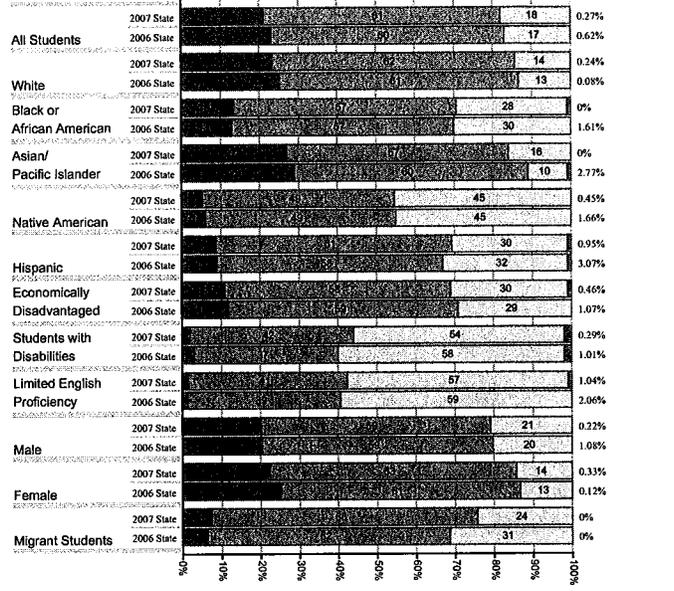
Reading Grade 06 ■ Advanced % ■ Proficient % ■ Basic % ■ Below Basic % ■ Not Tested %



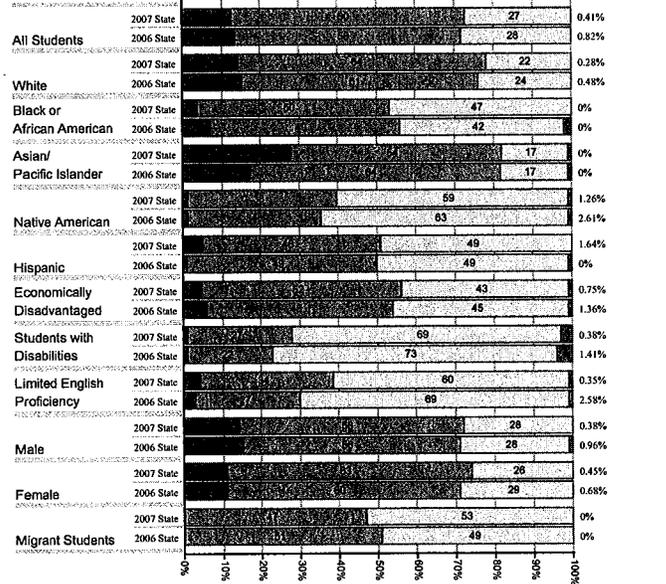
Math Grade 07



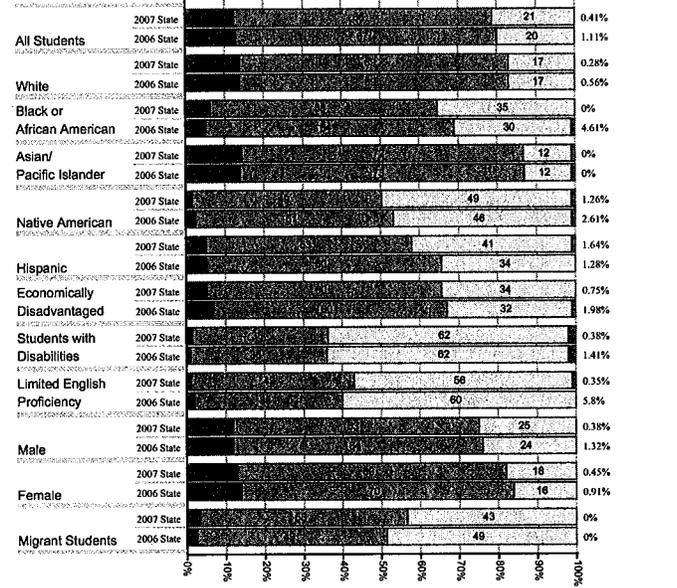
Reading Grade 07

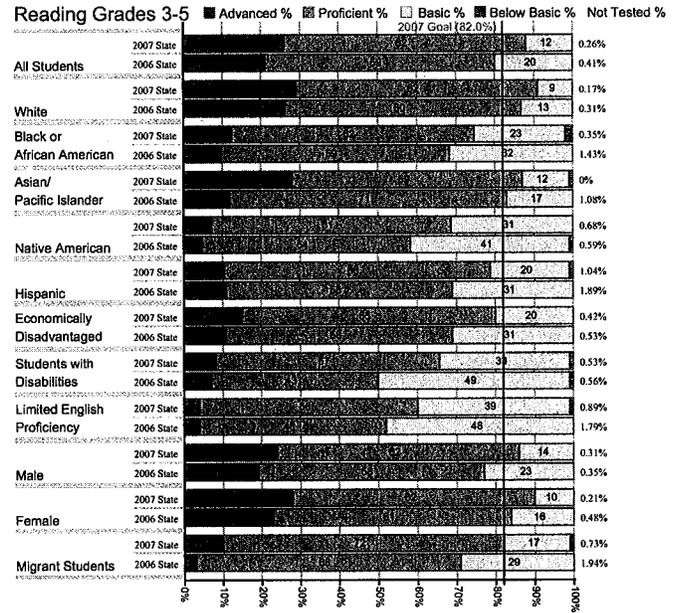
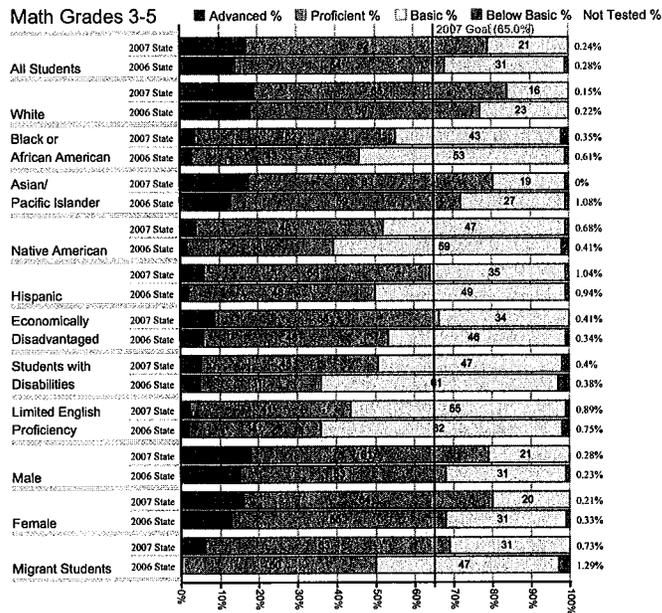
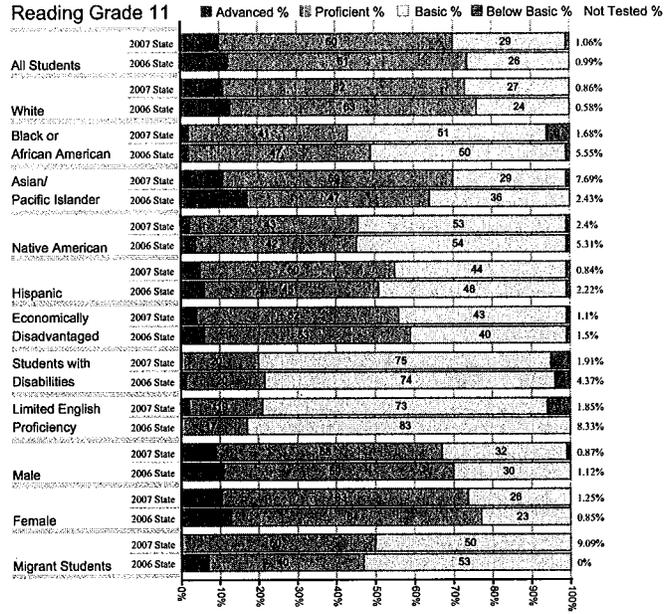
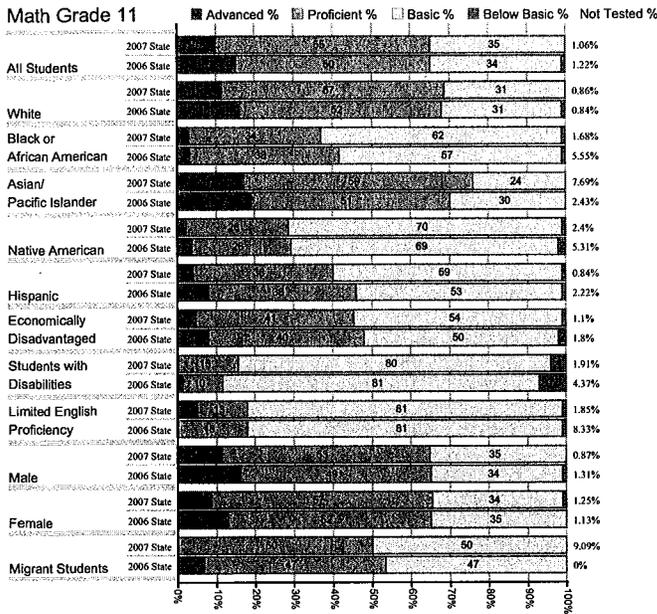


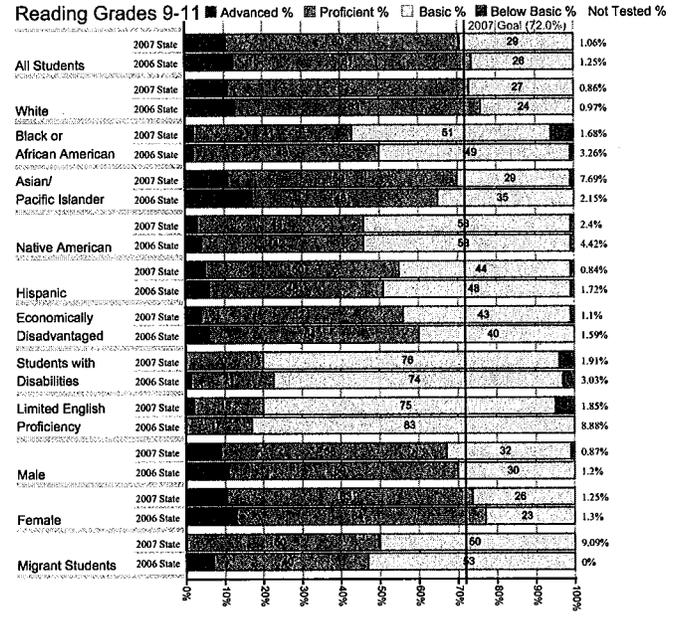
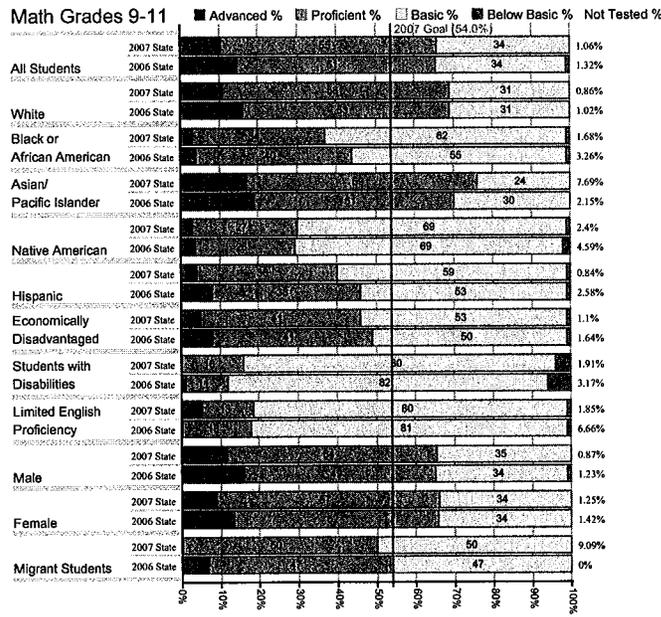
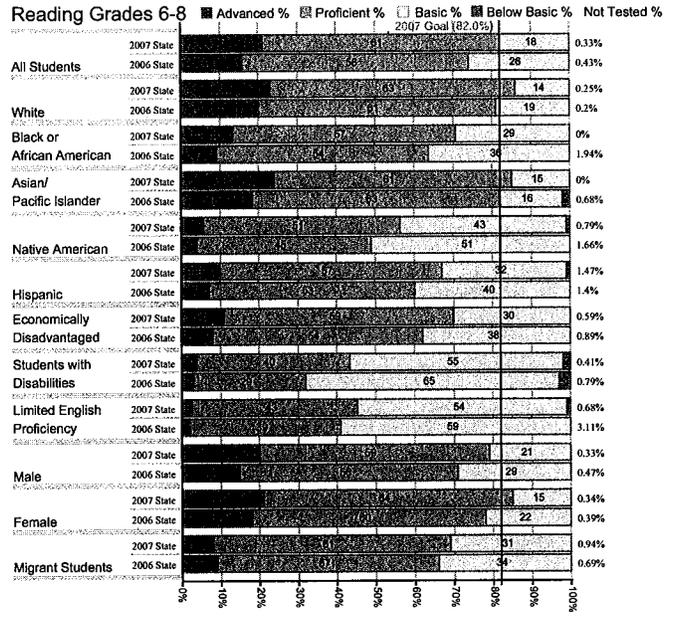
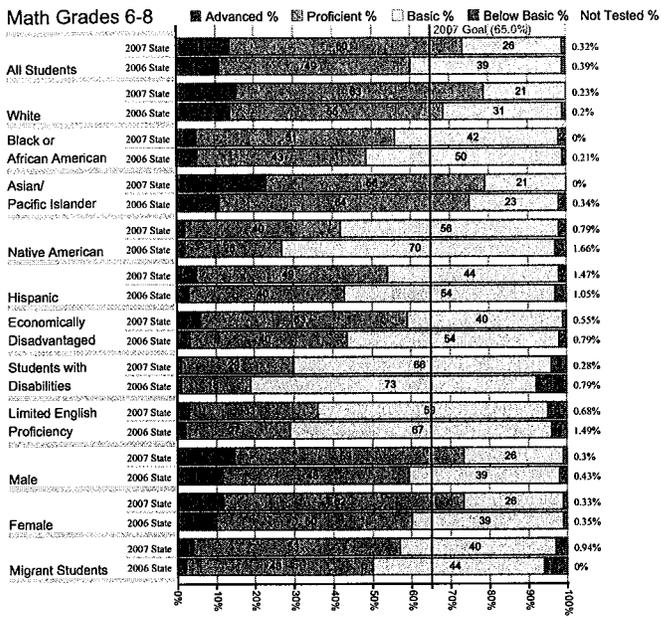
Math Grade 08



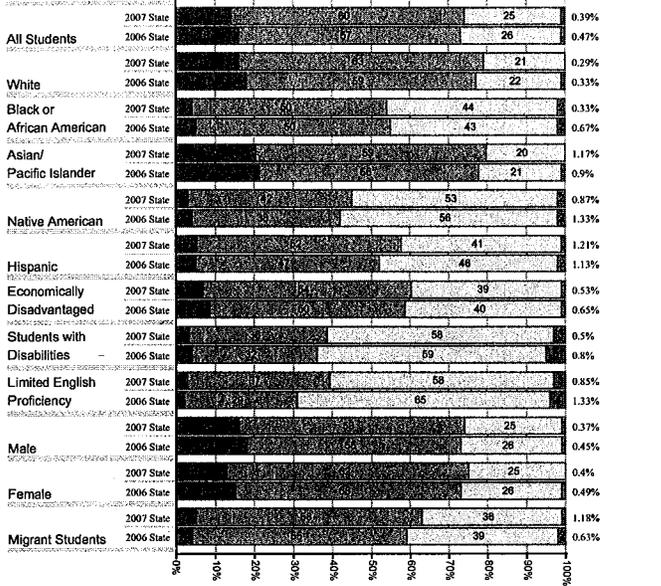
Reading Grade 08



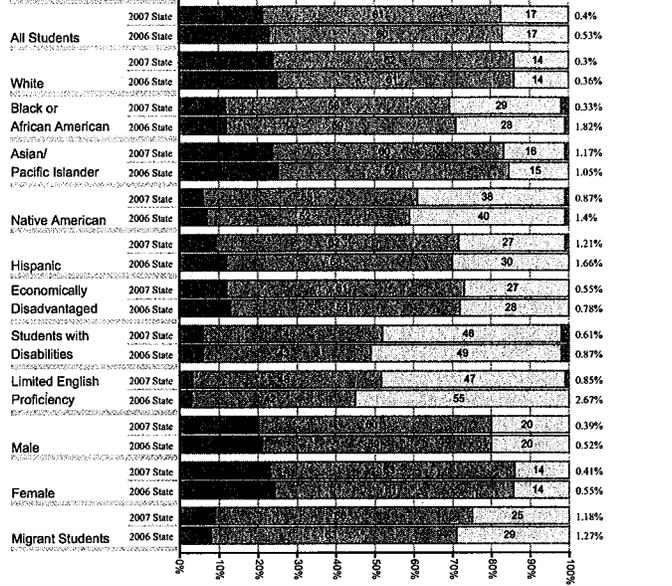




Math All Grades ■ Advanced % ■ Proficient % ■ Basic % ■ Below Basic % ■ Not Tested %



Reading All Grades ■ Advanced % ■ Proficient % ■ Basic % ■ Below Basic % ■ Not Tested %



State of South Dakota

Department of Education
700 Governors Drive
Pierre, SD 57501
Contact: Dr. Rick Melmer - Secretary of Education

State Status

South Dakota's accountability system requires schools and districts to make adequate yearly progress (AYP) in both math and reading, based on results of the Dakota STEP test. The chart below indicates an entity's current status with an "OK" (meaning it made AYP), "Alert" (meaning it did not make AYP for the current year) or "Level 1, 2 or 3" (meaning that it has not met AYP for at least two consecutive years). The chart also breaks down AYP progress by subgroups, using a "Y" (yes) to indicate subgroups that made AYP, and "N" (no) to indicate subgroups that did not make AYP.

Current Year State AYP Determination

Measure	Status	Reason For Not Meeting AYP
Math	N - Did Not Meet AYP	Missed AMO Target
Reading	N - Did Not Meet AYP	Missed AMO Target

3-5	Math			Reading		
	Assessment	Participation	AYP	Assessment	Participation	AYP
All Students	Y	Y		Y	Y	
White	Y	Y		Y	Y	
Black or African American	N	Y		Y	Y	
Asian/Pacific Islander	Y	Y		Y	Y	
Native American	N	Y		N	Y	
Hispanic	N	Y		Y	Y	
Economically Disadvantaged	N	Y		N	Y	
Students With Disabilities	Y	Y		Y	Y	
Limited English Proficiency	N	Y		N	Y	

Total AYP Breakdown: 10 of 18*

6-8	Math			Reading		
	Assessment	Participation	AYP	Assessment	Participation	AYP
All Students	Y	Y		Y	Y	
White	Y	Y		Y	Y	
Black or African American	N	Y		N	Y	
Asian/Pacific Islander	Y	Y		Y	Y	
Native American	N	Y		N	Y	
Hispanic	N	Y		N	Y	
Economically Disadvantaged	N	Y		N	Y	
Students With Disabilities	Y	Y		Y	Y	
Limited English Proficiency	N	Y		N	Y	

Total AYP Breakdown: 8 of 18*

9-11	Math			Reading		
	Assessment	Participation	AYP	Assessment	Participation	AYP
All Students	Y	Y		N	Y	
White	Y	Y		Y	Y	
Black or African American	N	Y		N	Y	
Asian/Pacific Islander	Y	Y		Y	Y	
Native American	N	Y		N	Y	
Hispanic	N	Y		N	Y	
Economically Disadvantaged	N	Y		N	Y	
Students With Disabilities	Y	Y		N	Y	
Limited English Proficiency	N	Y		N	Y	

Total AYP Breakdown: 6 of 18*

*Total AYP Breakdown indicates the number of subgroups in which a school or district made adequate yearly progress (AYP), followed by the total number of subgroups for which they were held accountable. In the chart above, all subgroups for which a school or district is held accountable are shaded in green. Yellow shading indicates that a school or district is not held accountable because of an insufficient population in that subgroup.

Previous Year State AYP Determination

Measure	Status	Reason For Not Meeting AYP
Math	N - Did Not Meet AYP	Missed AMO Target
Reading	N - Did Not Meet AYP	Missed AMO Target

Teacher Qualifications

The federal No Child Left Behind Act requires that each school report the percent of its teachers who are highly qualified. The act defines a highly qualified teacher as one with full certification, a bachelor's degree and demonstrated competence in subject knowledge and teaching. The act calls for all teachers of core academic subjects to be highly qualified by the end of school year 2006-07. Core subjects include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography. This page shows the percent of classes NOT being taught by highly qualified teachers. A high poverty school is defined as being in the top quartile of poverty statewide or districtwide, based on the percentage of students eligible for free or reduced-price lunch. A low poverty school is defined as being in the bottom quartile of poverty statewide or districtwide, based on the percentage of students eligible for free or reduced-price lunch.

Teachers with Emergency or Provisional Credentials

2008 State : 0.2%
2007 State : 0.2%

Classes Not Taught by Highly Qualified Teachers

2008 State : 1.6%
2007 State : 1.1%

Statewide, Classes Not Taught by Highly Qualified Teachers

2008 Highest Quartile of Poverty Schools: 3.0%
2007 Highest Quartile of Poverty Schools: 1.7%
2008 Lowest Quartile of Poverty Schools : 1.3%
2007 Lowest Quartile of Poverty Schools : 4.7%

No Child Left Behind

2008 Report Card

Districts and Schools Identified for Improvement

This list includes districts and/or schools that the state of South Dakota has identified as in need of improvement, as determined by state's accountability system.

Schools Identified For Improvement:

84

District	Schools	AYP Summary
Aberdeen 06-1	Central High School Holgate Middle School Simmons Middle School	9 of 10 10 of 10 10 of 10
Andes Central 11-1	Andes Central Elementary* Andes Central Jr High*	8 of 12 10 of 10
Belle Fourche 09-1	Belle Fourche MS*	5 of 8
Bennett County 03-1	Bennett County Jr High* Martin Elem*	2 of 10 9 of 10
Brandon Valley 49-2	Brandon Valley Middle Sch	9 of 10
Brookings 05-1	Brookings Hi Sch Medary Elem*	8 of 8 8 of 8
Canton 41-1	Canton High School Canton Middle School	4 of 4 7 of 8
Dakota Valley 61-8	Dakota Valley Upper Elem	8 of 8
De Smet 38-2	De Smet Middle School	8 of 8
Douglas 51-1	Douglas High School	5 of 8
Eagle Butte 20-1	C-EB EAGLE Center C-EB Junior High	0 of 2 0 of 8
Gregory 26-4	Gregory Elementary School*	9 of 10
Hill City 51-2	Hill City Elementary* Hill City Middle Sch	10 of 10 6 of 10
Huron 02-2	Huron Middle School	6 of 14
Lead-Deadwood 40-1	Lead-Deadwood Career & Tech Ed Lead-Deadwood Middle School	0 of 2 8 of 8
McLaughlin 15-2	McLaughlin Elementary* McLaughlin Jr. High*	4 of 8 2 of 8
Meade 46-1	Sturgis Brown H.S. Sturgis Williams MS	6 of 8 7 of 12
Milbank 25-4	Milbank High School	4 of 6
Mobridge 62-3	Mobridge Middle School*	9 of 10
Oelrichs 23-3	Oelrichs Jr Hi*	1 of 6
Pierre 32-2	Georgia Morse Middle School	6 of 10
Rapid City 51-4	Central Hi Sch Dakota Middle Sch General Beadle Elem* Horace Mann Elem* Jefferson Academy Knollwood Heights Elem* North Middle Sch* Robbinsdale Elem* South Middle Sch Valley View Elem* West Middle Sch	6 of 10 11 of 16 4 of 12 6 of 10 3 of 6 10 of 10 9 of 16 8 of 10 10 of 14 9 of 10 15 of 16
Shannon County 65-1	Batesland Elementary* Red Shirt Table Elementary*	0 of 8 6 of 6
Sioux Falls 49-5	Axtell Park Middle School Cleveland Elementary* Edison Middle School Garfield Elementary* Hawthorne Elementary* Hayward Elementary* Joe Foss School Laura B. Anderson Elementary* Lincoln High School Longfellow Elementary* Lowell Elementary* Terry Redlin Elementary* Washington High School Whittier Middle School	7 of 18 16 of 16 16 of 16 8 of 10 11 of 16 9 of 10 4 of 6 15 of 18 9 of 14 11 of 16 8 of 14 8 of 16 15 of 16 14 of 18
Sisseton 54-2	Sisseton Elementary School* Sisseton Middle School*	2 of 10 3 of 10
Snee 15-3	Wakpala Elementary* Wakpala High School*	1 of 10 0 of 1
Tea Area 41-5	Tea Area Middle School	6 of 8
Todd County 66-1	He Dog School* Littleburg Elementary* North Elementary* O'Kreek Elementary* Rosebud Elementary* South Elementary* Spring Creek School* Todd County HS* Todd County MS*	2 of 10 6 of 8 0 of 10 0 of 6 0 of 10 0 of 10 1 of 8 0 of 8 0 of 10
Tri-Valley 49-6	Tri-Valley Jr. H	6 of 6
Vermillion 13-1	Vermillion Middle School	12 of 12

District	Schools	AYP Summary
Watertown 14-4	Watertown High School*	7 of 8
White River 47-1	Norris Elementary* White River Elementary* White River High School White River Middle Sch*	0 of 6 3 of 6 6 of 6 2 of 8
Winner 59-2	Winner Middle School*	8 of 8
Yankton 63-3	Stewart Elem* Yankton Hi Sch Yankton Middle School	8 of 8 7 of 8 14 of 14

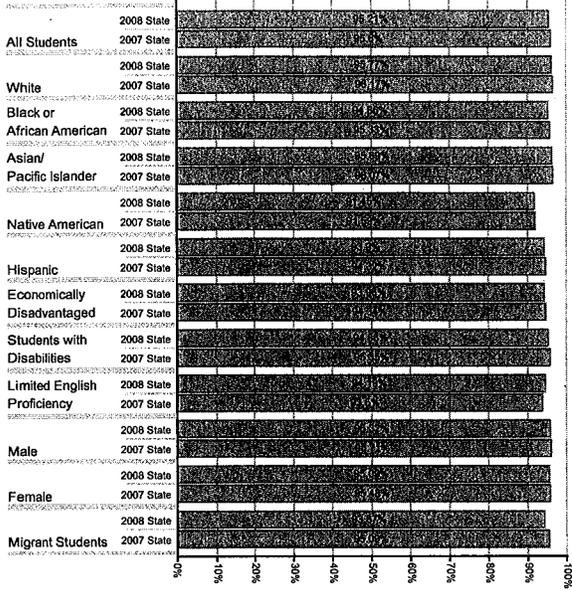
Districts Identified For Improvement: 5(3.03%)

District
Eagle Butte 20-1
Rapid City 51-4
Shannon County 65-1
Sioux Falls 49-5
Todd County 66-1

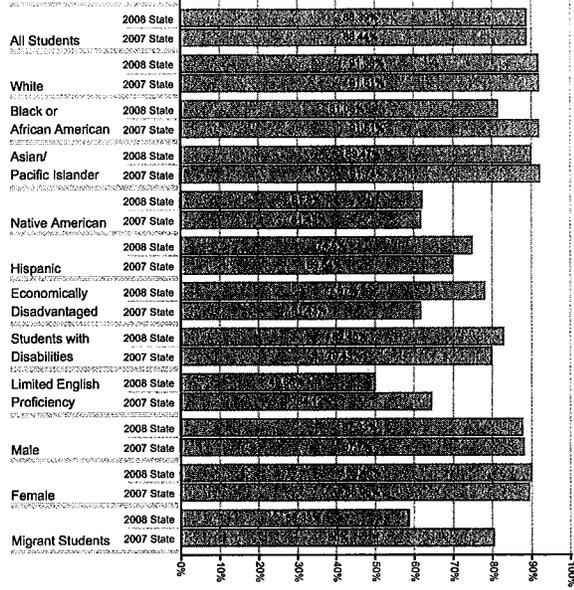
Attendance/Graduation Rates

The graph(s) below report the attendance or graduation rate for the requested entity. For elementary/middle schools, an attendance rate is reported. For high schools, a graduation rate is reported. For districts and the state, both attendance and graduation rates are reported. The attendance rate is reported as a percentage and is calculated by dividing the aggregate days of attendance by the aggregate days of membership for all students enrolled. Please note that the Department of Education is changing the way it calculates graduation rate, in an effort to make it a more accurate count. The graduation rate is calculated as follows: divide the total number of graduates (completers) by the total number of graduates (completers) plus 11th and 12th grade dropouts.

Attendance Rate



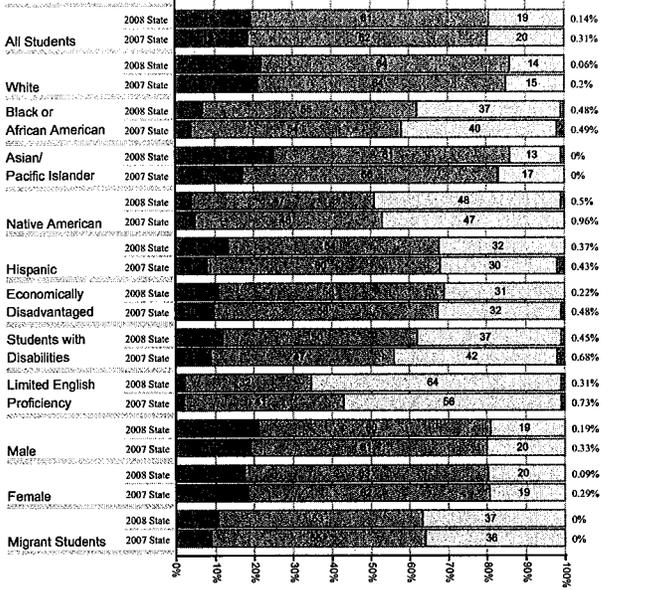
Graduation Rate



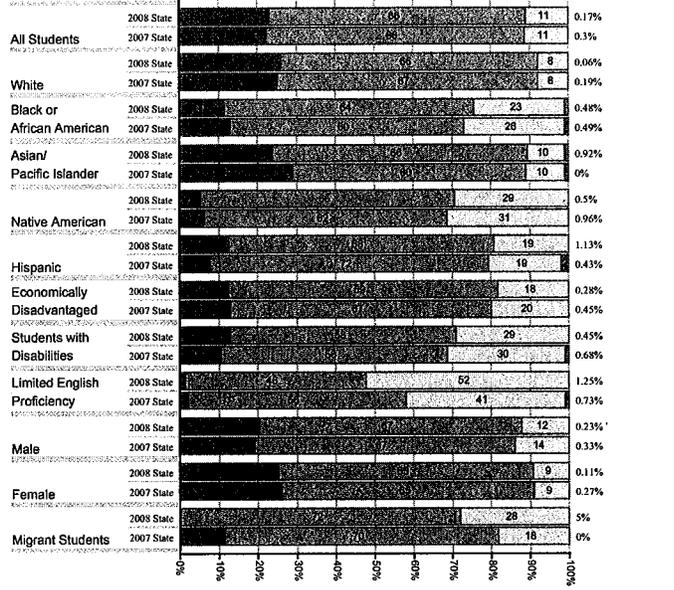
Assessment Results

Students in grades 3 through 8 and grade 11 completed the Dakota STEP test in the spring of 2008. The test is designed to measure the progress of students on the South Dakota Content Standards in Reading and Math. This report summarizes the results of that assessment. Please contact your local school if you have questions about this information.

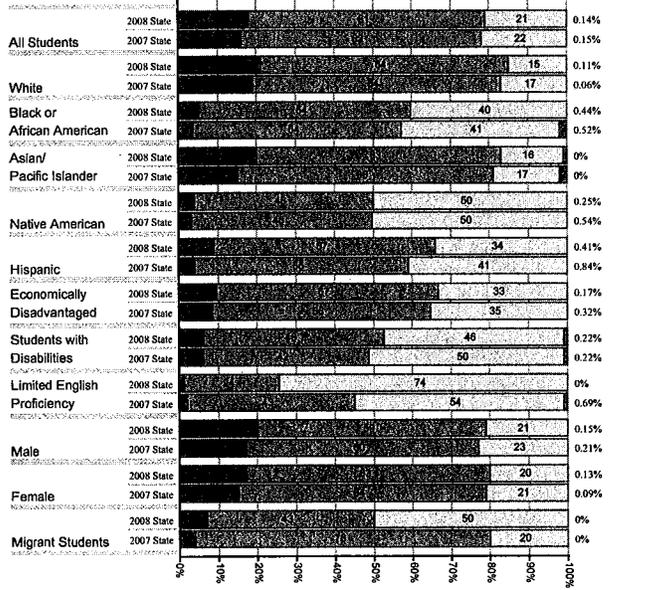
Math Grade 03



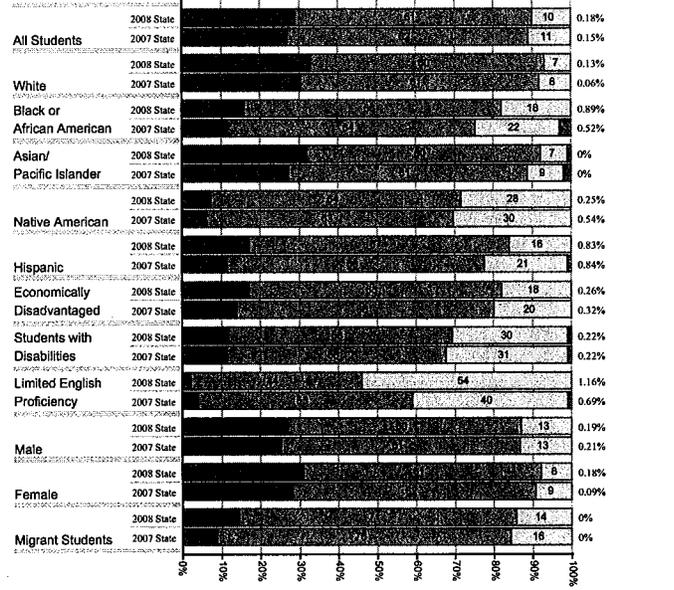
Reading Grade 03

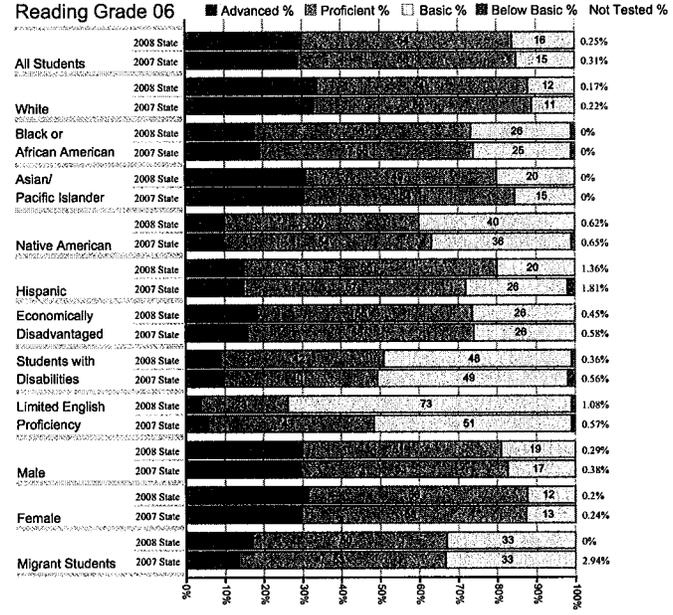
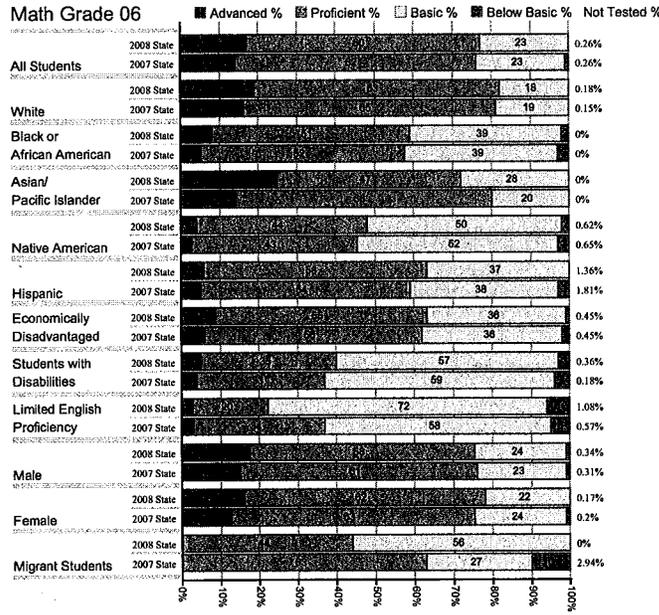
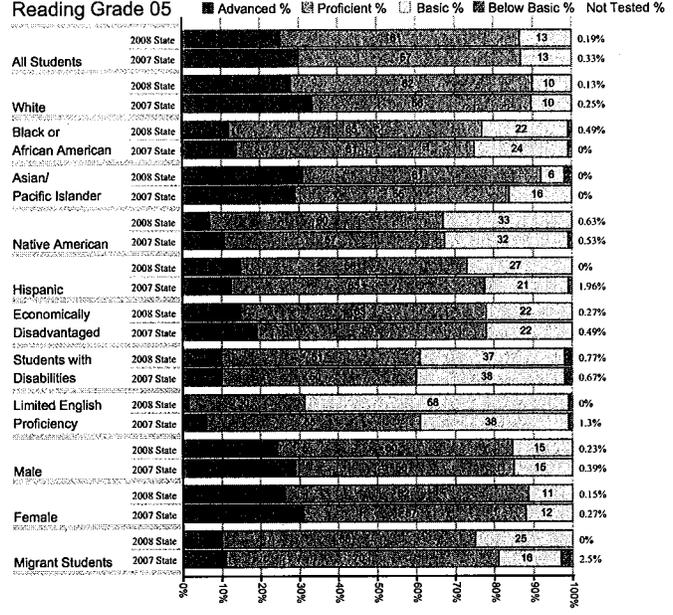
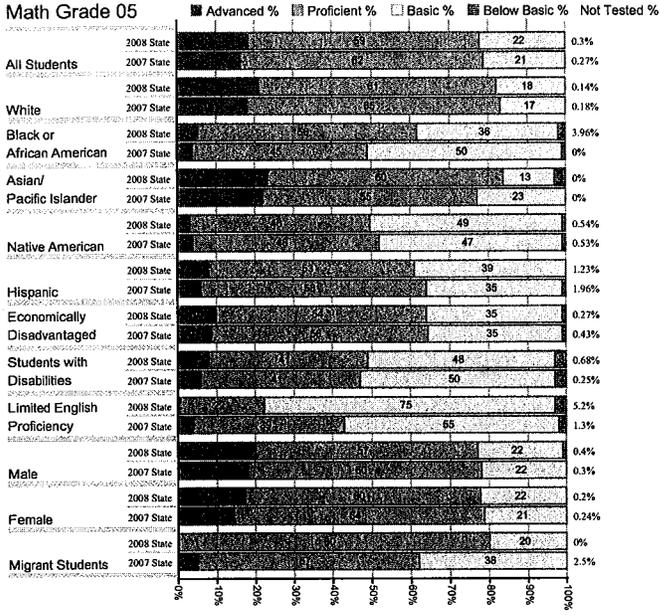


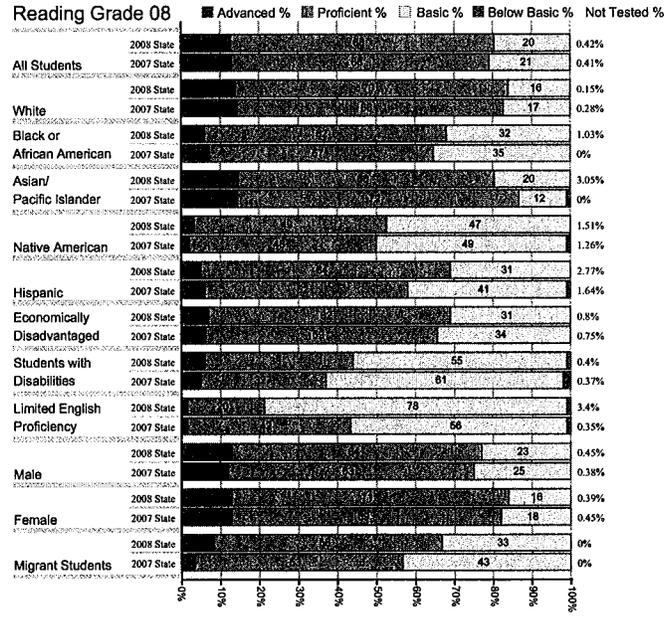
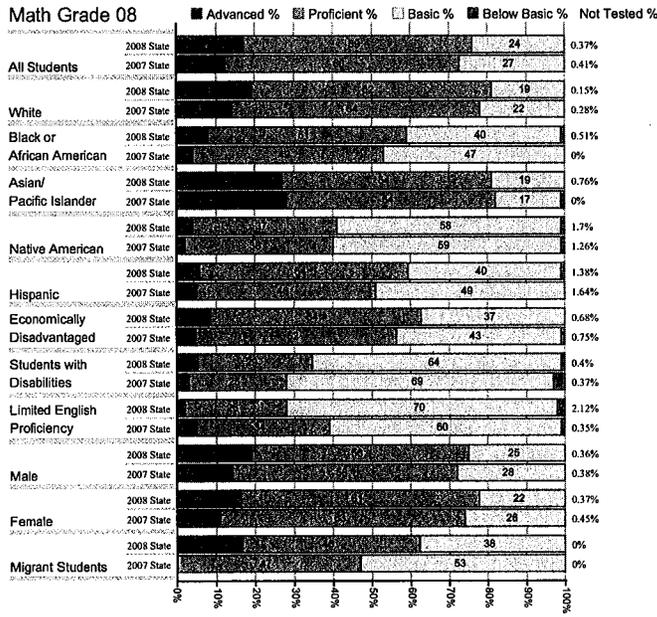
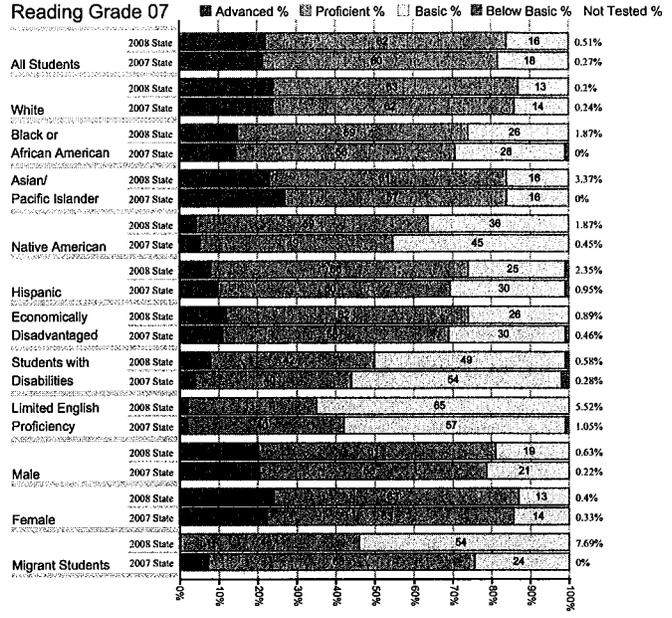
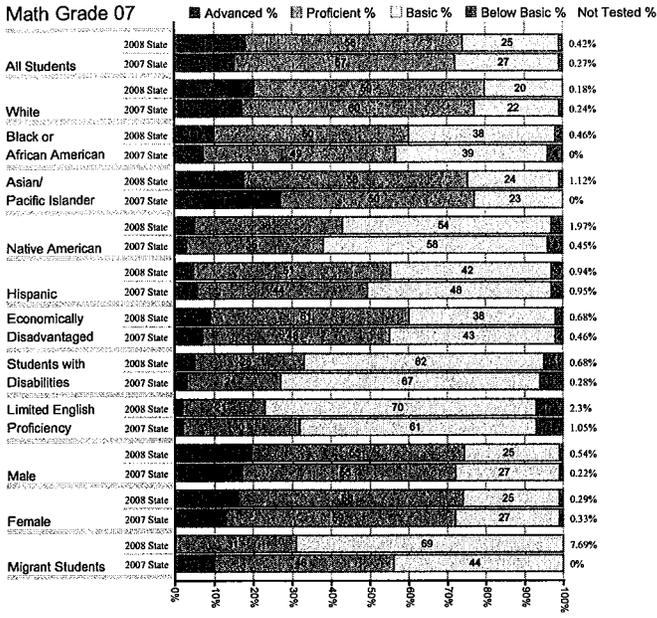
Math Grade 04



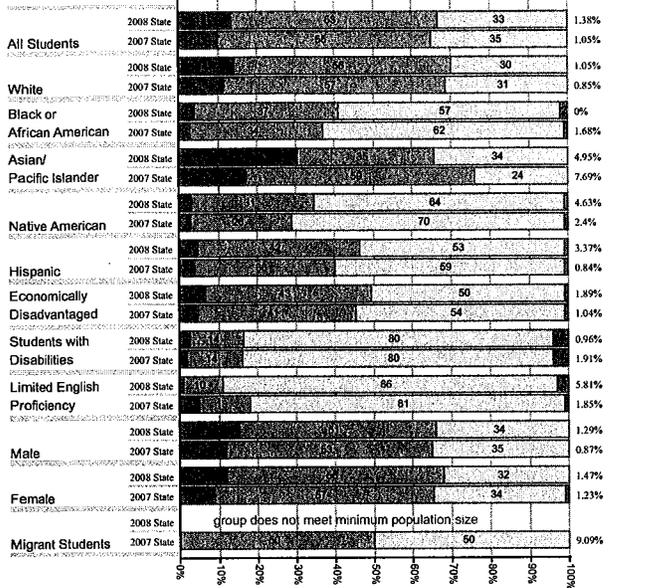
Reading Grade 04



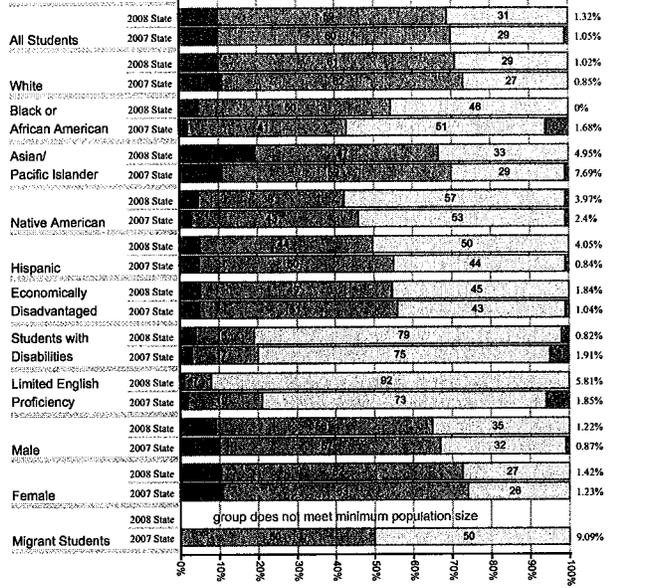




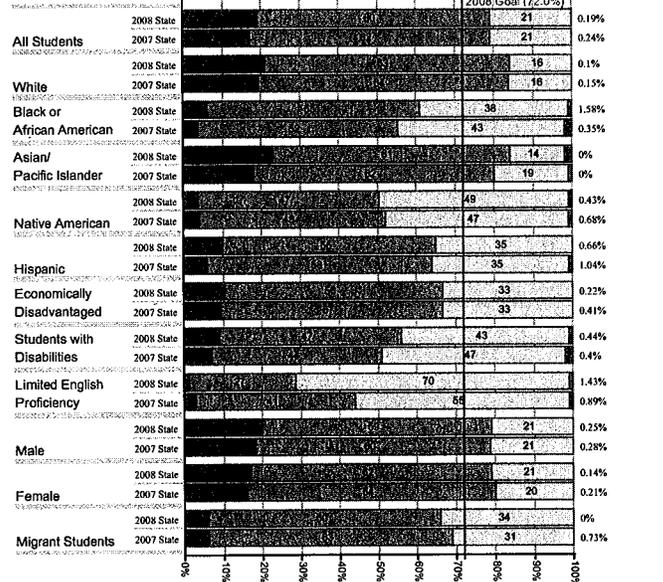
Math Grade 11



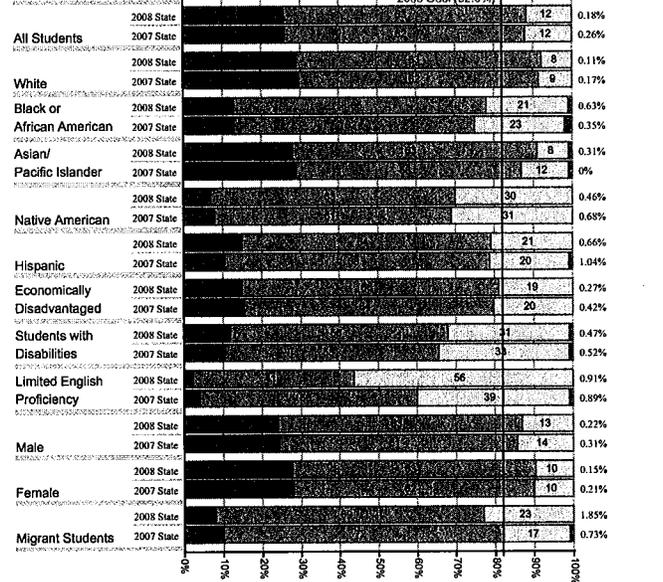
Reading Grade 11

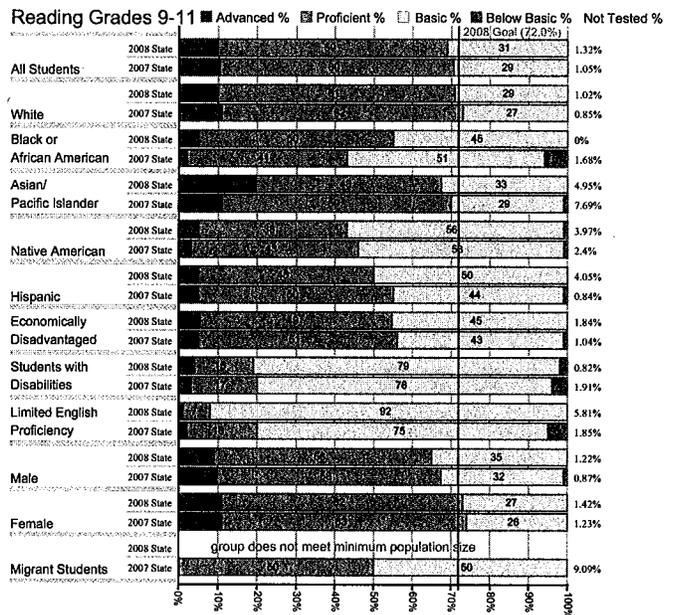
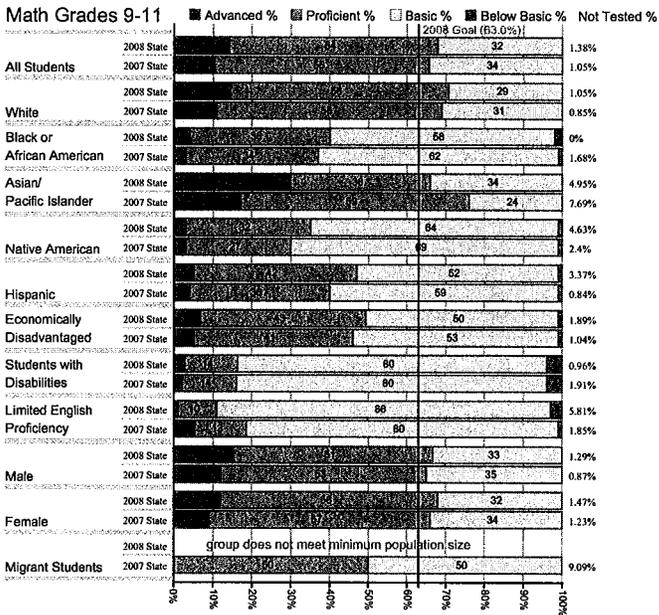
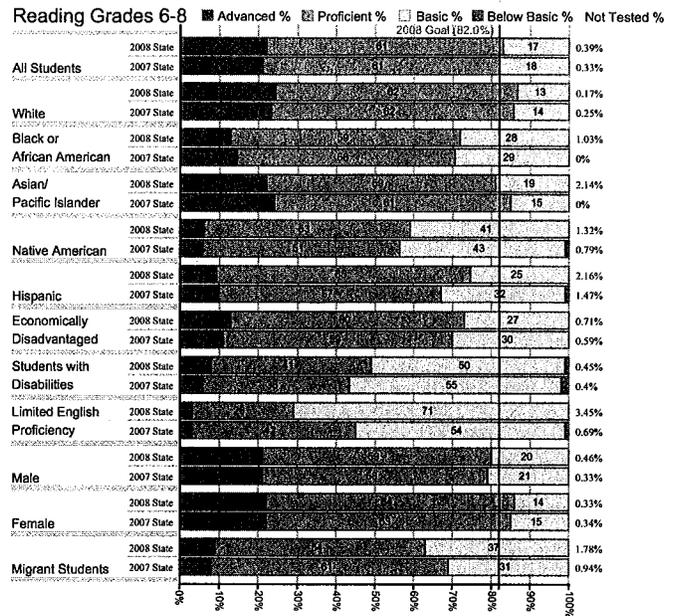
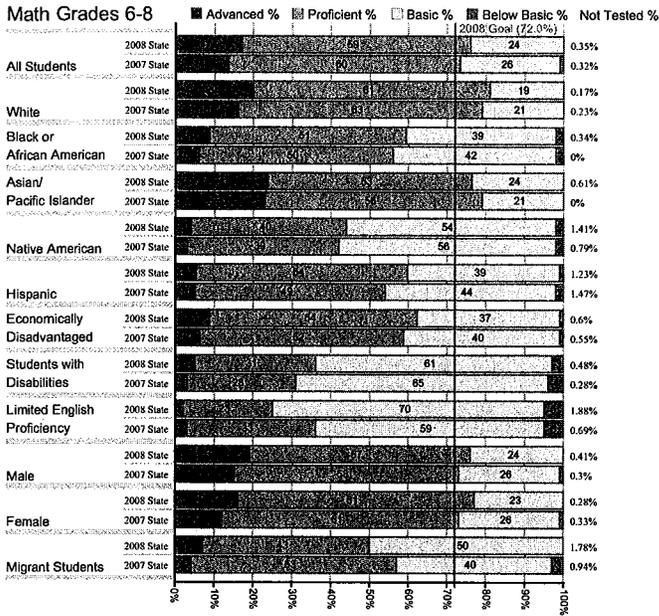


Math Grades 3-5

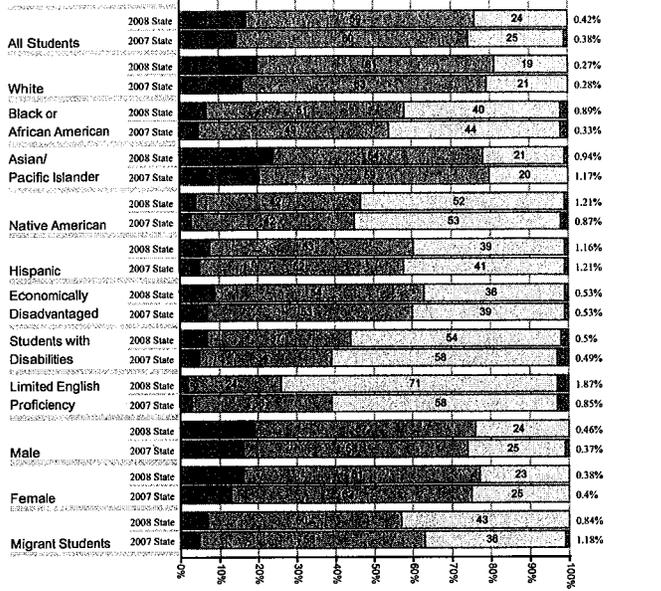


Reading Grades 3-5

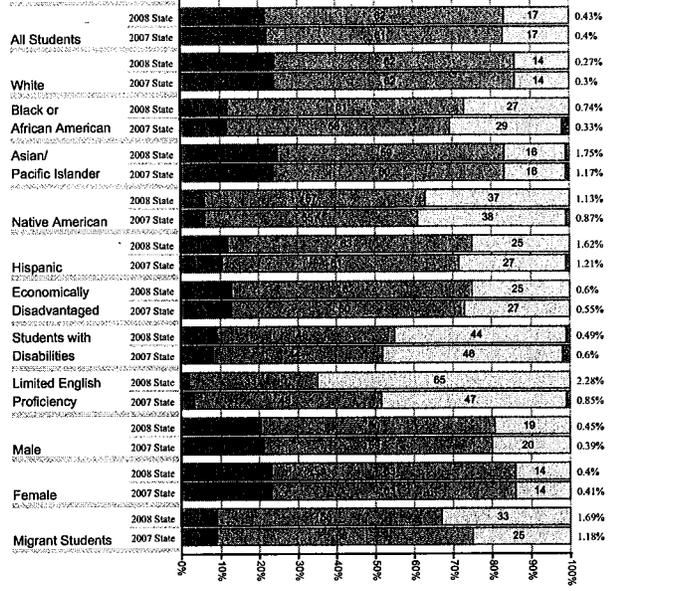




Math All Grades



Reading All Grades



State of South Dakota

Department of Education
700 Governors Drive
Pierre, SD 57501
Contact: Tom Oster - Secretary of Education

State Status

South Dakota's accountability system requires schools and districts to make adequate yearly progress (AYP) in both math and reading, based on results of the Dakota STEP test. The chart below indicates an entity's current status with an "OK" (meaning it made AYP), "Alert" (meaning it did not make AYP for the current year) or "Level 1, 2 or 3" (meaning that it has not met AYP for at least two consecutive years). The chart also breaks down AYP progress by subgroups, using a "Y" (yes) to indicate subgroups that made AYP, and "N" (no) to indicate subgroups that did not make AYP.

Current Year State AYP Determination

Measure	Status	Reason For Not Meeting AYP
Math	N - Did Not Meet AYP	Missed AMO Target
Reading	N - Did Not Meet AYP	Missed AMO Target

3-5	Math			Reading		
	Assessment	Participation	AYP	Assessment	Participation	AYP
All Students	Y	Y		Y	Y	
White	Y	Y		Y	Y	
Black or African American	N	Y		Y	Y	
Asian/Pacific Islander	Y	Y		Y	Y	
Native American	N	Y		N	Y	
Hispanic	N	Y		Y	Y	
Economically Disadvantaged	N	Y		Y	Y	
Students With Disabilities	N	Y		N	Y	
Limited English Proficiency	N	Y		N	Y	

Total AYP Breakdown: 9 of 18*

6-8	Math			Reading		
	Assessment	Participation	AYP	Assessment	Participation	AYP
All Students	Y	Y		Y	Y	
White	Y	Y		Y	Y	
Black or African American	N	Y		N	Y	
Asian/Pacific Islander	Y	Y		Y	Y	
Native American	N	Y		N	Y	
Hispanic	N	Y		Y	Y	
Economically Disadvantaged	N	Y		N	Y	
Students With Disabilities	N	Y		N	Y	
Limited English Proficiency	N	Y		N	Y	

Total AYP Breakdown: 7 of 18*

9-11	Math			Reading		
	Assessment	Participation	AYP	Assessment	Participation	AYP
All Students	Y	Y		Y	Y	
White	Y	Y		Y	Y	
Black or African American	N	Y		Y	Y	
Asian/Pacific Islander	Y	N		Y	N	
Native American	N	Y		N	Y	
Hispanic	N	Y		Y	Y	
Economically Disadvantaged	N	Y		N	Y	
Students With Disabilities	N	Y		N	Y	
Limited English Proficiency	N	Y		N	Y	

Total AYP Breakdown: 6 of 18*

*Total AYP Breakdown indicates the number of subgroups in which a school or district made adequate yearly progress (AYP), followed by the total number of subgroups for which they were held accountable. In the chart above, all subgroups for which a school or district is held accountable are shaded in green. Yellow shading indicates that a school or district is not held accountable because of an insufficient population in that subgroup.

Previous Year State AYP Determination

Measure	Status	Reason For Not Meeting AYP
Math	N - Did Not Meet AYP	Missed AMO Target
Reading	N - Did Not Meet AYP	Missed AMO Target

Teacher Qualifications

The federal No Child Left Behind Act requires that each school report the percent of its teachers who are highly qualified. The act defines a highly qualified teacher as one with full certification, a bachelor's degree and demonstrated competence in subject knowledge and teaching. The act calls for all teachers of core academic subjects to be highly qualified by the end of school year 2006-07. Core subjects include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography. This page shows the percent of classes NOT being taught by highly qualified teachers. A high poverty school is defined as being in the top quartile of poverty statewide or districtwide, based on the percentage of students eligible for free or reduced-price lunch. A low poverty school is defined as being in the bottom quartile of poverty statewide or districtwide, based on the percentage of students eligible for free or reduced-price lunch. *Indicates there is a tie in the free and reduced lunch percentage for two or more schools. This results in a difference in the number of schools being allocated to the Highest and Lowest Quartiles. **Indicates a district has only one school and a District Quartile cannot be calculated.

Teachers with Emergency or Provisional Credentials

It has been determined that South Dakota does not offer an Emergency or Provisional License. This information is therefore not being reported for 2009.

Classes Not Taught by Highly Qualified Teachers

2009 State : 1.7%
2008 State : 1.6%

Statewide, Classes Not Taught by Highly Qualified Teachers

2009 Highest Quartile of Poverty Schools: 1.7%
2008 Highest Quartile of Poverty Schools: 3.0%
2009 Lowest Quartile of Poverty Schools : 2.0%
2008 Lowest Quartile of Poverty Schools : 1.3%

Districts and Schools Identified for Improvement

This list includes districts and/or schools that the state of South Dakota has identified as in need of improvement, as determined by state's accountability system.

Schools Identified For Improvement:

District	Schools	AYP Summary
Aberdeen 06-1	Central High School	10 of 10
Andes Central 11-1	Andes Central Elementary*	6 of 10
Belle Fourche 09-1	Belle Fourche MS*	6 of 10
	BF Education Connection	1 of 2
Bennett County 03-1	Bennett County Jr High*	3 of 8
	Martin Elem*	10 of 10
Brandon Valley 49-2	Brandon Valley Hi Sch	6 of 8
	Brandon Valley Middle Sch	9 of 10
Brookings 05-1	Brookings Hi Sch	7 of 8
	George S Mickelson Middle School	14 of 16
Canton 41-1	Canton Middle School	8 of 8
Douglas 51-1	Douglas High School	8 of 8
Eagle Butte 20-1	C-EB Junior High	4 of 6
	C-EB Upper Elementary*	0 of 6
	Eagle Butte Elementary*	0 of 6
	C-EB Primary	Feeder School
Gregory 26-4	Gregory Elementary School*	10 of 10
Hill City 51-2	Hill City Middle Sch	10 of 10
Huron 02-2	Buchanan Elementary*	9 of 10
	Huron Middle School	16 of 16
Ipswich Public 22-6	Rosette Colony Elem*	3 of 6
Kadoka Area 35-2	Kadoka Elementary School*	8 of 10
Lead-Deadwood 40-1	Lead-Deadwood Career & Tech Ed	2 of 2
	Lead-Deadwood Middle School	7 of 8
Madison Central 39-2	Madison Middle School	6 of 8
McLaughlin 15-2	McLaughlin Elementary*	3 of 6
	McLaughlin Jr. High*	1 of 8
Meade 46-1	Sturgis Brown H.S.	6 of 8
	Sturgis Williams MS	7 of 10
Milbank 25-4	Milbank High School	6 of 6
Oelrichs 23-3	Oelrichs Elem*	3 of 6
	Oelrichs Jr HI*	4 of 6
Pierre 32-2	Georgia Morse Middle School	8 of 10
Rapid City 51-4	Central Hi Sch	11 of 12
	Dakota Middle Sch	6 of 14
	General Beadle Elem*	2 of 10
	Grandview Elem	9 of 12
	Horace Mann Elem*	6 of 10
	Knollwood Heights Elem*	5 of 10
	North Middle Sch*	5 of 14
	Robbinsdale Elem*	10 of 10
	South Middle Sch	11 of 14
	Valley View Elem*	9 of 10
	West Middle Sch	10 of 12
Shannon County 65-1	Batesland Elementary*	0 of 8
	Red Shirt Table Elementary*	4 of 8
	Rockyford Lower*	1 of 10
	Rockyford Upper*	0 of 10
	Shannon County Alternative School*	7 of 8
	Wolf Creek Upper*	0 of 10
Sioux Falls 49-5	Anne Sullivan Elementary*	15 of 16
	Axtell Park Middle School	8 of 18
	Bridges at Horace Mann	4 of 6
	Cleveland Elementary*	13 of 16
	Edison Middle School	15 of 16
	FIC - Axtell Park*	0 of 8
	Garfield Elementary*	12 of 14
	Hawthorne Elementary*	13 of 16
	Hayward Elementary*	9 of 14
	Joe Foss School	5 of 6
	Laura B. Anderson Elementary*	10 of 16
	Lincoln High School	16 of 16
	Longfellow Elementary*	7 of 16
	Lowell Elementary*	7 of 12
	Terry Redlin Elementary*	12 of 16
	Washington High School	12 of 14
	Whittier Middle School	15 of 18
Sisseton 54-2	Sisseton Elementary School*	3 of 10
	Sisseton High School	6 of 8
	Sisseton Middle School*	4 of 10
Smee 15-3	Wakpala Elementary*	5 of 10
	Wakpala High School*	3 of 6
Tea Area 41-5	Tea Area Middle School	8 of 8
Todd County 66-1	He Dog School*	1 of 8
	Littleburg Elementary*	2 of 4
	North Elementary*	0 of 8
	O'Kreek Elementary*	0 of 6
	Rosebud Elementary*	1 of 10
	South Elementary*	0 of 10
	Spring Creek School*	3 of 10
	Todd County HS*	0 of 8
	Todd County MS*	0 of 10
Watertown 14-4	Watertown High School*	6 of 8
White River 47-1	Norris Elementary*	6 of 6
	White River Elementary*	4 of 8
	White River High School	5 of 6
	White River Middle Sch*	5 of 8

District	Schools	AYP Summary
Yankton 63-3	Yankton Hi Sch Yankton Middle School	7 of 8 10 of 12

Districts Identified For Improvement: 6(3.64%)

District
Eagle Butte 20-1
Rapid City 51-4
Shannon County 65-1
Sioux Falls 49-5
Sisseton 54-2
Todd County 66-1

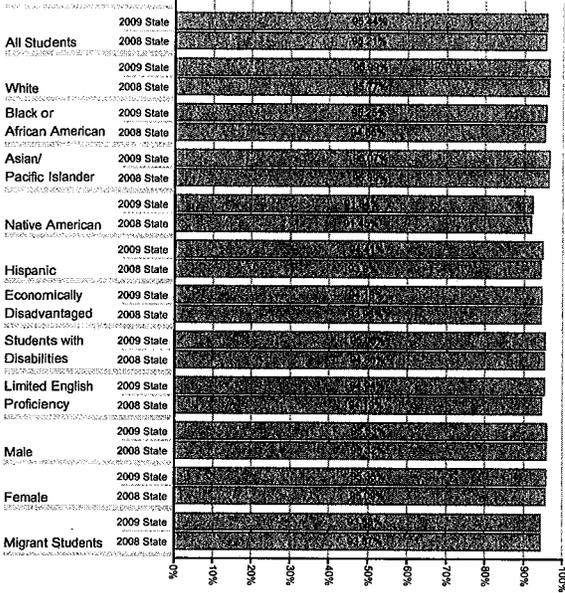
No Child Left Behind

2009 Report Card

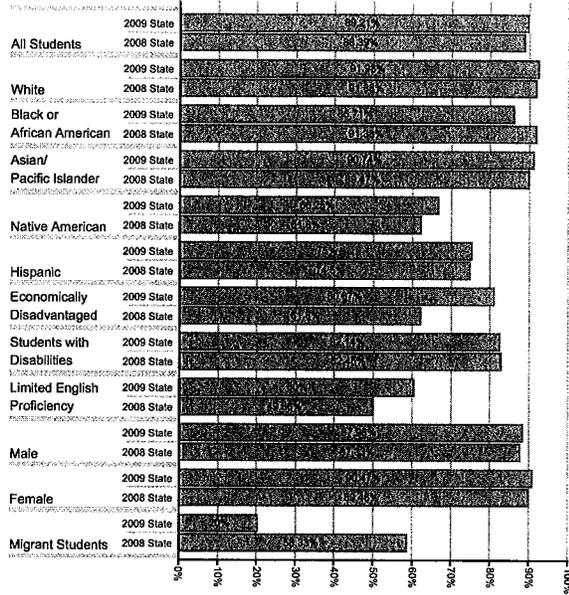
Attendance/Graduation Rates

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Attendance Rate

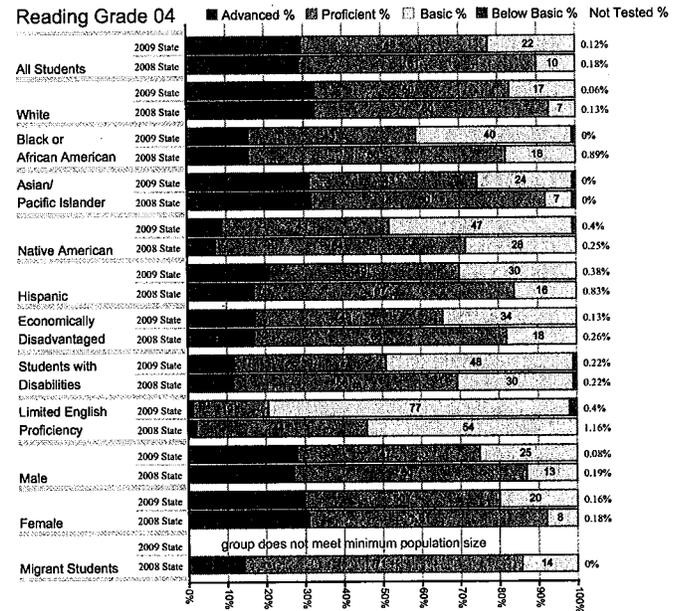
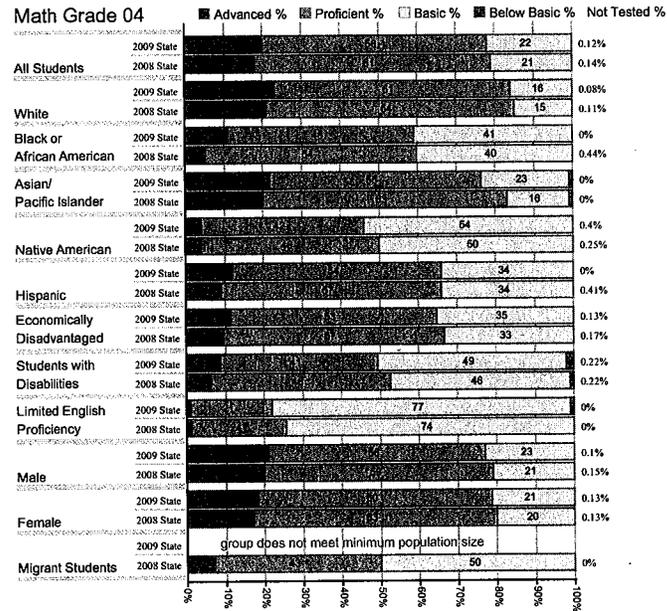
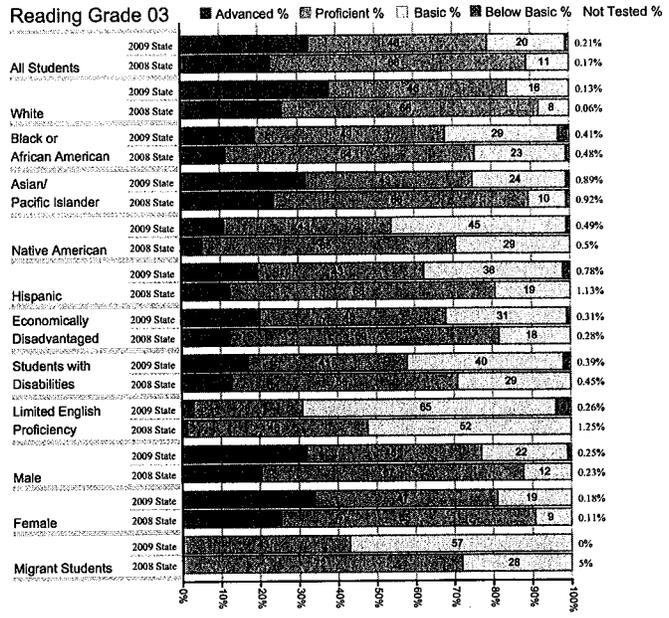
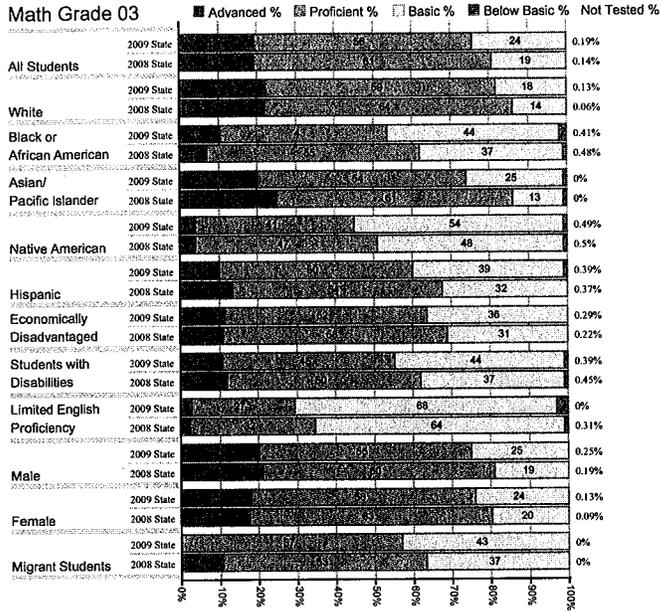


Graduation Rate

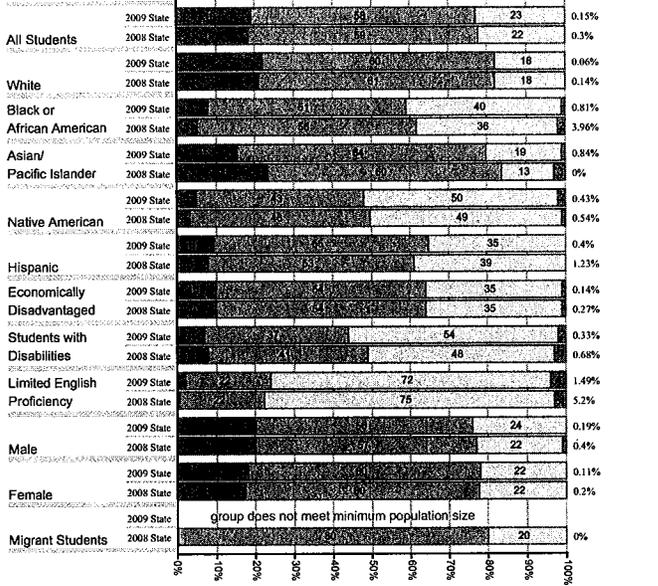


Assessment Results

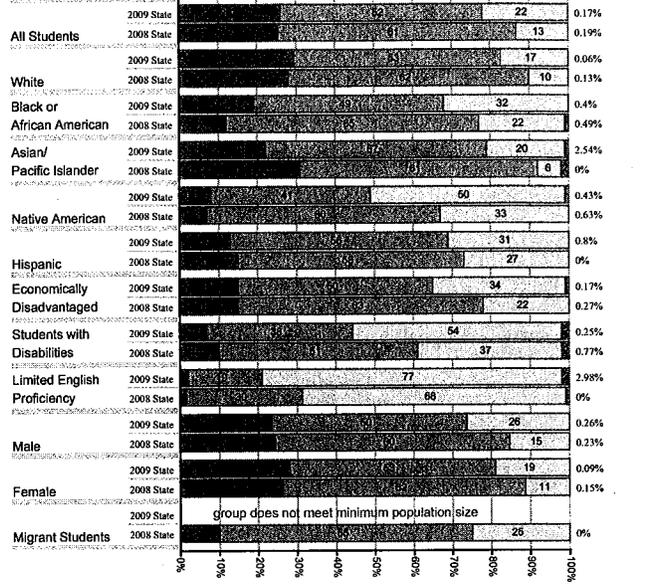
Students in grades 3 through 8 and grade 11 completed the Dakota STEP test in the spring of 2009. The test is designed to measure the progress of students on the South Dakota Content Standards in Reading and Math. This report summarizes the results of that assessment. Please contact your local school if you have questions about this information.



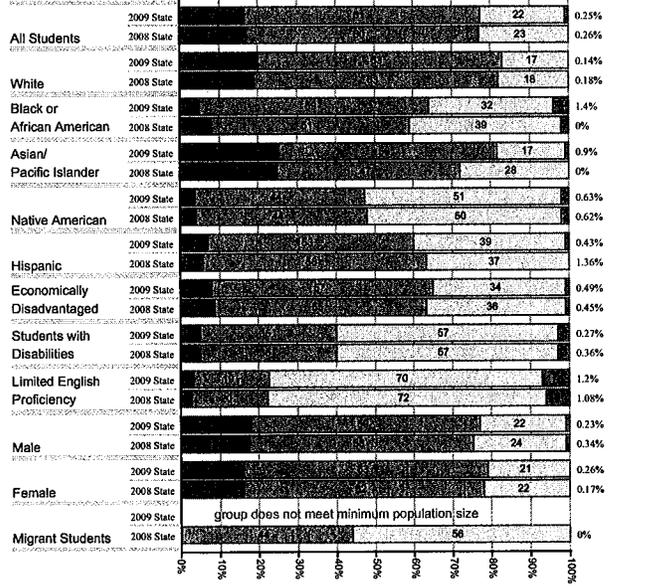
Math Grade 05 ■ Advanced % ■ Proficient % ■ Basic % ■ Below Basic % ■ Not Tested %



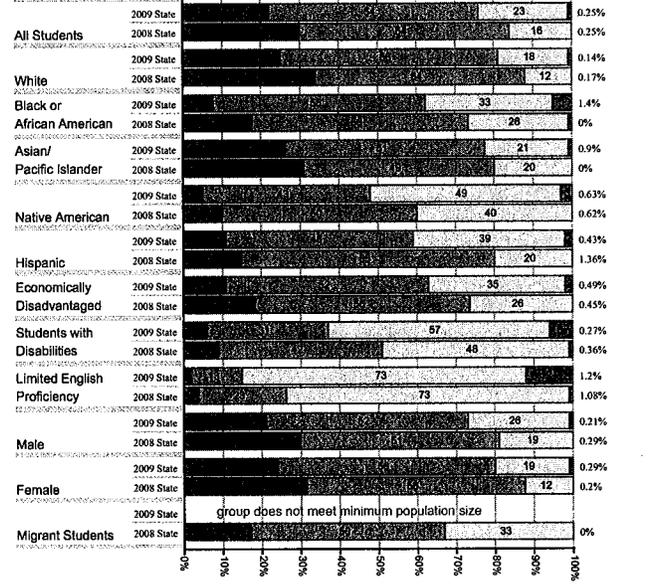
Reading Grade 05 ■ Advanced % ■ Proficient % ■ Basic % ■ Below Basic % ■ Not Tested %



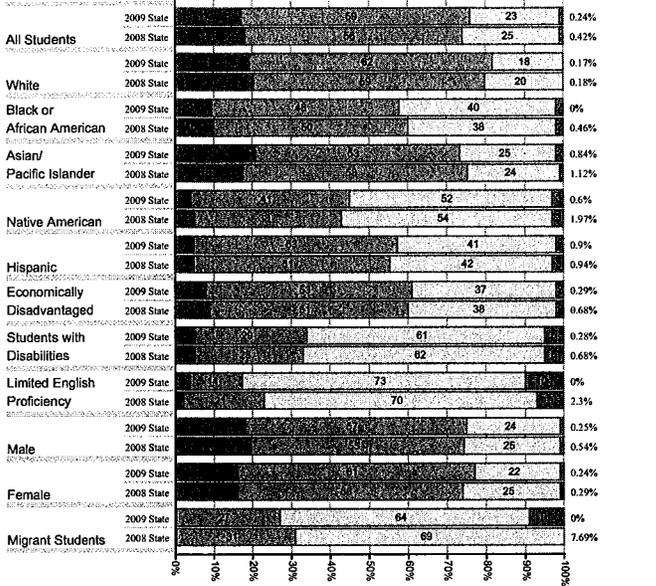
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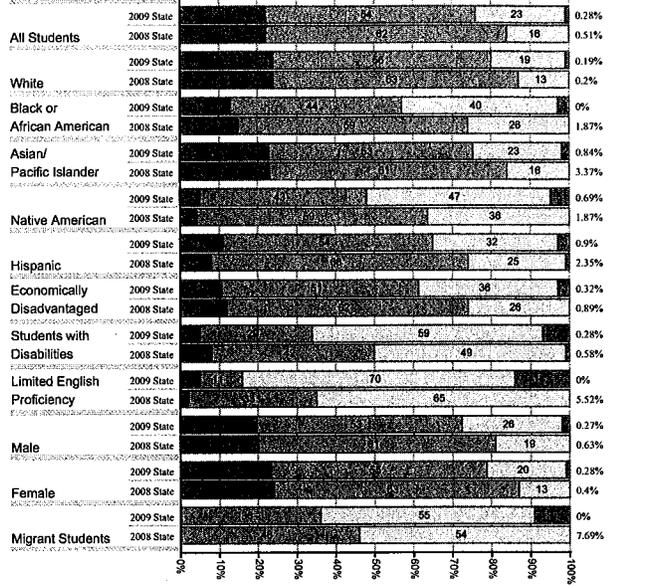
Reading Grade 06 ■ Advanced % ■ Proficient % ■ Basic % ■ Below Basic % ■ Not Tested %



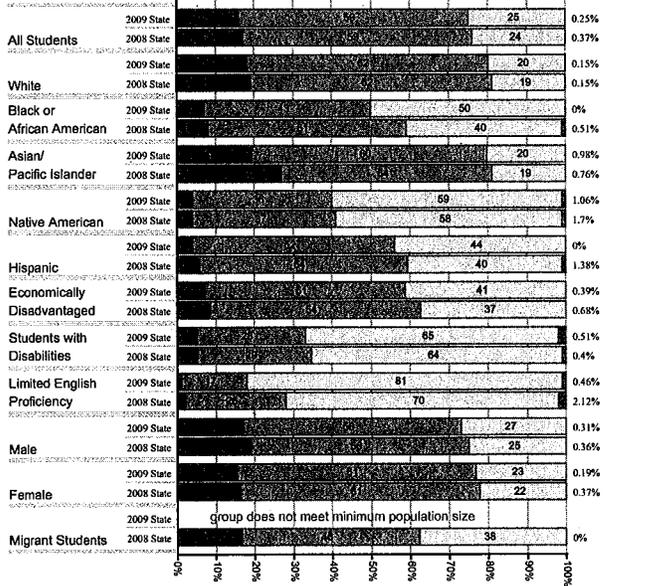
Math Grade 07



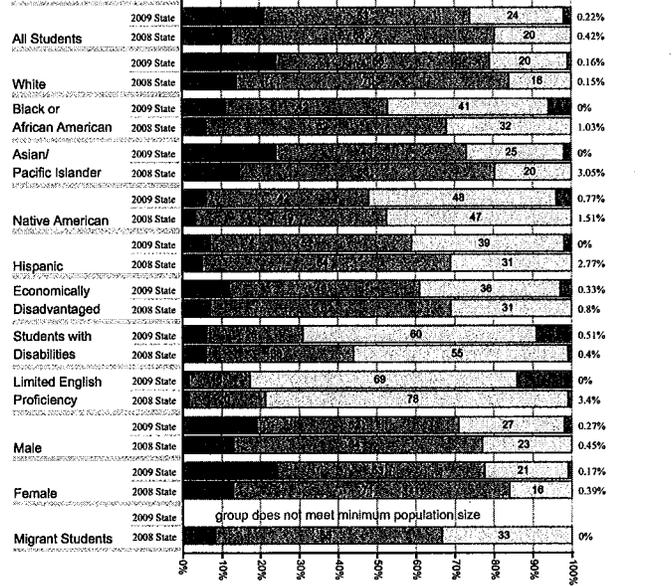
Reading Grade 07

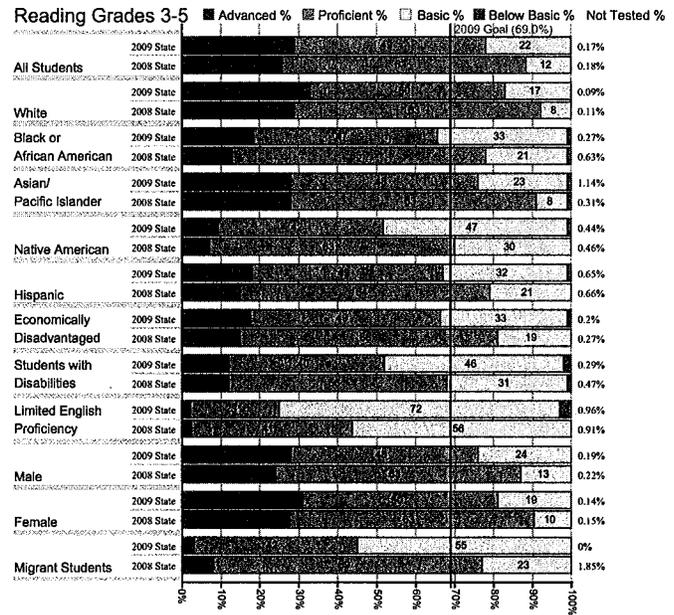
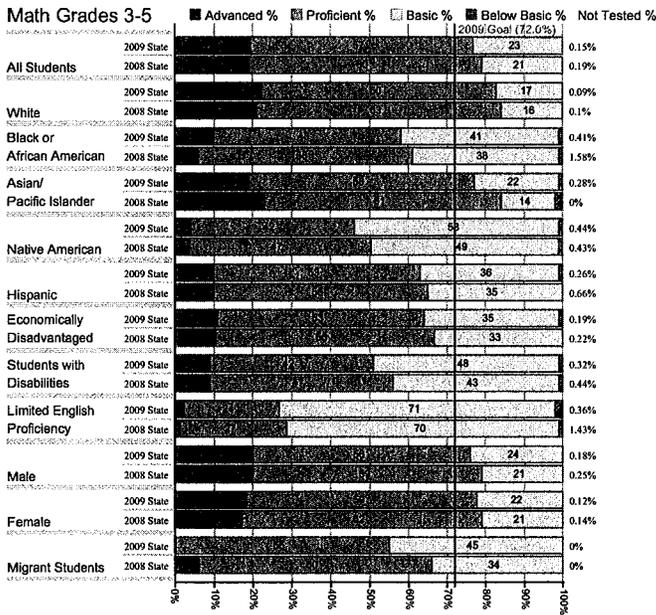
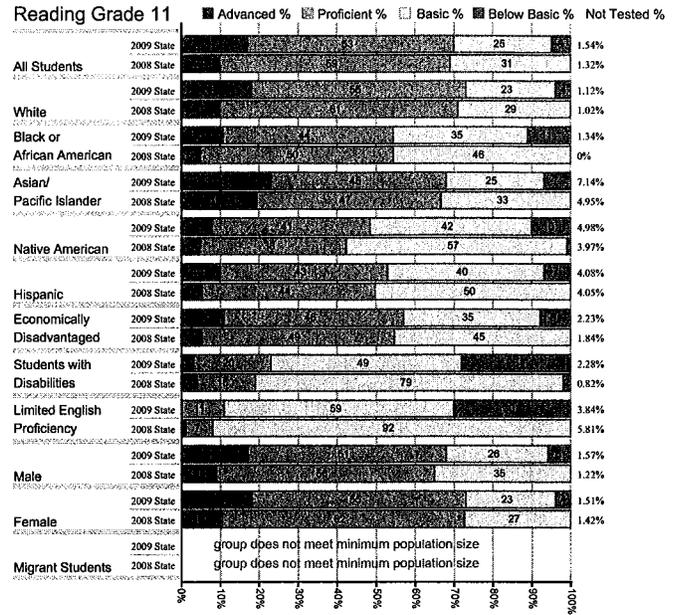
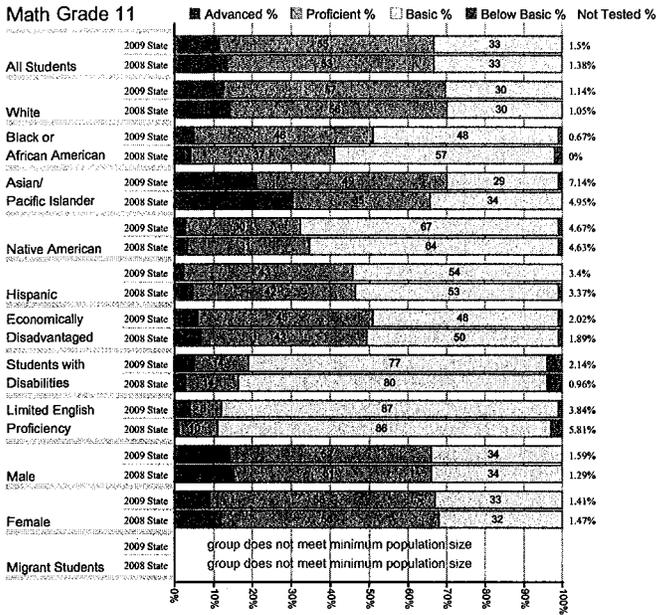


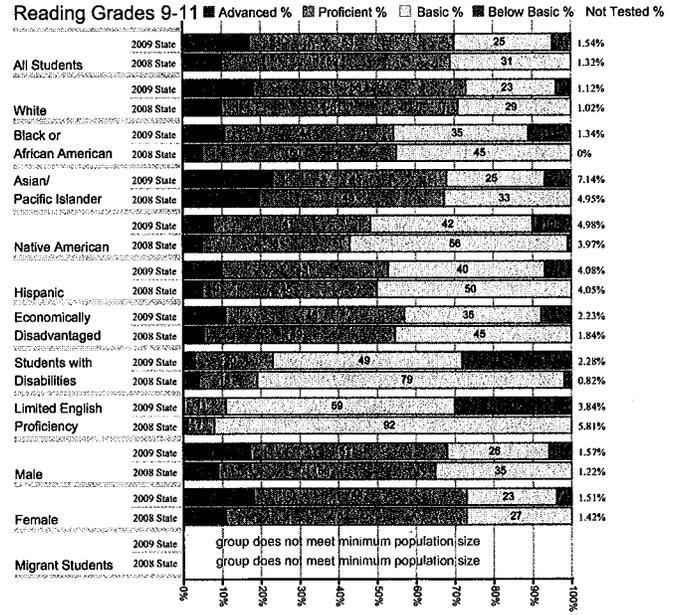
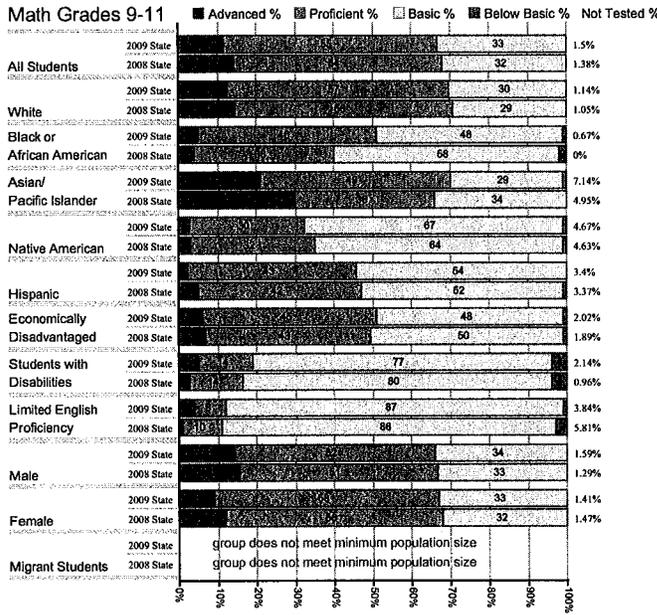
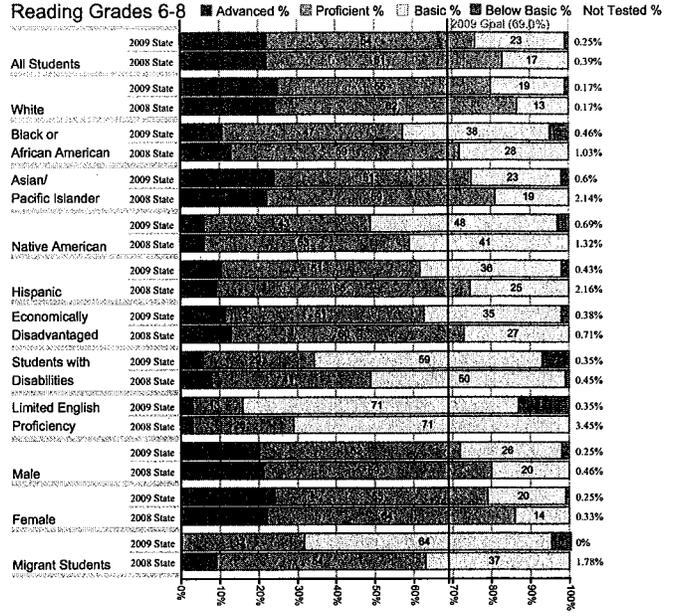
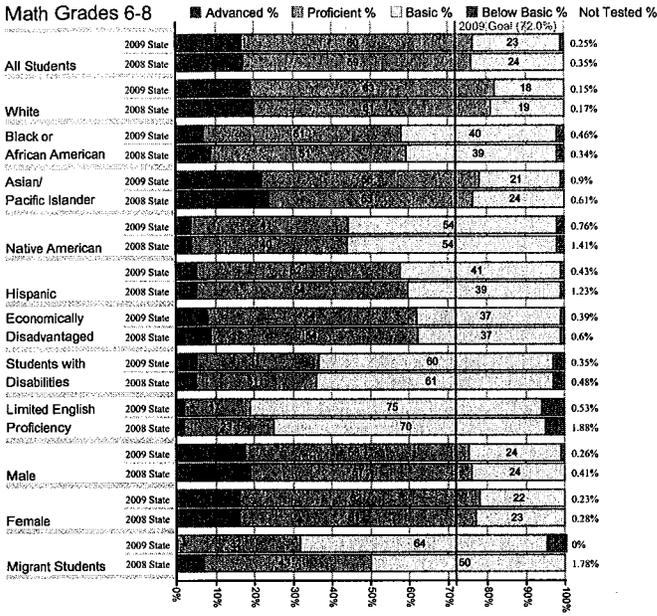
Math Grade 08

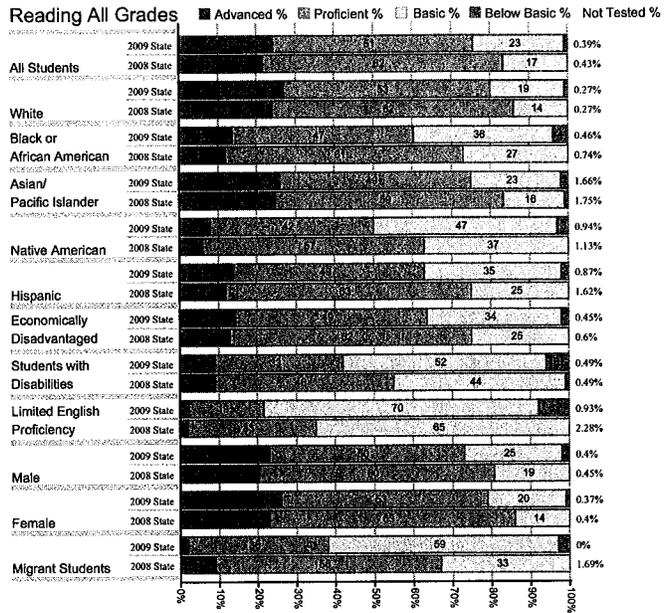
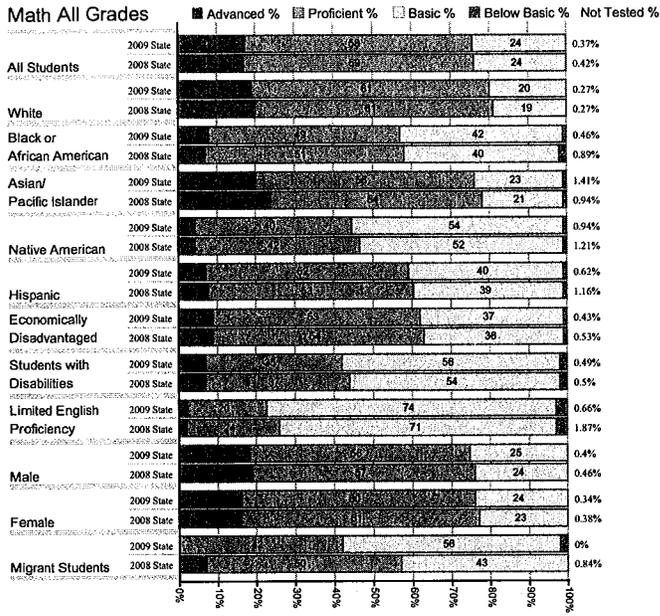


Reading Grade 08









South Dakota Results for NAEP 2007

The National Assessment of Educational Progress (NAEP) or the "Nation's Report Card" is administered on a biannual basis to a sample of 4th and 8th graders in every state. The most recent NAEP data available are for the 2007 administration. Each student takes a portion of a reading or mathematics assessment. The NAEP results are reported for the state as well as the nation and there are no published school or district results.

For some small subgroups in South Dakota the reporting requirement is not met and therefore no data are available. Therefore, race/ethnicity and Limited English Proficiency data are not consistent across all the reports. .

NAEP achievement levels are not necessarily equivalent to proficiency levels used with South Dakota's state assessment, DSTEP. For more information on the mathematics and reading achievement levels go to:

[Http://nces.ed.gov/nationsreportcard/mathematics/achieve.asp](http://nces.ed.gov/nationsreportcard/mathematics/achieve.asp) or
<http://nces.ed.gov/nationsreportcard/reading/achieve.asp>.

Participation Rates

Participation rates for Students with Disabilities and Limited English Proficient can be found in the table below. The actual participation rates for NAEP will differ from DSTEP rates since NAEP does not allow all the accommodations used by DSTEP. Students taking DSTEP-A do not participate in NAEP.

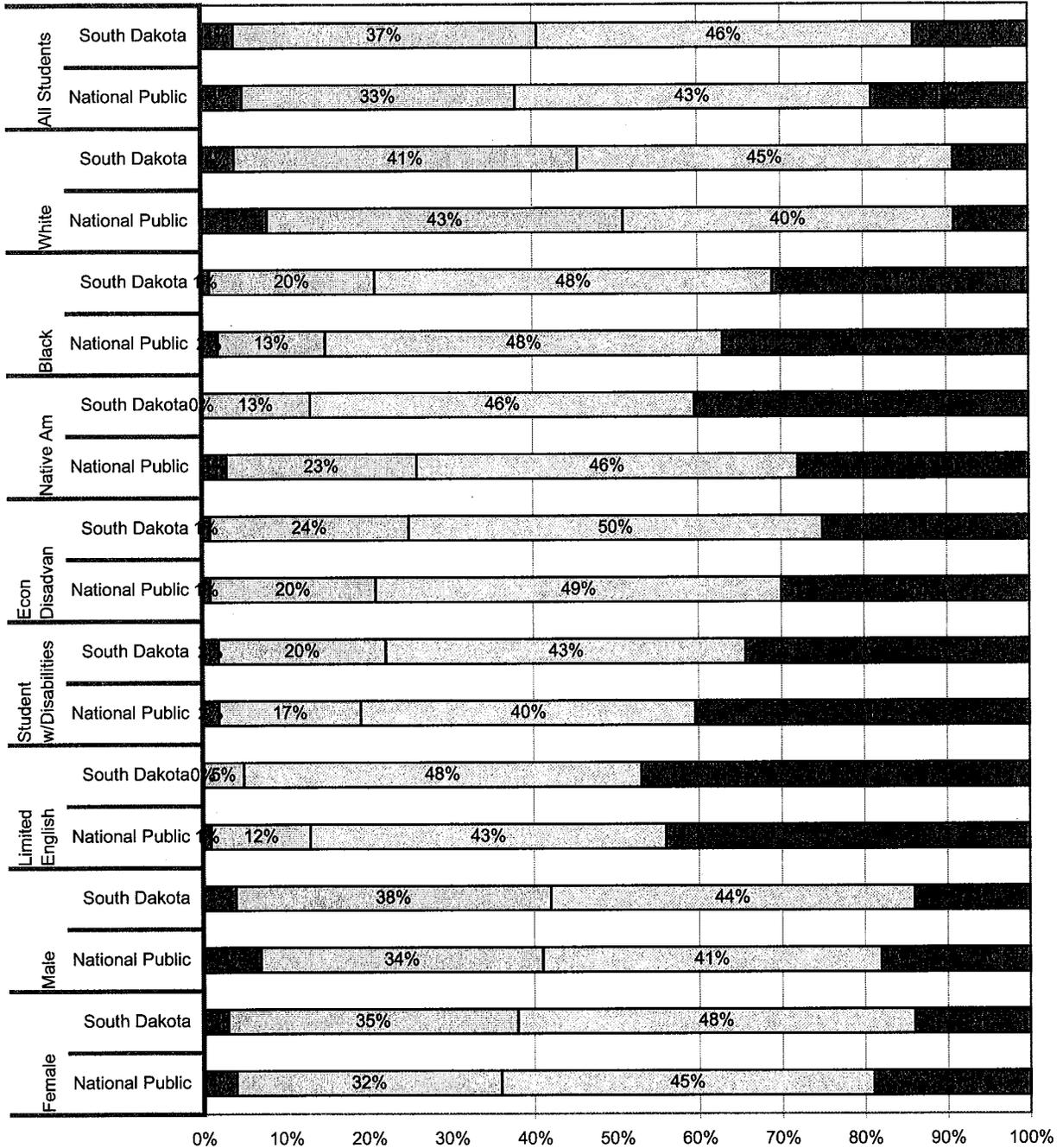
Students with Disabilities	Reading	Mathematics
Grade 4	64%	92%
Grade 8	50%	78%

Limited English Proficient	Reading	Mathematics
Grade 4	80%	95%
Grade 8	69%	82%

If there are questions about the NAEP data, contact the South Dakota NAEP State Coordinator, Jan Martin at jan.martin@state.sd.us.

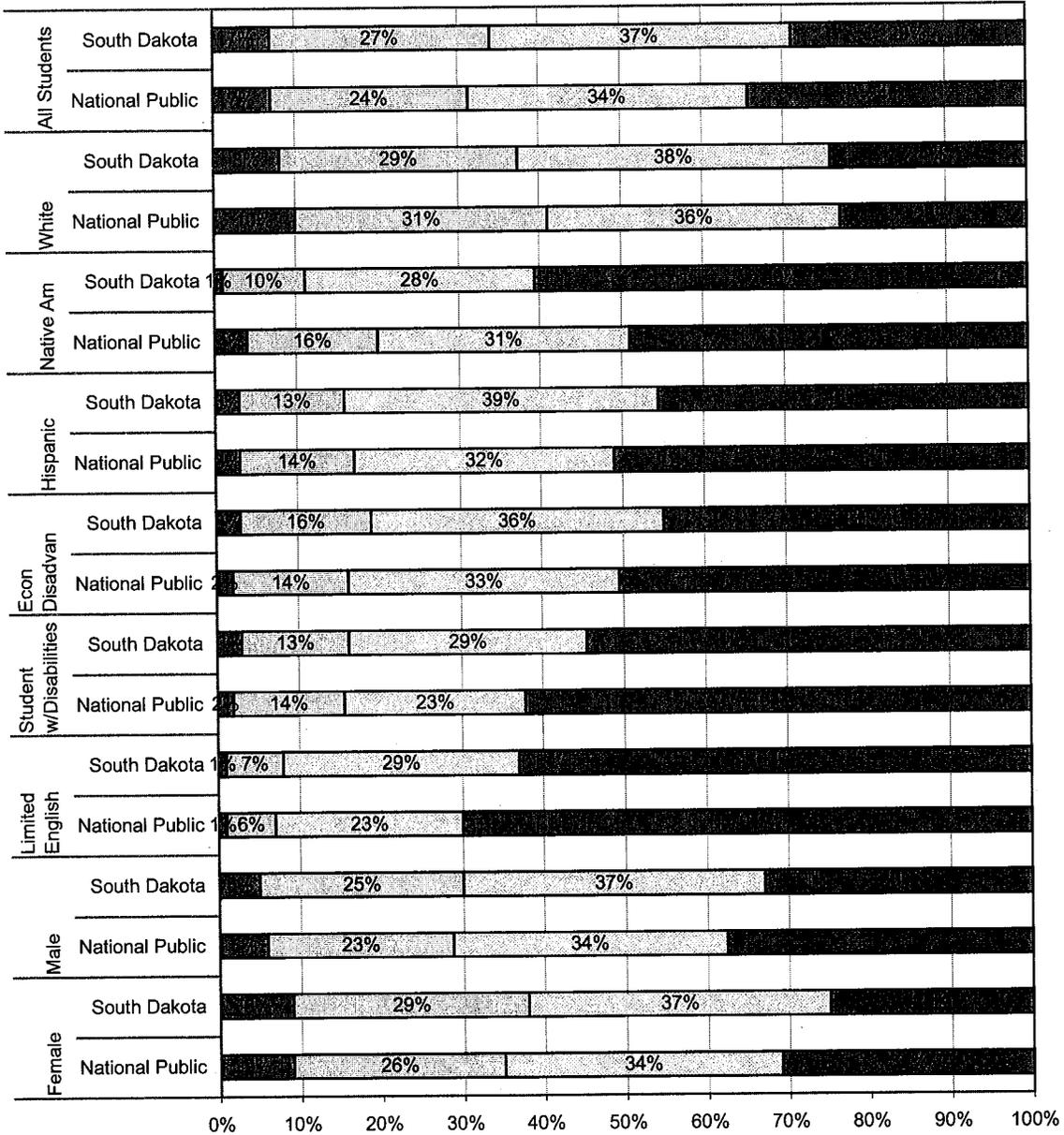
Grade 4 Mathematics

% Advanced
 % Proficient
 % Basic
 % Below Basic



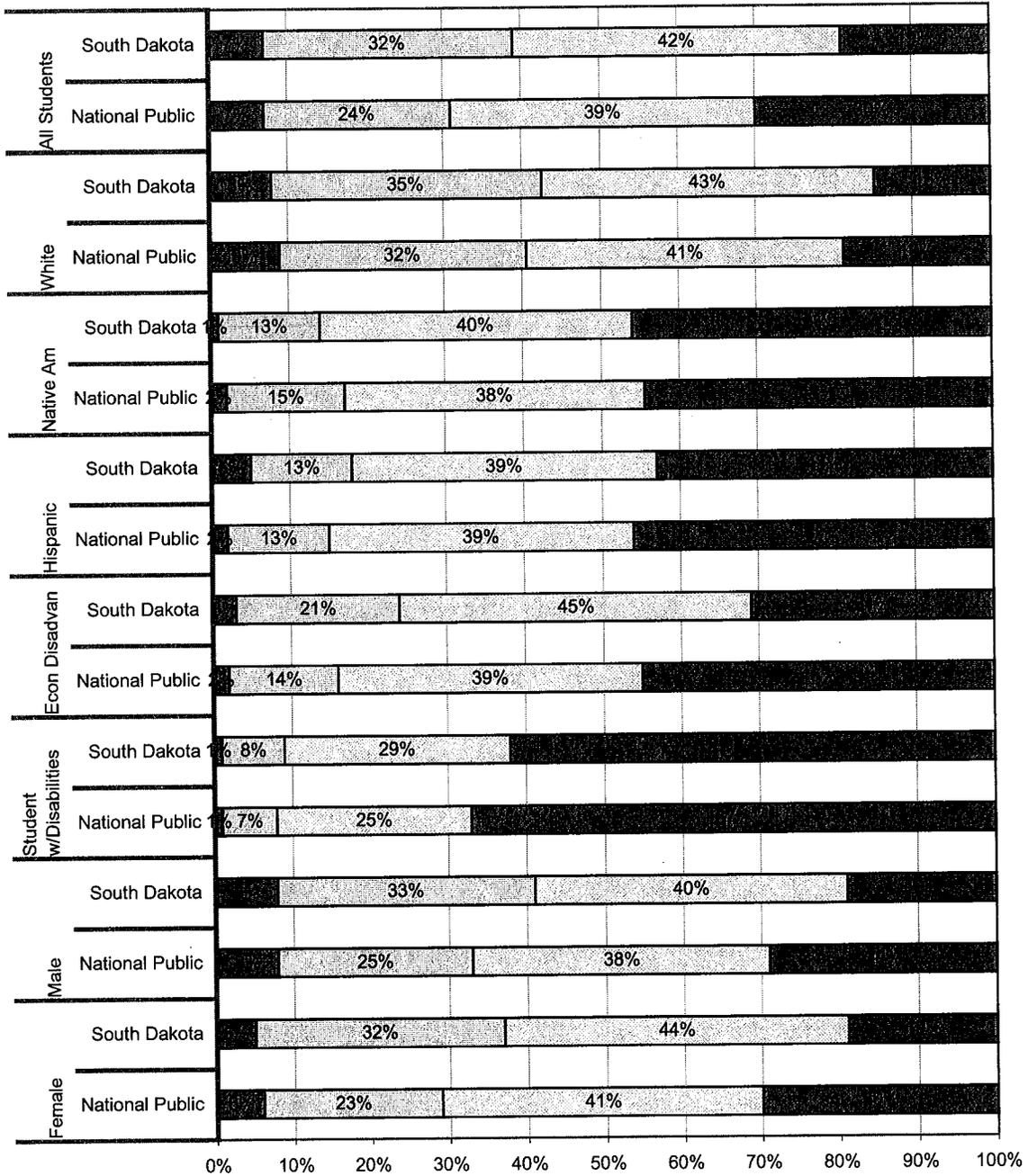
Grade 4 Reading

■ % Advanced □ % Proficient □ % Basic ■ % Below Basic



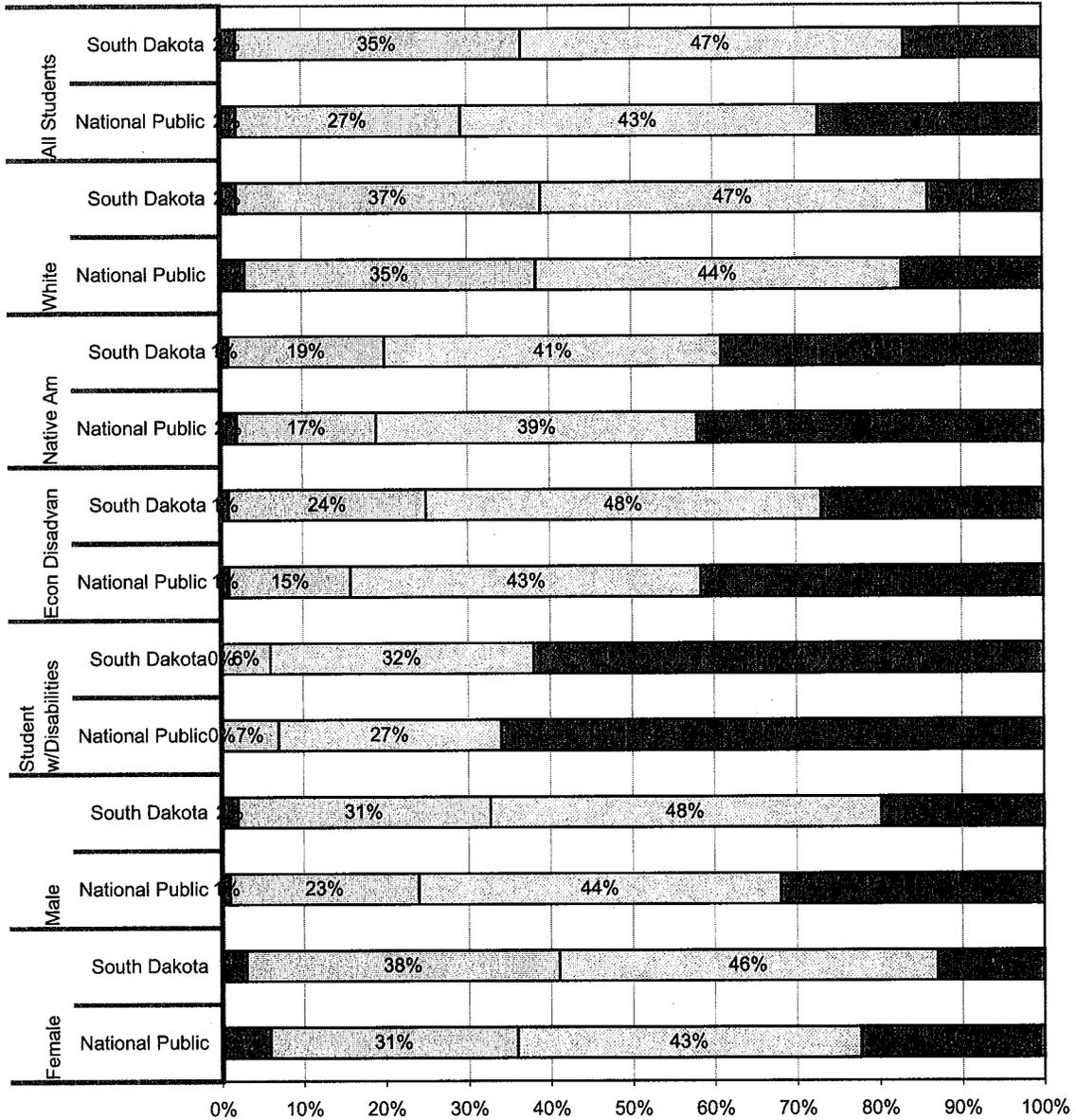
Grade 8 Mathematics

% Advanced
 % Proficient
 % Basic
 % Below Basic



Grade 8 Reading

% Advanced
 % Proficient
 % Basic
 % Below Basic



Section B (1) (ii)

Council of Chief State School Officers MOU

Sample Standards

Legal Standards for the Adoption of Standards

American Indian Education Act Sample Standards

45506

(b)(6)



Dear Governors and Chief State School Officers,

Since 1983 when *A Nation at Risk* was released, states have made tremendous strides in increasing the academic rigor of education provided to the nation's students. Yet despite 26 years of standards-based education, America's children still remain behind other nations in terms of academic achievement and preparedness to succeed in the global economy. The time has come for the nation's states to join together to collectively develop a set of standards that increase academic rigor and relevance; prepare all students for postsecondary education and workforce training; and are internationally benchmarked.

As you are aware, the Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) have been working together and with partners to galvanize support, build the relationships, and create the conditions necessary to embark on a common core standards initiative that will be the beginning of positive change in American education.

Attached you will find a Memorandum of Agreement (MOA), which outlines the process and conditions by which the common core standards will be developed as well as the roles and responsibilities of states in this effort. This document is now ready for your consideration and potential signatures. For a state to be considered a full participant in this initiative, both the governor and chief state school officer must sign the agreement. Please sign and fax (202.408.8076) or send electronically with signatures to Dane Linn at NGA Center (dlinn@nga.org) or Scott Montgomery at CCSSO (scottm@ccsso.org) by Friday, May 8, 2009. Please also submit a point(s) of contact to include name, title, email, and phone number.

While we have been clear along the way that signing the MOA is an indication that a state will engage in the process, the MOA does not bind states to adopting the final product. Signing the MOA engages a state to review and comment on the development of the initial common core standards. If, at the conclusion of the process, a state determines it wishes to adopt the common core standards, CCSSO and NGA will assist in every way possible during the adoption phase.

We are eager to begin this initiative and look forward to the challenging work ahead to complete the common core standards by the end of the year. We thank you for your leadership and desire to embark on this journey with us. With your support we believe we can transform the educational process for our nation's children and give them the

knowledge and skills they and our country need to remain strong in the global knowledge economy.

If you have any questions concerning the MOA, please contact Dane Linn, director, NGA Center (dlinn@nga.org or 202-624-3629) or Scott Montgomery, deputy executive director, CCSSO (scottm@ccsso.org or 202-326-8688).

Sincerely,

Ray Scheppach
Executive Director, NGA

Gene Wilhoit
Executive Director, CCSSO

**The Council of Chief State School Officers and
The National Governors Association Center for Best Practices**

**Common Core Standards
Memorandum of Agreement**

Purpose. This document commits states to a state-led process that will draw on evidence and lead to development and adoption of a common core of state standards (common core) in English language arts and mathematics for grades K-12. These standards will be aligned with college and work expectations, include rigorous content and skills, and be internationally benchmarked. The intent is that these standards will be aligned to state assessment and classroom practice. The second phase of this initiative will be the development of common assessments aligned to the core standards developed through this process.

Background. Our state education leaders are committed to ensuring all students graduate from high school ready for college, work, and success in the global economy and society. State standards provide a key foundation to drive this reform. Today, however, state standards differ significantly in terms of the incremental content and skills expected of students.

Over the last several years, many individual states have made great strides in developing high-quality standards and assessments. These efforts provide a strong foundation for further action. For example, a majority of states (35) have joined the American Diploma Project (ADP) and have worked individually to align their state standards with college and work expectations. Of the 15 states that have completed this work, studies show significant similarities in core standards across the states. States also have made progress through initiatives to upgrade standards and assessments, for example, the New England Common Assessment Program.

Benefits to States. The time is right for a state-led, nation-wide effort to establish a common core of standards that raises the bar for all students. This initiative presents a significant opportunity to accelerate and drive education reform toward the goal of ensuring that all children graduate from high school ready for college, work, and competing in the global economy and society. With the adoption of this common core, participating states will be able to:

- Articulate to parents, teachers, and the general public expectations for students;
- Align textbooks, digital media, and curricula to the internationally benchmarked standards;
- Ensure professional development to educators is based on identified need and best practices;
- Develop and implement an assessment system to measure student performance against the common core; and
- Evaluate policy changes needed to help students and educators meet the common core standards and "end-of-high-school" expectations.

An important tenet of this work will be to increase the rigor and relevance of state standards across all participating states; therefore, no state will see a decrease in the level of student expectations that exist in their current state standards.

Process and Structure

- **Common Core State-Based Leadership.** The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) shall assume responsibility for coordinating the process that will lead to state adoption of a common core set of standards. These organizations represent governors and state commissioners of education who are charged with defining K-12 expectations at the state level. As such, these organizations will

facilitate a state-led process to develop a set of common core standards in English language arts and math that are:

- Fewer, clearer, and higher, to best drive effective policy and practice;
 - Aligned with college and work expectations, so that all students are prepared for success upon graduating from high school;
 - Inclusive of rigorous content and application of knowledge through high-order skills, so that all students are prepared for the 21st century;
 - Internationally benchmarked, so that all students are prepared for succeeding in our global economy and society; and
 - Research and evidence-based.
- **National Validation Committee.** CCSSO and the NGA Center will create an expert validation group that will serve a several purposes, including validating end-of-course expectations, providing leadership for the development of K-12 standards, and certifying state adoption of the common core. The group will be comprised of national and international experts on standards. Participating states will have the opportunity to nominate individuals to the group. The national validation committee shall provide an independent review of the common core. The national validation committee will review the common core as it is developed and offer comments, suggestions, and validation of the process and products developed by the standards development group. The group will use evidence as the driving factor in validating the common core.
- **Develop End-of-High-School Expectations.** CCSSO and the NGA Center will convene Achieve, ACT and the College Board in an open, inclusive, and efficient process to develop a set of end-of-high-school expectations in English language arts and mathematics based on evidence. We will ask all participating states to review and provide input on these expectations. This work will be completed by July 2009.
- **Develop K-12 Standards in English Language Arts and Math.** CCSSO and the NGA Center will convene Achieve, ACT, and the College Board in an open, inclusive, and efficient process to develop K-12 standards that are grounded in empirical research and draw on best practices in standards development. We will ask participating states to provide input into the drafting of the common core and work as partners in the common core standards development process. This work will be completed by December 2009.
- **Adoption.** The goal of this effort is to develop a true common core of state standards that are internationally benchmarked. Each state adopting the common core either directly or by fully aligning its state standards may do so in accordance with current state timelines for standards adoption not to exceed three (3) years.

This effort is voluntary for states, and it is fully intended that states adopting the common core may choose to include additional state standards beyond the common core. States that choose to align their standards to the common core standards agree to ensure that the common core represents at least 85 percent of the state's standards in English language arts and mathematics.

Further, the goal is to establish an ongoing development process that can support continuous improvement of this first version of the common core based on research and evidence-based learning and can support the development of assessments that are aligned to the common core across the states, for accountability and other appropriate purposes.

- **National Policy Forum.** CCSSO and the NGA Center will convene a National Policy Forum (Forum) comprised of signatory national organizations (e.g., the Alliance for Excellent Education, Business Roundtable, National School Boards Association, Council of Great City Schools, Hunt Institute, National Association of State Boards of Education, National Education Association, and others) to share ideas, gather input, and inform the common core initiative. The forum is intended as a place for refining our shared understanding of the scope and elements of a common core; sharing and coordinating the various forms of implementation of a common core; providing a means to develop common messaging between and among participating organizations; and building public will and support.

- **Federal Role.** The parties support a state-led effort and not a federal effort to develop a common core of state standards; there is, however, an appropriate federal role in supporting this state-led effort. In particular, the federal government can provide key financial support for this effort in developing a common core of state standards and in moving toward common assessments, such as through the Race to the Top Fund authorized in the American Recovery and Reinvestment Act of 2009. Further, the federal government can incentivize this effort through a range of tiered incentives, such as providing states with greater flexibility in the use of existing federal funds, supporting a revised state accountability structure, and offering financial support for states to effectively implement the standards. Additionally, the federal government can provide additional long-term financial support for the development of common assessments, teacher and principal professional development, other related common core standards supports, and a research agenda that can help continually improve the common core over time. Finally, the federal government can revise and align existing federal education laws with the lessons learned from states' international benchmarking efforts and from federal research.

Agreement. The undersigned state leaders agree to the process and structure as described above and attest accordingly by our signature(s) below.

Signatures	
Governor:	(b)(6)
Chief State School Officer:	(b)(6)

College and Career Readiness Standards for Reading,
Writing, and Speaking and Listening

Draft for Review and Comment

September 21, 2009

College and Career Readiness Standards for Reading, Writing, and Speaking and Listening

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Core Standards for Reading, Writing, and Speaking and Listening

The Core Standards identify essential college- and career-ready skills and knowledge in reading, writing, and speaking and listening across the disciplines. While the English language arts classroom has often been seen as the proper site for literacy instruction, this document acknowledges that the responsibility for teaching such skills must also extend to the other content areas. Teachers in the social and natural sciences, the humanities, and mathematics need to use their content area expertise to help students acquire the discipline-specific skills necessary to comprehend challenging texts and develop deep knowledge in those fields. At the same time, English language arts teachers not only must engage their students in a rich array of literature but also must help develop their students' ability to read complex works of nonfiction independently.

What is taught is just as important as how it is taught; the Core Standards should be accompanied by a comprehensive, content-rich curriculum. While this document defines the outcomes all students need to reach to be college and career ready, many important decisions about curriculum will necessarily be left to states, districts, schools, teachers, professional organizations, and parents. For example, while the standards require that students read texts of sufficient complexity, quality, and range, this document does not contain a required reading list. If states and districts choose to develop one, they should look at the Reading exemplars provided here to get a sense of the level of complexity students must be able to handle independently when they read. Educators can also model their efforts on reading lists from around the nation and the world as long as the texts ultimately included meet the range and content standards in this document.

Standards today must ready students for competition and collaboration in a global, media-saturated environment. Colleges and universities have become international meetinghouses where people from across the globe learn with and from one another. At the same time, business today is truly a worldwide enterprise. Media-related technology helps shape what goes on in both college and the workplace; indeed, it has in some important ways reshaped the very nature of communication. Students who meet the Core Standards will have the reading, writing, speaking, and listening skills to flourish in the diverse, rapidly changing environments of college and careers.

Although reading, writing, and speaking and listening are articulated separately in the standards that follow, these divisions are made for the sake of clarity and manageability. In reality, the processes of communication are tightly interrelated and often reciprocal. The act of reading can no more be separated from the written word than the act of listening can be from the spoken word. When reading, students demonstrate their comprehension most commonly through a spoken or written interpretation of the text. As students solve problems, share insights, and build the

knowledge they need for college and career success, they draw simultaneously on their capacities to read, write, speak, and listen.

Student Practices in Reading, Writing, and Speaking and Listening

The following practices in reading, writing, and speaking and listening undergird and help unify the rest of the standards document. They are the “premises”—broad statements about the nature of college and career readiness in reading, writing, and speaking and listening—that underlie the individual standards statements and cut across the various sections of the document. Every idea introduced here is subsequently represented in one or more places within the larger document.

* * *

Students who are college and career ready exhibit the following capacities in their reading, writing, and speaking and listening:

1. *They demonstrate independence as readers, writers, speakers, and listeners.*

Students can, without significant scaffolding or support, comprehend and evaluate complex text across a range of types and disciplines, and they can construct effective arguments and clearly convey intricate or multifaceted information. Likewise, students are independently able to discern a speaker’s key points as well as ask questions and articulate their own ideas.

2. *They build strong content knowledge.*

Students build a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They demonstrate their ability to become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and the specific in-depth expertise needed to comprehend subject matter and solve problems in different fields. They refine their knowledge and share it through substantive writing and speaking.

3. *They respond to the varying demands of audience, task, purpose, and discipline.*

Students consider their reading, writing, and speaking and listening in relation to the contextual factors of audience, task, purpose, and discipline. They appreciate nuances, such as how the composition and familiarity of the audience should affect tone. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in the natural sciences).

4. *They comprehend as well as critique.*

Students are engaged and open-minded—but skeptical—readers and listeners. They work diligently to understand precisely what an author or speaker is

saying, but they also question an author's or speaker's assumptions and assess the veracity of claims.

5. *They privilege evidence.*

Students cite specific textual evidence when offering an oral or written interpretation of a piece of writing. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

6. *They care about precision.*

Students are mindful of the impact of specific words and details, and they consider what would be achieved by different choices. Students pay especially close attention when precision matters most, such as in the case of reviewing significant data, making important distinctions, or analyzing a key moment in the action of a play or novel.

7. *They craft and look for structure.*

Students attend to structure when organizing their own writing and speaking as well as when seeking to understand the work of others. They understand and make use of the ways of presenting information typical of different disciplines. They observe, for example, how authors of literary works craft the structure to unfold events and depict the setting.

8. *They use technology strategically and capably.*

Students employ technology thoughtfully to enhance their reading, writing, speaking, and listening. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

Introductory Evidence Statement for Reading, Writing, and Speaking and Listening Standards

To develop college- and career-ready standards for Reading, Writing, and Speaking and Listening that are rigorous, relevant, and internationally benchmarked, the work group consulted evidence from a wide array of sources. These included standards documents from high-performing states and nations; student performance data (including assessment scores and college grades); academic research; frameworks for assessments, such as NAEP; and results of surveys of postsecondary instructors and employers regarding what is most important for college and career readiness.

The evidence strongly suggests that similar reading, writing, speaking, and listening skills are necessary for success in both college and the workplace. A review of the standards of high-performing nations also suggests that many of these skills are already required in secondary schools internationally. The work group has endeavored to articulate these skills in the Core Standards, focusing educators, students, parents, and resources on what matters most.

Given that a set of standards cannot be simplistically “derived” from any body of evidence, the work group sometimes relied on reasoned judgment to interpret where the evidence was most compelling. For example, there is not a consensus among college faculty about the need for incoming students to be able to comprehend graphs, charts, and tables and to integrate information in these data displays with the information in the accompanying text. Although some evidence suggests that this skill is critical in the workplace and in some entry-level courses, college faculties from the various disciplines disagree on its value (with science and economics faculty rating it more highly than English and humanities professors do). The work group ultimately included a standard on the integration of text and data because the preponderance of the evidence suggests the skill’s importance in meeting the demands of the twenty-first-century workplace and some college classrooms.

In most cases, the evidence is clearer. In writing, for example, there is unequivocal value placed on the logical progression of ideas. The expectation that high school graduates will be able to produce writing that is logical and coherent is found throughout the standards of top-performing countries and states. This ability is also valued highly by college faculty and employers. In response to such clear evidence, the work group included Writing student performance standard #5: “Create a logical progression of ideas or events, and convey the relationships among them.”

A bibliography of some of the sources the work group drew upon most is included at the end of this document. The reader should also refer to the Core Standards Web site (<http://www.corestandards.org>), which contains a list of standards linked to relevant sources of evidence.

Finally, while the standards reflect the best evidence available to date, the decisions the work group made are necessarily provisional. The core should be reexamined periodically as additional research on college and career readiness emerges. Indeed, this document may serve as an agenda for such research.

How to Read the Document

This document is divided into three main sections: strands, applications, and supporting materials.

Strands

There are three *strands*: Reading, Writing, and Speaking and Listening. Although each strand is presented discretely for ease of understanding, the document should be considered a coherent whole.

The three strands are each in turn divided into two sections: *Standards for Range and Content* and *Standards for Student Performance*.

Standards for Range and Content

The Standards for Range and Content in each strand describe the contexts in which college- and career-ready students must be able to read, write, speak, and listen. Rather than merely supplement or illustrate the numbered list of Standards for Student Performance, the Standards for Range and Content are themselves required and carry equal force.

Standards for Student Performance

The Standards for Student Performance in each strand enumerate the essential skills and understandings that students who are college and career ready in reading, writing, speaking, and listening must have no later than the end of high school.

Applications

The clearest examples of the integrated nature of communication are the *Applications of the Core* for Research and Media. The Core Standards for Reading, Writing, and Speaking and Listening have been designed to include the essential skills and knowledge that students need to apply to college and career tasks, such as research and media. Rather than having an additional set of standards that would largely duplicate those already in Reading, Writing, and Speaking and Listening, the document includes the Research and Media applications that draw upon standards already in those strands. This both reaffirms the centrality of the core processes of reading, writing, speaking, and listening and shows how those processes can be combined and extended to describe key communicative acts in the classroom and workplace.

In the Research and Media applications, specific Reading, Writing, and Speaking and Listening standards are identified with a letter or letters corresponding to the relevant strand (R for Reading, W for Writing, and S&L for Speaking and Listening) and a number or letter corresponding to the statement within that strand. For example, R-14 refers to the fourteenth statement in the Standards for Student

Performance in Reading, and W-A refers to the first statement of the Standards for Range and Content in Writing.

Supporting Materials: Reading and Writing Exemplars

Reading and Writing exemplars, and their accompanying annotations, are used to lend further specificity to the standards.

Reading Exemplars

The Reading exemplars, representing a range of subject areas, time periods, cultures, and formats, illustrate the level of text complexity students ready for college and careers must be able to handle on their own. The exemplars are mostly excerpts or representations of larger works. To be truly college and career ready, students must be able to handle full texts—poems, short stories, novels, technical manuals, research reports, and the like. Annotations accompanying the exemplars explain how each text meets the criterion of high text complexity. The annotations also provide brief performance examples that further clarify the meaning and application of the standards.

Writing Exemplars - Coming in the next draft

~~The Writing exemplars are authentic samples of student writing created across the nation under a variety of conditions and for a variety of purposes and audiences. Annotations accompanying the exemplars indicate how these samples meet the Standards for Student Performance in Writing.~~

Core Standards for Reading Informational and Literary Texts

Standards for the Range and Content of Student Reading

- A. **Complexity:** A crucial factor in readiness for college and careers is students' ability to comprehend complex texts independently. In college and careers, students will need to read texts characterized by demanding vocabulary, subtle relationships among ideas or characters, a nuanced rhetorical style and tone, and elaborate structures or formats. These challenging texts require the reader's close attention and often demand rereading in order to be fully understood.
- B. **Quality:** The literary and informational texts chosen for study should be rich in content and in a variety of disciplines. All students should have access to and grapple with works of exceptional craft and thought both for the insights those works offer and as models for students' own thinking and writing. These texts should include classic works that have broad resonance and are alluded to and quoted often, such as influential political documents, foundational literary works, and seminal historical and scientific texts. Texts should also be selected from among the best contemporary fiction and nonfiction and from a diverse range of authors and perspectives.
- C. **Vocabulary:** To be college and career ready, students must encounter and master a rich vocabulary. Complex texts often use challenging words, phrases, and terms that students typically do not encounter in their daily lives. Specific disciplines and careers have vocabularies of their own. Attentive reading of sophisticated works in a wide range of fields, combined with close attention to vocabulary, is essential to building comprehension and knowledge.
- D. **Range:** Students must be able to read a variety of literature, informational texts, and multimedia sources in order to gain the knowledge base they need for college and career readiness.

Literature: Literature enables students to access through imagination a wide range of experiences. By immersing themselves in literature, students enlarge their experiences and deepen their understanding of their own and other cultures. Careful reading of literature entails attentiveness to craft and details of design, which has broad value for students' work in college and career environments.

Informational Text: Because most college and workplace reading is nonfiction, students need to hone their ability to acquire knowledge from informational texts. Workplace and discipline-specific reading will often require students to demonstrate persistence as they encounter a large amount of unfamiliar and often technical vocabulary and concepts. Students must demonstrate facility with the features of texts particular to a variety of disciplines, such as history, science, and mathematics.

Multimedia Sources: Students must be able to integrate what they learn from reading text with what they learn from audio, video, and other digital media. Many of the same critical issues that students face when reading traditional printed texts will arise as they seek to comprehend multimedia, such as determining where the author has chosen to focus, evaluating evidence, and comparing different accounts of similar subjects.

- E. **Quantity:** Students must have the capacity to handle independently the quantity of reading material, both in print and online, required in college and workforce training. Studies show that the amount of reading students face in high school is often far lower than that required for typical first-year college courses. Students need to be able to perform a close reading of a much higher volume of texts and to sort efficiently through large amounts of print and online information in search of specific facts or ideas.

Note: *The essential role of independence in college and career readiness:* The significant scaffolding that often accompanies reading in high school usually disappears in college and workforce training environments. Students must therefore have developed their ability to read texts of sufficient complexity, quality, and range on their own. To become independent, students must encounter unfamiliar texts presented without supporting materials.

Core Standards for Reading Informational and Literary Texts

Standards for Student Performance

1. Determine both what the text says explicitly and what can be inferred logically from the text.
2. Support or challenge assertions about the text by citing evidence in the text explicitly and accurately.
3. Discern the most important ideas, events, or information, and summarize them accurately and concisely.
4. Delineate the main ideas or themes in the text and the details that elaborate and support them.
5. ~~Determine when, where, and why events unfold~~ in the text, and explain how they relate to one another.
6. ~~Analyze the traits, motivations, and thoughts of individuals~~ in fiction and nonfiction based on how they are described, what they say and do, and how they interact.
7. Determine what is meant by words and phrases in context, including connotative meanings and figurative language.
8. Analyze how specific word choices shape the meaning and tone of the text.
9. Analyze how the text's organizational structure presents the argument, explanation, or narrative.
10. Analyze how specific details and larger portions of the text contribute to the meaning of the text.
11. Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension.
12. Extract key information efficiently in print and online using text features and search techniques.
13. Ascertain the origin, credibility, and accuracy of print and online sources.
14. Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient.
15. Analyze how two or more texts with different styles, points of view, or arguments address similar topics or themes.
16. Draw upon relevant prior knowledge to enhance comprehension, and note when the text expands on or challenges that knowledge.
17. Apply knowledge and concepts gained through reading to build a more coherent understanding of a subject, inform reading of additional texts, and solve problems.
18. Demonstrate facility with the specific reading demands of texts drawn from different disciplines, including history, literature, science, and mathematics.

Note: *These Standards for Student Performance, as is the case for every strand, must be demonstrated across the range and content from the preceding page. They are meant to apply to fiction and nonfiction. For example:*

- ~~"Determine when, where, and why events unfold"~~ applies to plot and setting in literature as well as the sequence of a scientific procedure.
- ~~"Analyze the traits, motivations, and thoughts of individuals"~~ applies to studying characters in fiction and figures in historical texts.

Core Standards for Writing

Standards for the Range and Content of Student Writing

A. Purpose:

Make an Argument: While many high school students have experience presenting their opinions, they need to be able to make arguments supported by evidence in order to be ready for careers and college. Students must be able to frame the debate over a claim, present the reasoning and evidence for the argument, and acknowledge and address its limitations. In some cases, students will make arguments to gain entry to college or to obtain a job, laying out their qualifications or experience. In college, students might defend an interpretation of a work of literature or of history; in the workplace, employees might write to recommend a course of action.

Inform or Explain: In college and in workforce training, writing is a key means for students to show what they know and to share what they have seen. Writing to inform or explain often requires students to integrate complex information from multiple sources in a lucid fashion. Explanations can take the form of laying out facts about a new technology or documenting findings from historical research; well-crafted explanations often make fresh connections and express ideas creatively.

- B. **Audience:** Students must adapt their writing so that it is appropriate to the audience by choosing words, information, structures, and formats that conform to the conventions of the discipline in which they are writing. The form and use of evidence in literary analysis, for example, are likely to be quite different from those in geology or business. Students must also be able to consider their audience's background knowledge and potential objections to an argument.

C. Situation:

On-demand Writing: Students must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline. College and career readiness requires that students be able to write effectively to a prompt on an exam or respond quickly yet thoughtfully to a supervisor's urgent request for information.

Writing over Time: Students must be able to revisit and make improvements to a piece of their writing over multiple drafts when circumstances encourage or require it. To improve writing through revision, students must be capable of distinguishing good changes from ones that would weaken the writing.

- D. **Technology and Collaboration:** Technology offers students powerful tools for producing, editing, and distributing writing as well as for collaboration. Especially in the workplace, writers often use technology to produce documents and to provide feedback.
- E. **Quantity:** The evidence is clear that, in order to become better writers, students must devote significant time to producing writing. Students must practice writing several analytical pieces each term if they are to achieve the deep analysis and interpretation of content expected for college and careers.

Note on narrative writing:

Narrative writing is an important mode of writing; it is also a component of making an argument and writing to inform or explain. Telling an interesting story effectively or providing an accurate account of a historical incident requires the skillful use of narrative techniques. Narrative writing requires that students present vivid, relevant details to situate events in a time and place and also craft a structure that lends a larger shape and significance to those details. As an easily grasped and widely used way to share information and ideas with others, narrative writing is a principal stepping-stone to writing forms directly relevant to college and career readiness.

Core Standards for Writing

Standards for Student Performance

1. Establish and refine a topic or thesis that addresses the specific task and audience.
2. Gather the information needed to build an argument, provide an explanation, or address a research question.
3. Sustain focus on a specific topic or argument.
4. Support and illustrate arguments and explanations with relevant details, examples, and evidence.
5. Create a logical progression of ideas or events, and convey the relationships among them.
6. Choose words and phrases to express ideas precisely and concisely.
7. Use varied sentence structures to engage the reader and achieve cohesion between sentences.
8. Develop and maintain a style and tone appropriate to the task, purpose, and audience.
9. Demonstrate command of the conventions of standard written English, including grammar, usage, and mechanics.
10. Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one's own work while avoiding plagiarism.
11. Assess the quality of one's own writing, and, when necessary, strengthen it through revision.
12. Use technology as a tool to produce, edit, and distribute writing.

When **writing to inform or explain**, students must also do the following:

13. Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information.
14. Convey complex information clearly and coherently to the audience through purposeful selection and organization of content.
15. Demonstrate understanding of content by reporting facts accurately and anticipating reader misconceptions.

When **writing arguments**, students must also do the following:

16. Establish a substantive claim, distinguishing it from alternate or opposing claims.
17. Link claims and evidence with clear reasons, and ensure that the evidence is relevant and sufficient to support the claims.
18. Acknowledge competing arguments or information, defending or qualifying the initial claim as appropriate.

Note: "The conventions of standard written English" encompass a range of commonly accepted language practices designed to make writing clear and widely understood. When formal writing contains errors in grammar, usage, and mechanics, its meaning is obscured, its message is too easily dismissed, and its author is often judged negatively. Proper sentence structure, correct verb formation, careful use of verb tense, clear subject-verb and pronoun-antecedent agreement, conventional usage, and appropriate punctuation are of particular importance to formal writing.

Core Standards for Speaking and Listening

Standards for the Range and Content of Student Speaking and Listening

- A. **Group and One-to-One Situations:** Students are expected to be able to speak and listen effectively in both groups and one-to-one. Success in credit-bearing college coursework, whether in the humanities, mathematics, or the sciences, depends heavily on being able to take in and respond to the concepts and information conveyed in lectures and class discussions. Success in the workplace is similarly dependent on listening attentively to colleagues and customers and expressing ideas clearly and persuasively.

These speaking and listening skills may need to be applied differently in different settings. The immediate communication between two people might be replaced by formal turn taking in large-group discussions. When working in classroom or workplace teams, students should be able to ask questions that initiate thoughtful discussions, gain the floor in respectful ways, and build on the contributions of others to complete tasks or reach consensus.

- B. **Varied Disciplinary Content:** Students must adapt their speaking and listening to a range of disciplines to communicate effectively. Each academic discipline and industry has its own vocabulary and conventions; for instance, evidence is handled and discussed differently in literary analysis than in history or medicine or the sciences. College- and career-ready students must develop a foundation of disciplinary knowledge and conventions in order not only to comprehend the complexity of information and ideas but also to present and explain them.
- C. **Multimedia Comprehension:** New technologies expand the role that speaking and listening skills will play in acquiring and sharing knowledge. Students will need to view and listen to diverse media to gain knowledge and also must integrate this information with what they learn through reading text online as well as in print. When speaking, students can draw on media to illustrate their points, make data and evidence vivid, and engage their audience. Multimedia accelerates the speed at which connections between reading, writing, speaking, and listening can be made, requiring students to be ready to use these skills nearly simultaneously.

Core Standards for Speaking and Listening

Standards for Student Performance

1. Select and use a format, organization, and ~~style appropriate to the topic, purpose, and audience.~~
2. Present information, findings, and supporting evidence clearly and concisely.
3. Make strategic use of multimedia elements and visual displays of data to gain audience attention and enhance understanding.
4. Demonstrate command of formal Standard English when appropriate to task and audience.
5. Listen to complex information, and discern the main ideas, the significant details, and the relationships among them.
6. Follow the progression of the speaker's message, and ~~evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric.~~
7. Ask relevant questions to clarify points and challenge ideas.
8. Respond constructively to advance a discussion and build on the input of others.

Note: "~~Style appropriate to the topic, purpose, and audience~~" includes word choice specific to the demands of the discipline as well as delivery techniques such as gestures and eye contact that contribute to effective message delivery.

"~~Evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric~~" includes distinguishing facts from opinions and determining whether the speaker is biased and evidence has been distorted.

College and Career Readiness Standards for Mathematics

Draft for Review and Comment

September 21, 2009

Introduction

The *College and Career Readiness Standards for Mathematics* consist of three interconnected parts: a Standard for Mathematical Practice, ten Standards for Mathematical Content, and a set of Example Tasks.

The Standard for Mathematical Practice has six Core Practices that describe the way proficient students approach mathematics. Proficient students attend to precision, construct viable arguments, make sense of complex problems and persevere in solving them, look for hidden structure, note regularity in repeated reasoning, and use technology intelligently. This approach to mathematics is an essential part of being ready for college and career.

The Standards for Mathematical Content form the backbone of this document. Each of these ten standards consists of Core Concepts, Core Skills, and a description of the student's Coherent Understanding. Students who encounter the subject with a focus on coherence will be better able to learn more mathematics at a deeper level and be better able to access and apply the mathematics they know. The ten Standards for Mathematical Content pull together topics previously studied and look ahead toward topics in further coursework and training programs.

The Standards for Mathematical Content are designed to draw greater attention to powerful organizing principles in mathematics, such as functional relationships or the laws of arithmetic. They also allow important distinctions to be made more clearly, such as that between Expressions and Equations. And they surface the deep connections that often underlie mathematical coherence, such as the blending of algebra with geometry represented by Coordinates. These ten are not categories or buckets of topics to cover; they are standards. They describe the coherence students need and deserve as they go forward to their mathematical futures.

The third component of the *College and Career Readiness Standards for Mathematics* is a Web-based collection of Example Tasks that exemplifies the variety of performances required. High standards demand that students *use* their knowledge, skills and good practices to solve problems from a variety of contexts, both within mathematics and from the world outside. Example Tasks exemplify the range and variety of use that is expected. Teachers and designers of curriculum and assessment will find in the collection of examples a guide to what these standards mean. Over time, the collection of tasks will grow.

Together, these three components establish an evidence-based standard for college and career readiness. The *College and Career Readiness Standards for Mathematics* have been created with attention to the expectations of the highest achieving countries. They have focus and depth, emphasizing the understanding of and connections among topics that are most important for success regardless of a student's pathway after reaching these standards.

A primary goal of developing these standards is to enable students to achieve *mathematical proficiency* (see sidebar). Students are expected to understand the knowledge described in the Core Concepts and in the Coherent Understandings at a depth that enables them to reason with that knowledge—to analyze, interpret and evaluate mathematical problems, make deductions, and justify results. The Core Skills are meant to be used strategically and adaptively to solve problems. Students' knowledge and skills come to life and take their value when melded with the ways they approach mathematics—as described by the Core Practices.

The specific verbs used to describe concepts and skills in these standards are not meant to limit or indicate levels of any taxonomy. Although using verbs to indicate levels of depth has been a common practice in this country's standards writing, high performing nations do not use verbs in this way. They describe depth and practices first in separate sections of their syllabi. We have adopted the high performing countries' practice of focusing on a clear statement of what mathematics should be learned when writing standards for knowledge and skills.

Instruction, curriculum and assessment designed to achieve these standards should range over all strands of proficiency in *Adding It Up*, all depths of knowledge in Norman L. Webb's Depth of Knowledge taxonomy, all levels of Bloom's Taxonomy, and all levels of cognitive demand. In the Core Skills and Core Practices we have sometimes used terms like "explore" to indicate a lighter treatment with a goal of awareness and experience rather than proficiency. We have used Example Tasks to show the depth of knowledge and deployment of skills expected.

These standards are measurable; that is, they are observable and verifiable through the broad spectrum of student performances that may be assessed during classroom observation, school-based examinations and large-scale testing. The *College and Career Readiness Standards for Mathematics* can guide the development of assessment frameworks that distribute the assessment responsibilities across multiple levels of the educational system: state, district, school and teacher.

Students reaching these levels will be prepared for non-remedial college mathematics courses and will be prepared for training programs for career-level jobs; however, the *College and Career Readiness Standards for Mathematics* should not be construed as grade twelve exit standards. Students interested in STEM fields, and those who wish to go beyond for other reasons, will need to reach these standards before their senior year in order to have time to include additional mathematics. A number of pathways for advanced learning are possible and may be integrated throughout the high school experience and beyond.

From *Adding it up: Helping children learn mathematics* (National Research Council, 2001, p. 116):

Recognizing that no term captures completely all aspects of expertise, competence, knowledge, and facility in mathematics, we have chosen mathematical proficiency to capture what we believe is necessary for anyone to learn mathematics successfully. Mathematical proficiency, as we see it, has five components, or strands:

conceptual understanding—
comprehension of mathematical concepts, operations, and relations

procedural fluency—skill in carrying out procedures flexibly, accurately, efficiently, and appropriately

strategic competence—ability to formulate, represent, and solve mathematical problems

adaptive reasoning—capacity for logical thought, reflection, explanation, and justification

productive disposition—habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.

The Common Core State Standards Initiative

The *College and Career Readiness Standards for Mathematics* will anchor the next phase of the Common Core State Standards Initiative: development of K–12 Mathematics Standards. Those K–12 Standards are in turn expected to guide the development of a next generation of assessments, developed collaboratively by multiple states. The K–12 Mathematics Standards will serve as a guide and tool for aligning instruction, curriculum, assessment, teacher supports, and systems of accountability. To ensure alignment, the Standard for Mathematical Practice, the Standards for Mathematical Content, and the Example Tasks should all be taken into account.

Overview of the Mathematical Practice Standard

- Attend to precision.
- Construct viable arguments.
- Make sense of complex problems and persevere in solving them.
- Look for structure.
- Look for and express regularity in repeated reasoning.
- Make strategic decisions about the use of technological tools.

Overview of the Mathematical Content Standards

Number. Procedural fluency in operations with real numbers and strategic competence in approximation are grounded in an understanding of place value. The rules of arithmetic govern operations on numbers and extend to operations in algebra.

Quantity. A quantity is an attribute of an object or phenomenon that can be specified using a number and a unit, such as 2.7 centimeters, 42 questions or 28 miles per gallon.

Expressions. Expressions use numbers, variables and operations to describe computations. The rules of arithmetic, the use of parentheses and the conventions about order of operations assure that the computation has a well-determined value.

Equations. An equation is a statement that two expressions are equal. Solutions to an equation are the values of the variables in it that make it true.

Functions. Functions model situations where one quantity determines another. Because nature and society are full of dependencies, functions are important tools in the construction of mathematical models.

Modeling. Modeling uses mathematics to help us make sense of the real world—to understand quantitative relationships, make predictions, and propose solutions.

Shape. From only a few axioms, the deductive method of Euclid generates a rich body of theorems about geometric objects, their attributes and relationships.

Coordinates. Applying a coordinate system to Euclidean space connects algebra and geometry, resulting in powerful methods of analysis and problem solving.

Probability. Probability assesses the likelihood of an event in a situation that involves randomness. It quantifies the degree of certainty that an event will happen as a number from 0 through 1.

Statistics. Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability in the data.

How Evidence Informed Decisions in Drafting the Standards

The Common Core State Standards Initiative builds on a generation of standards efforts led by states and national organizations. On behalf of the states, we have taken a step toward the next generation of standards that are aligned to college- and career-ready expectations and are internationally benchmarked. These standards are grounded in evidence from many sources that shows that the next generation of standards in mathematics must be focused on deeper, more thorough understanding of more fundamental mathematical ideas and higher mastery of these fewer, more useful skills.

The evidence that supports this new direction comes from a variety of sources. International comparisons show that high performing countries focus on fewer topics and that the U.S. curriculum is “a mile wide and an inch deep.” Surveys of college faculty show the need to shift away from high school courses that merely survey advanced topics, toward courses that concentrate on developing an understanding and mastery of ideas and skills that are at the core of advanced mathematics. Reviews of data on student performance show the large majority of U.S. students are not mastering the mile wide list of topics that teachers cover.

The evidence tells us that in high performing countries like Singapore, the gap between what is taught and what is learned is relatively smaller than in Malaysia or the U.S. states. Malaysia’s standards are higher than Singapore’s, but their performance is much lower. One could interpret the narrower gap in Singapore as evidence that they actually use their standards to manage instruction; that is, Singapore’s standards were set within the reach of hard work for their system and their population. Singapore’s Ministry of Education flags its webpage with the motto, “Teach Less, Learn More.” We accepted the challenge of writing standards that could work that way for U.S. teachers and students: By providing focus and coherence, we could enable more learning to take place at all levels.

However, a set of standards cannot be simplistically “derived” from any body of evidence. It is more accurate to say that we used evidence to inform our decisions. A few examples will illustrate how this was done.

For example, systems of linear equations are covered by all states, yet students perform surprisingly poorly on this topic when assessed by ACT. We determined that systems of linear equations have high coherence value, mathematically; that this topic is included by all high performing nations; and that it has moderately high value to college faculty. Result: We included it in our standards.

A different and more complex pattern of evidence appeared with families of functions. Again we found that students performed poorly on problems related to many advanced functions (trigonometric, logarithmic, quadratic, exponential, and so on). Again we found that a number of states cover them, even though college faculty rated them lower in value. High performing countries include this material, but with different degrees of demand. We decided that we had to carve a careful line through these topics so that limited teaching resources could focus where most important. We decided that students should

develop deep understanding and mastery of linear and exponential functions. They should also have familiarity with other families of functions, and apply their algebraic, modeling and problem solving skills to them—but not develop in-depth technical mastery and understanding. Thus we defined two distinct levels of attention and identified which families of functions got which level of attention.

Why were exponential functions selected for intensive focus in the Functions standard instead of, say, quadratic functions? What tipped the balance was the high coherence value of exponential functions in supporting modeling and their wide utility in work and life. Quadratic functions were also judged to be well supported by expectations defined under Expressions and Equations.

These examples indicate the kind of reasoning, informed by evidence, that it takes to design standards aligned to the demands of college and career readiness in a global economy. We considered inclusion in international standards, requirements of college and the workplace, surveys of college faculty and the business community, and other sources of evidence. As we navigated these sometimes conflicting signals, we always remained aware of the finiteness of instructional resources and the need for deep mathematical coherence in the standards.

At the end of this document, there is a listing of a number of sources that played a role in the deliberations described above and more generally throughout the process to inform our decisions. A hyperlinked version of the bibliography can be found online at www.corestandards.org.

College and Career Readiness Standards for Mathematics

Mathematical Practice

Proficient students expect mathematics to make sense. They take an active stance in solving mathematical problems. When faced with a non-routine problem, they have the courage to plunge in and try something, and they have the procedural and conceptual tools to carry through. They are experimenters and inventors, and can adapt known strategies to new problems. They think strategically.

Students who engage in these practices discover ideas and gain insights that spur them to pursue mathematics beyond the classroom walls. They learn that effort counts in mathematical achievement.^a These are practices that expert mathematical thinkers encourage in apprentices. Encouraging these practices in our students should be as much a goal of the mathematics curriculum as is teaching specific content topics and procedures.^b Taken together with the Standards for Mathematical Content, they support productive entry into college courses or career pathways.

Core Practices · Students can and do:

1 Attend to precision.

Mathematically proficient students organize their own ideas in a way that can be communicated precisely to others, and they analyze and evaluate others' mathematical thinking and strategies noting the assumptions made. They clarify definitions. They state the meaning of the symbols they choose, are careful about specifying units of measure and labeling axes, and express their answers with an appropriate degree of precision. Rather than saying, "let v be speed and let t be time," they would say "let v be the speed in meters per second and let t be the elapsed time in seconds from a given starting time." They recognize that when someone says the population of the United States in June 2008 was 304,059,724, the last few digits indicate unwarranted precision.

2 Construct viable arguments.

Mathematically proficient students understand and use stated assumptions, definitions and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They break things down into cases and can recognize and use counterexamples. They use logic to justify their conclusions, communicate them to others and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose.

3 Make sense of complex problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They consider analogous problems, try special cases and work on simpler forms. They evaluate their progress and change course if necessary. They try putting algebraic expressions into different forms or try changing the viewing window on their calculator to get the information they need. They look for correspondences between equations, verbal descriptions, tables, and graphs. They draw diagrams of relationships, graph data, search for regularity and trends, and construct mathematical models. They check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?"

4 Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern. For example, in $x^2 + 5x + 6$ they can see the 5 as $2 + 3$ and the 6 as 2×3 . They recognize the significance of an existing line in a geometric figure and can add an auxiliary line to make the solution of a problem clear. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects. For example, by seeing $5 - 3(x - y)^2$ as 5 minus a positive number times a square, they see that it cannot be more than 5 for any real numbers x and y .^b

5 Look for and express regularity in repeated reasoning.

Mathematically proficient students pay attention to repeated calculations as they carry them out, and look both for general algorithms and for shortcuts. For example, by paying attention to the calculation of slope as they repeatedly check whether points are on the line through $(1, 2)$ with slope 3, they might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel in the expansions of $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ leads to the general formula for the sum of a geometric series. As they work through the solution to a problem, proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.^b

6 Make strategic decisions about the use of technological tools.

Mathematically proficient students consider the available tools when solving a mathematical problem, whether pencil and paper, ruler, protractor, graphing calculator, spreadsheet, computer algebra system, statistical package, or dynamic geometry software. They are familiar enough with all of these tools to make sound decisions about when each might be helpful. They use mathematical understanding and estimation strategically, attending to levels of precision, to ensure appropriate levels of approximation and to detect possible errors. They are able to use these tools to explore and deepen their understanding of concepts.

(a) For the importance of students' beliefs about effort, see the National Mathematics Advisory Panel's Report of the Task Group on Learning Processes, p. 4-10 (2008). (b) Cuoco, A., Goldenberg, E. P., and Mark, J., *Journal of Mathematical Behavior*, 15 (4), 375-402, 1996; *Focus in High School Mathematics*. Reston, VA: NCTM, in press; Harel, G., What is Mathematics? A Pedagogical Answer to a Philosophical Question. In R. B. Gold & R. Simons (Eds.), *Current Issues in the Philosophy of Mathematics From the Perspective of Mathematicians*, Mathematical Association of America, 2008.

Number

Core Concepts · Students understand that:

- A The real numbers include the rational numbers and are in one-to-one correspondence with the points on the number line.
- B Quantities can be compared using division, yielding rates and ratios.
- C A fraction can represent the result of dividing the numerator by the denominator; equivalent fractions have the same value.
- D Place value and the rules of arithmetic form the foundation for efficient algorithms.

A Coherent Understanding of Number. Procedural fluency in operations with real numbers and strategic competence in approximation are grounded in an understanding of place value. The rules of arithmetic govern operations on numbers and extend to operations in algebra:

- Numbers can be added in any order with any grouping and multiplied in any order with any grouping.
- Adding 0 and multiplying by 1 both leave a number unchanged.
- All numbers have additive inverses, and all numbers except zero have multiplicative inverses.
- Multiplication distributes over addition.

Subtraction and division are defined in terms of addition and multiplication, so are also governed by these rules.

The place value system bundles units into 10s, then 10s into 100s, and so on, providing an efficient way to name large numbers. Subdividing in a similar way extends this to the decimal system, which provides an address system for locating all real numbers on the number line with arbitrarily high accuracy. Place value is the basis for efficient algorithms, reducing much computation to single-digit arithmetic. Mental computation strategies also make opportunistic use of the rules of arithmetic, as when the product $5 \times 177 \times 2$ is computed at a glance to obtain 1770, rather than methodically working from left to right.

An estimate may be more appropriate than an exact value, for example, when you want to know the number of calories in a meal. Often a result is reported using fewer digits than were calculated. A mature number sense includes having rules of thumb about how much accuracy is appropriate and understanding that accuracy to more than a few decimal places often takes substantial effort. Estimation and approximation are also useful in checking calculations.

Rational numbers represented as fractions can be located on the number line by seeing them as numbers expressed in different units; for example, $3/5$ is 3 units, where each unit is $1/5$. However, rational numbers do not fill out the number line. There are also irrational numbers, such as π or $\sqrt{2}$. Each point on the number line then corresponds to a real number that is either rational or irrational.

Connections to Expressions, Functions and Coordinates. The rules of arithmetic govern the manipulations of expressions and functions. Two perpendicular number lines define the coordinate plane.

Core Skills · Students can and do:

- 1 Compare numbers and make sense of their magnitude.

Include positive and negative numbers expressed as fractions, decimals, powers, and roots. Limit to square and cube roots. Include very large and very small numbers and the use of scientific notation.
- 2 Know when and how to use standard algorithms, and perform them flexibly, accurately and efficiently.*
- 3 Use mental strategies and technology to formulate, represent and solve problems.**
- 4 Solve multi-step problems involving fractions and percentages.

Include situations such as simple interest, tax, markups/markdowns, gratuities and commissions, fees, percent increase or decrease, percent error, expressing rent as a percentage of take-home pay, and so on.
- 5 Use estimation and approximation to solve problems.

Include evaluating answers for their reasonableness, detecting errors, and giving answers to an appropriate level of precision.

* This aligns with the concept of procedural fluency as in the National Research Council report *Adding It Up: Helping children learn mathematics*. Specifically, "Procedural fluency refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently" (p. 121).

** This aligns with the concept of strategic competence as described in *Adding It Up*. "Strategic competence refers to the ability to formulate mathematical problems, represent them, and solve them" (p. 124).

Quantity

Core Concepts · Students understand that:

- A The value of a quantity is not specified unless the units are named or understood from the context.
- B Quantities can be added and subtracted only when they are of the same type (length, area, speed, etc.).
- C Quantities can be multiplied or divided to create new types of quantities, called derived quantities.

A Coherent Understanding of Quantity. A quantity is an attribute of an object or phenomenon that can be specified using a number and a unit, such as 2.7 centimeters, 42 questions or 28 miles per gallon.

The length of a football field and the speed of light are both quantities. If we choose units of miles per second, then the speed of light has a value of approximately 186,000 miles per second. But the speed of light need not be expressed in miles per second; it may be approximated by 3×10^8 meters per second or in any other unit of speed. Bare numerical values such as 186,000 do not describe quantities unless they are paired with units.

Speed (distance divided by time), rectangular area (length multiplied by length), density (mass divided by volume), and population density (number of people divided by land area) are examples of derived quantities, obtained by multiplying or dividing quantities.

It can make sense to add two quantities, such as when a child 51 inches tall grows 3 inches to become 54 inches tall. To be added or subtracted, quantities must be of the same type (length, area, speed, etc.); to add or subtract their values, the quantities must be expressed in the same units. Converting quantities to have the same units is like converting fractions to have a common denominator before adding or subtracting. But, even when quantities have the same units it does not always make sense to add them. For example, if a wooded park with 300 trees per acre is next to a field with 30 trees per acre, they do not have 330 trees per acre.

Doing algebra with units in a calculation reveals the units of the answer, and can help reveal a mistake if, for example, the answer comes out to be a distance when it should be a speed.

Connections to Number, Expressions, Equations, Functions, Modeling and Statistics. Operations described under Number and Expressions govern the operations one performs on quantities, including the units involved. Quantity is an integral part of any application of mathematics, and has connections to solving problems using data, equations, functions and modeling.

Core Skills · Students can and do:

- 1 Know when and how to convert units in computations.
 - Include the addition and subtraction of quantities of the same type expressed in different units; averaging data given in mixed units; converting units for derived quantities such as density and speed.
- 2 Use and interpret quantities and units correctly in algebraic formulas.
 - Include specifying units when defining variables and attending to units when writing expressions and equations.
- 3 Use and interpret quantities and units correctly in graphs and data displays.
 - Include function graphs, data tables, scatterplots and other visual displays of dimensioned data.
- 4 Use units as a way to understand problems and to guide the solution of multi-step problems.
 - Include examples such as acceleration; currency conversions; people-hours; social science measures, such as deaths per 100,000; and general rates, such as points per game.

Expressions

Core Concepts · Students understand that:

- A Expressions are constructions built up from numbers, variables, and operations, which have a numerical value when each variable is replaced with a number.
- B Complex expressions are made up of simpler expressions.
- C The rules of arithmetic can be applied to transform an expression without changing its value.
- D Rewriting expressions in equivalent forms serves a purpose in solving problems.

A Coherent Understanding of Expressions. Expressions use numbers, variables and operations to describe computations. The rules of arithmetic, the use of parentheses and the conventions about order of operations assure that the computation has a well-determined value.

Reading an expression with comprehension involves analysis of its underlying structure, which may suggest a different but equivalent way of writing it that exhibits some different aspect of its meaning. For example, $p + 0.05p$ can be interpreted as the addition of a 5% tax to a price p . But rewriting $p + 0.05p$ as $1.05p$ shows that adding a tax is the same as multiplying by a constant factor.

Algebraic manipulations are based on the conventions of algebraic notation and the rules of arithmetic. Heuristic mnemonic devices are not a substitute for procedural fluency. For example, factoring, expanding, collecting like terms, the rules for interpreting minus signs next to parenthetical sums, and adding fractions with a common denominator are all instances of the distributive law; the definitions for negative and rational exponents are based on the extension of the exponent laws for positive integers. The laws of exponents connect multiplication of numbers to addition of exponents and thus express the deep relationship between addition and multiplication captured by the parallel nature of the rules of arithmetic for these operations.

Complex expressions are made up of simpler expressions using arithmetic operations and substitution. When simple expressions within more complex expressions are treated as single quantities, or chunks, the underlying structure of the larger expression may be more evident.

Connections to Equations and Functions. Setting expressions equal to each other leads to equations. Expressions can define functions of the variables that appear in them, with equivalent expressions defining the same function.

Core Skills · Students can and do:

- 1 See structure in expressions.

For example, recognize: that the expressions $x^4 - y^4$ and $(x + y)^2 - (x - y)^2$ are differences of squares; that there are different ways to rewrite the latter expression, e.g., by expanding and collecting like terms or by factoring as a difference of squares; that p is a common factor in $p + 0.025p$; that an expression in the form $(x - 3)^2 + 14$ reveals its minimum value.

- 2 Manipulate simple expressions.

Show procedural fluency in the following cases: factoring out common terms; factoring expressions with quadratic structure; writing in standard form sums, differences, and products of polynomials. Include completing the square and rewriting in standard form sums, differences, products, and quotients of simple rational expressions; rewriting expressions with negative exponents and those involving square or cube roots of a single term involving exponents.

- 3 Define variables and write an expression to represent a quantity in a problem.

Include contextual problems.

- 4 Interpret an expression that represents a quantity in terms of the context.

Include interpreting parts of an expression, such as terms, factors and coefficients.

Equations

Core Concepts · Students understand that:

- A An equation is a statement that two expressions are equal.
- B The solutions of an equation are the values of the variables that make the resulting numerical statement true.
- C The steps in solving an equation are guided by understanding and justified by logical reasoning.
- D Equations not solvable in one number system may have solutions in a larger number system.

A Coherent Understanding of Equations. An equation is a statement that two expressions are equal. Solutions to an equation are the values of the variables in it that make it true. If the equation is true for all values of the variables, then we call it an identity; identities are often discovered by manipulating one expression into another.

The solutions of an equation in one variable form a set of numbers; the solutions of an equation in two variables form a set of ordered pairs, which can be graphed in the plane. Equations can be combined into systems to be solved simultaneously.

An equation can be solved by successively transforming it into one or more simpler equations. The process is governed by deductions based on the properties of equality. For example, one can add the same constant to both sides without changing the solutions, but squaring both sides might lead to extraneous solutions. Strategic competence in solving includes looking ahead for productive manipulations and anticipating the nature and number of solutions.

Some equations have no solutions in a given number system, stimulating the formation of expanded number systems (integers, rational numbers, real numbers and complex numbers).

A formula is a type of equation. The same solution techniques used to solve equations can be used to rearrange formulas. For example, the formula for the area of a trapezoid, $A = \left(\frac{b_1+b_2}{2}\right)h$, can be solved for h using the same deductive process.

Inequalities can be solved in much the same way as equations. Many, but not all, of the properties of equality extend to the solution of inequalities.

Connections to Functions, Coordinates, and Modeling. Equations in two variables may define functions. Asking when two functions have the same value leads to an equation; graphing the two functions allows for the approximate solution of the equation. Equations of lines involve coordinates, and converting verbal descriptions to equations is an essential skill in modeling.

Core Skills · Students can and do:

- 1 Understand a problem and formulate an equation to solve it.
 - Extend to inequalities and systems.
- 2 Solve equations in one variable using manipulations guided by the rules of arithmetic and the properties of equality.
 - Solve linear equations with procedural fluency. For quadratic equations, include solution by inspection, by factoring, or by using the quadratic formula. Understand that the quadratic formula comes from completing the square. Include simple absolute value equations solvable by direct inspection and by understanding the interpretation of absolute value as distance.
- 3 Rearrange formulas to isolate a quantity of interest.
 - Exclude cases that require extraction of roots or inverse functions.
- 4 Solve systems of equations.
 - Focus on pairs of simultaneous linear equations in two variables. Include algebraic techniques, graphical techniques and solving by inspection.
- 5 Solve linear inequalities in one variable and graph the solution set on a number line.
 - Emphasize solving the associated equality and determining on which side of the solution of the associated equation the solutions to the inequality lie.
- 6 Graph the solution set of a linear inequality in two variables on the coordinate plane.
 - Emphasize graphing the associated equation, using a dashed or solid line as appropriate and shading to indicate the half-plane on which the solutions to the inequality lie.

Functions

Core Concepts · Students understand that:

- A A function is a rule, often defined by an expression, that assigns a unique output for every input.
- B The graph of a function f is a set of ordered pairs $(x, f(x))$ in the coordinate plane.
- C Functions model situations where one quantity determines another.
- D Common functions occur in families where each member describes a similar type of dependence.

A Coherent Understanding of Functions. Functions model situations where one quantity determines another. For example, the return on \$10,000 invested at an annualized percentage rate of 4.25% is a function of the length of time the money is invested. Because nature and society are full of dependencies between quantities, functions are important tools in the construction of mathematical models.

In school mathematics, functions usually have numerical inputs and outputs and are often defined by an algebraic expression. For example, the time in hours it takes for a plane to fly 1000 miles is a function of the plane's average ground speed in miles per hour, v ; the rule $T(v) = 1000/v$ expresses this relationship algebraically and defines a function whose name is T .

The set of possible inputs to a function is called its domain. We often infer the domain to be all inputs for which the expression defining a function has a value, or for which the function makes sense in a given context. The graph of a function is a useful way of visualizing the relationship the function models, and manipulating the expression for a function can throw light on the function's properties.

Two important families of functions characterized by laws of growth are linear functions, which grow at a constant rate, and exponential functions, which grow at a constant percent rate. Linear functions with an initial value of zero describe proportional relationships.

Connections to Expressions, Equations, Modeling and Coordinates. Determining an output value for a particular input involves evaluating an expression; finding inputs that yield a given output involves solving an equation. The graph of a function f is the same as the solution set of the equation $y = f(x)$. Questions about when two functions have the same value lead to equations, whose solutions can be visualized from the intersection of the graphs. Since functions describe relationships between quantities, they are frequently used in modeling. Sometimes functions are defined by a recursive process, which can be modeled effectively using a spreadsheet or other technology.

Core Skills · Students can and do:

- 1 Recognize proportional relationships and solve problems involving rates and ratios.

Include being able to express proportional relationships as functions.

- 2 Describe the qualitative behavior of common types of functions using graphs and tables.

Identify: intercepts; intervals where the function is increasing, decreasing, positive or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. Use technology to explore the effects of parameter changes on the graphs of linear, power, quadratic, polynomial, simple rational, exponential, logarithmic, sine and cosine, absolute value and step functions.

- 3 Analyze functions using symbolic manipulation.

Include slope-intercept and point-slope form of linear functions; vertex form of quadratic functions to identify symmetry and find maximums and minimums; factored form to find zeros. Use manipulations as described under Expressions.

- 4 Use the families of linear and exponential functions to solve problems.

For linear functions $f(x) = mx + b$, understand b as the intercept or initial value and m as the slope or rate of change. For exponential functions $f(x) = a \cdot b^x$, understand a as the intercept or initial value and b as the growth factor.

- 5 Find and interpret rates of change.

Compute the rate of change of linear functions and make qualitative observations about how the rate of change varies for nonlinear functions.

Modeling

Core Concepts · Students understand that:

- A Mathematical models involve choices and assumptions that abstract key features from situations to help us solve problems.
- B Even very simple models can be useful.

A Coherent Understanding of Modeling. Modeling uses mathematics to help us make sense of the real world—to understand quantitative relationships, make predictions, and propose solutions.

A model can be very simple, such as a geometric shape to describe a physical object like a coin. Even so simple a model involves making choices. It is up to us whether to model the solid nature of the coin with a three-dimensional cylinder, or whether a two-dimensional disk works well enough for our purposes. For some purposes, we might even choose to adjust the right circular cylinder to model more closely the way the coin deviates from the cylinder.

In any given situation, the model we devise depends on a number of factors: How precise an answer do we want or need? What aspects of the situation do we most need to understand, control, or optimize? What resources of time and tools do we have? The range of models we can create and analyze is constrained as well by the limitations of our mathematical and technical skills. For example, modeling a physical object, a delivery route, a production schedule, or a comparison of loan amortizations each requires different sets of tools. Networks, spreadsheets and algebra are powerful tools for understanding and solving problems drawn from different types of real-world situations. One of the insights provided by mathematical modeling is that essentially the same mathematical structure might model seemingly different situations.

The basic modeling cycle is one of (1) identifying the key features of a situation, (2) creating geometric, algebraic or statistical objects that describe key features of the situation, (3) analyzing and performing operations on these objects to draw conclusions and (4) interpreting the results of the mathematics in terms of the original situation. Choices and assumptions are present throughout this cycle.

Connections to Quantity, Equations, Functions, Shape, Coordinates and Statistics. Modeling makes use of shape, data, graphs, equations and functions to represent real-world quantities and situations.

Core Skills · Students can and do:

- 1 **Model numerical situations.**
Include readily applying the four basic operations in combination to solve multi-step quantitative problems with dimensioned quantities; making estimates to introduce numbers into a situation and get problems started; recognizing proportional or near-proportional relationships and analyzing them using characteristic rates and ratios.
- 2 **Model physical objects with geometric shapes.**
Include common objects that can reasonably be idealized as two- and three-dimensional geometric shapes. Identify the ways in which the actual shape varies from the idealized geometric model.
- 3 **Model situations with equations and inequalities.**
Include situations well described by a linear inequality in two variables or a system of linear inequalities defining a region in the plane.
- 4 **Model situations with common functions.**
Include situations well described by linear, quadratic or exponential functions; and situations that can be well described by inverse variation ($f(x) = k/x$). Include identifying a family of functions that models features of a problem, and identifying a particular function of that family and adjusting it to fit by changing parameters. Understand the recursive nature of situations modeled by linear and exponential functions.
- 5 **Model situations using probability and statistics.**
Include using simulations to model probabilistic situations; describing the shape of a distribution of values and summarizing a distribution with measures of center and variability; modeling a bivariate relationship using a trend line or a regression line.
- 6 **Interpret the results of applying a model and compare models for a particular situation.**
Include realizing that models seldom fit exactly and so there can be error; identifying simple sources of error and being careful not to over-interpret models. Include recognizing that there can be many models that relate to a situation, that they can capture different aspects of the situation, that they can be simpler or more complex, and that they can have a better or worse fit to the situation and the questions being asked.

Shape

Core Concepts · Students understand that:

- A Shapes and their parts, attributes, and measurements can be analyzed deductively.*
- B Congruence, similarity, and symmetry can be analyzed using transformations.
- C Mathematical shapes model the physical world, resulting in practical applications of geometry.
- D Right triangles and the Pythagorean theorem are central to geometry and its applications, including trigonometry.

A Coherent Understanding of Shape. From only a few axioms, the deductive method of Euclid generates a rich body of theorems about geometric objects, their attributes and relationships. Once understood, those attributes and relationships can be applied in diverse practical situations—interpreting a schematic drawing, estimating the amount of wood needed to frame a sloping roof, rendering computer graphics, or designing a sewing pattern for the most efficient use of material.

Understanding the attributes of geometric objects often relies on measurement: a circle is a set of points in a plane at a fixed distance from a point; a cube is bounded by six squares of equal area; when two parallel lines are crossed by a transversal, pairs of corresponding angles are congruent.

The concepts of congruence, similarity and symmetry can be united under the concept of geometric transformation. Reflections and rotations each explain a particular type of symmetry, and the symmetries of an object offer insight into its attributes—as when the reflective symmetry of an isosceles triangle assures that its base angles are congruent. Applying a scale transformation to a geometric figure yields a similar figure. The transformation preserves angle measure, and lengths are related by a constant of proportionality. If the constant of proportionality is one, distances are also preserved (so the transformation is a rigid transformation) and the figures are congruent.

The definitions of sine, cosine and tangent for acute angles are founded on right triangle similarity, and, with the Pythagorean theorem, are fundamental in many practical and theoretical situations.

Connections to Coordinates, Functions and Modeling. The Pythagorean theorem is a key link between geometry, measurement and distance in the coordinate plane. Parameter changes in families of functions can be interpreted as transformations applied to their graphs and those functions, as well as geometric objects in their own right, can be used to model contextual situations.

*In this document, deductive analysis aligns with the notion of adaptive reasoning as defined in *Adding it Up*, and includes empirical exploration, informal justification, and formal proof.

Core Skills · Students can and do:

- 1 Use multiple geometric properties to solve problems involving geometric figures.

Properties include: measures of interior angles of a triangle sum to 180° ; vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; measures of supplementary angles sum to 180° ; two lines parallel to a third are parallel to each other; points on a perpendicular bisector of a segment are exactly those equidistant from the segment's endpoints; and a line tangent to a circle is perpendicular to the radius meeting it.

- 2 Prove theorems, test conjectures and identify logical errors.

Include theorems establishing the properties in Core Skill 1 and other theorems about angles, parallel and perpendicular lines, similarity and congruence of triangles.

- 3 Construct and interpret representations of geometric objects.

Include classical construction techniques and construction techniques supported by modern technologies. Include moving between two-dimensional representations and the three-dimensional objects they represent, such as in schematics, assembly instructions, perspective drawings and multiple views.

- 4 Solve problems involving measurements.

Include measurement (length, angle measure, area, surface area, and volume) of a variety of figures and shapes in two- and three-dimensions. Compute measurements using formulas and by decomposing complex shapes into simpler ones.

- 5 Solve problems involving similar triangles and scale drawings.

Include computing actual lengths, areas and volumes from a scale drawing and reproducing a scale drawing at a different scale.

- 6 Apply properties of right triangles and right triangle trigonometry to solve problems.

Include using the Pythagorean theorem and properties of special right triangles, and applying sine, cosine and tangent to determine lengths and angle measures of right triangles. Use right triangles and their properties to solve real-world problems. Limit angle measures to degrees.

Coordinates

Core Concepts · Students understand that:

- A Locations in the plane or in space can be specified by pairs or triples of numbers called coordinates.
- B Coordinates link algebra with geometry and allow methods in one domain to solve problems in the other.
- C The set of solutions to an equation in two variables forms a curve in the coordinate plane—such as a line, parabola, circle—and the solutions to systems of equations correspond to intersections of these curves.

A Coherent Understanding of Coordinates. Applying a coordinate system to Euclidean space connects algebra and geometry, resulting in powerful methods of analysis and problem solving.

Just as the number line associates numbers with locations in one dimension, a pair of perpendicular axes associates pairs of numbers with locations in two dimensions. This correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing and understanding algebra. Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling and proof.

Coordinate geometry is a rich field for exploration. How does a geometric transformation such as a translation or reflection affect the coordinates of points? How is the geometric definition of a circle reflected in its equation?

Adding a third perpendicular axis associates three numbers with locations in three dimensions and extends the use of algebraic techniques to problems involving the three-dimensional world we live in.

Connections to Shape, Quantity, Equations and Functions. Coordinates can be used to reason about shapes. In applications, coordinate values often have units (such as meters and bushels). A one-variable equation of the form $f(x) = g(x)$ may be solved in the coordinate plane by finding intersections of the curves $y = f(x)$ and $y = g(x)$.

Core Skills · Students can and do:

- 1 Translate fluently between lines in the coordinate plane and their equations.

Include predicting visual features of lines by inspection of their equations, determining the equation of the line through two given points, and determining the equation of the line with a given slope passing through a given point.

- 2 Identify the correspondence between parameters in common families of equations and the location and appearance of their graphs.

Include common families of equations—the graphs of $Ax + By = C$, $y = mx + b$ and $x = a$ are straight lines; the graphs of $y = a(x - h)^2 + k$ and $y = Ax^2 + Bx + C$ are parabolas; and the graph of $(x - h)^2 + (y - k)^2 = r^2$ is a circle.

- 3 Use coordinates to solve geometric problems.

Include proving simple theorems algebraically, using coordinates to compute perimeters and areas for triangles and rectangles, finding midpoints of line segments, finding distances between pairs of points and determining when two lines are parallel or perpendicular.

Probability

Core Concepts · Students understand that:

- A Probability models outcomes for situations in which there is inherent randomness, quantifying the degree of uncertainty in terms of relative frequency of occurrence.
- B The law of large numbers provides the basis for estimating certain probabilities by use of empirical relative frequencies.
- C The laws of probability govern the calculation of probabilities of combined events.
- D Interpreting probabilities contextually is essential to rational decision-making in situations involving randomness.

A Coherent Understanding of Probability. Probability assesses the likelihood of an event in a situation that involves randomness. It quantifies the degree of certainty that an event will happen as a number from 0 through 1. This number is generally interpreted as the relative frequency of occurrence of the event over the long run.

The structure of a probability model begins by listing or describing the possible outcomes for a random situation (the sample space) and assigning probabilities based on an assumption about long-run relative frequency. In situations such as flipping a coin, rolling a number cube, or drawing a card, it is reasonable to assume various outcomes are equally likely.

Compound events constructed from these simple ones can be represented by tree diagrams and by frequency or relative frequency tables. The probabilities of compound events can be computed using these representations and by applying the additive and multiplicative laws of probability. Interpreting these probabilities relies on an understanding of independence and conditional probability, approachable through the analysis of two-way tables.

Converting a verbally-stated problem into the symbols and relations of probability requires careful attention to words such as *and*, *or*, *if*, and *all*, and to grammatical constructions that reflect logical connections. This is especially true when applying probability models to real-world problems, where simplifying assumptions are also usually necessary in order to gain at least an approximate solution.

Connections to Statistics and Expressions. Probability is the foundation for drawing valid conclusions from sampling or experimental data. Counting has an advanced connection with Expressions through Pascal's triangle and binomial expansions.

Core Skills · Students can and do:

- 1 Compute theoretical probabilities by systematically counting points in the sample space.

Make use of symmetry and equally likely outcomes. Include permutation and combination problems as long as small numbers are involved or technology is used, so that formulas are not required.
- 2 Interpret probabilities of compound events using concepts of independence and conditional probability.

Include reading conditional probabilities from two-way tables.
- 3 Compute probabilities of compound events.

Make use of the additive and multiplicative laws of probability, tree diagrams and frequency or relative frequency tables in real contexts. Do not emphasize fluency with the related formulas
- 4 Estimate probabilities empirically.

Include using data from simulations carried out with technology to estimate probabilities.
- 5 Identify and explain common misconceptions regarding probability.

Include misconceptions about long-run versus short-run behavior of relative frequencies (the law of large numbers). Include attention to the use and misuse of probability in the media, especially in terms of interpreting charts and tables and in the contextual meaning of terms connected to probability, such as 'odds' or 'risk.'
- 6 Adapt probability models to solve real-world problems.

Include the use of conditional probability to assess subsets of data (e.g., what does the data say about males and females separately). Include the use of independence as a simplifying assumption (e.g., find the probability that two students both contract the disease this year).

Statistics

Core Concepts · Students understand that:

- A Statistical methods take variability into account to support making informed decisions based on quantitative studies designed to answer specific questions.
- B Visual displays and summary statistics condense the information in data sets into usable knowledge.
- C Randomness is the foundation for using statistics to draw conclusions when testing a claim or estimating plausible values for a population characteristic.
- D The design of an experiment or sample survey is of critical importance to analyzing the data and drawing conclusions.

A Coherent Understanding of Statistics. Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability in the data. Statistics provides tools for describing variability in data and for making informed decisions that take variability into account.

Data are gathered, displayed, summarized, examined and interpreted to discover patterns. Data can be summarized by a statistic measuring center, such as mean or median, and a statistic measuring spread, such as interquartile range or standard deviation. Different distributions can be compared numerically using these statistics or visually using plots. Which statistics to compare, and what the results of a comparison might mean, depend on the question to be investigated and the real-life actions to be taken.

Randomization has two important uses in drawing statistical conclusions. First, collecting data from a random sample of a population makes it possible to draw valid conclusions about the whole population, taking variability into account. Second, randomly assigning individuals to different treatments allows a fair comparison of the effectiveness of those treatments. A statistically significant outcome is one that is unlikely to be due to chance and this can be evaluated only under the condition of randomness.

In critically reviewing uses of statistics in public media and other reports, it is important to consider the study design, how the data were collected, and the analyses employed as well as the data summaries and the conclusions drawn.

Connections to Probability, Functions and Modeling. Valid conclusions about a population depend on designed simulations or other statistical studies using random sampling or assignment and rely on probability for their interpretation. Functional models may be used to approximate data. If the data are approximately linear, the relationship may be modeled with a trend line and the strength and direction of such a relationship may be expressed through a correlation coefficient. Technology facilitates the study of statistics by making it possible to simulate many possible outcomes in a short amount of time, and by generating plots, function models, trend lines and correlation coefficients.

Core Skills · Students can and do:

- 1 Formulate questions that can be addressed with data. Identify the relevant data, collect and organize it to respond to the question.

Include determining whether a question can best be addressed through a sample survey, randomized experiment or observational study. Include unbiased selection for a sample and randomization of assignment to treatment for an experiment.

- 2 Use appropriate displays and summary statistics for data.

Include univariate, bivariate, categorical and quantitative data. Include the thoughtful selection of displays and measures of center and spread to summarize data.

- 3 Interpret data displays and summaries critically; draw conclusions and develop recommendations.

Include paying attention to the context of the data, interpolating or extrapolating judiciously, and examining the effects of extreme values of the data on summary statistics of center and spread. Include data sets that follow a normal distribution. Include observing and interpreting linear trends in bivariate quantitative data.

- 4 Draw statistical conclusions involving population means or proportions using sample data.

Conclusions should be based on simulations or other informal techniques, rather than formulas.

- 5 Evaluate reports based on data.

Include looking for bias or flaws in the way the data were gathered or presented, as well as unwarranted conclusions, such as claims that confuse correlation with causation.

Core Concepts Working Group II
November 10, 2009

1. Origin Stories

- a. Creation stories of the Lakota/Nakota/Dakota peoples are the oral histories and basis for sacred language of the people of the Oceti Sakowin.
 - i. Science
 - ii. Math
 - iii. Kinship
 - iv. Songs

2. Local/Tribal Histories

- a. History has often been told only by European historians rather than tribal oral historians.
 - i. Logistics: What are the correct tribal terms for local and state landmarks.
 - ii. Sacred places: Students will become aware of the local sacred places near communities they reside in. Also, spiritual use and spiritual practices need to be understood.
 - iii. Societies: Students will recognize the etiquette, protocol, and practices of different societies, such as Fox society, Crow society, Badger society, Antelope society, etc.
 - iv. IRA/nonIRA: To understand the policy that tribal societies were subject to establish constitutions and by-laws as directed by the federal government.

3. Education

- a. Students will understand the misinterpretations of education practices and the differences between European education and tribal teachings:
 - i. Winter counts
 - ii. Boarding schools/Christianity
 - iii. Hair cuts
 - iv. Instruction in class versus parent modeling
 - v. How education impacts employment
 - vi. Relocation

4. Government

- a. Students will become aware of tribal governments and the federal policies that impact local tribes.
 - i. Policy periods
 - ii. Treaties
 - iii. Identifying local Native communities

B: Robert and Ann R.

1. Indigenous People = O'tokahe

- a. Lakota oral knowledge, belief, and influences that reflect origin, cosmology, and existence through legends, stories, songs, symbolism, and “way of life” which connects humans to their natural environment.
- 2. Historical Experiences and Sacred Places**
 - a. Lakota concepts of time and place overlap the past and future with the present and view geography as a natural gift that guides special events.
- 3. Reservations**
 - a. Large tracts of land set aside by the people of the Oceti Sakowin for their own use through treaty negotiations with the U.S. Government.
 - i. Sovereignty
 - ii. Education
 - iii. Economy
 - iv. Political structures and processes/Tribal governments
 - v. Water rights
 - vi. Land allotments
- 4. Relationships w/Federal Government**
 - a. Constitution vests Congress with plenary power over Indian affairs. Indian tribes retain important sovereign powers over their territory. The United States has a trust responsibility to Indian tribes that guides and limits the Federal Government in dealings with Indian tribes. Federal and tribal law generally have primacy over Indian affairs in Indian country, except where Congress has provided otherwise. There is a federal trust responsibility which comes from Indian treaties, statutes, executive orders, and the historical relations between the United States and Indian tribes.
 - b.

C: Gladys, Dottie, Marcia

- 1. Relationships w/ all Creation**
 - a. Students will understand how the Oyate lived in relationship with everything created in the universe—Mitakuye Oyasin.
 - i. The stars inform the people of the ceremonies.
 - ii. Everything animate and inanimate is a relative.
 - iii. We acknowledge our relatives in the seven directions as we ask for guidance and assistance.

Essential Question: Is the sacred hoop broken?
- 2. Lakota Way**
 - a. Students will understand that the Oyate had a distinct way of life (socio-cultural ways).
 - i. It is important to understand and use kinship terms.
 - ii. The roles and responsibilities of all individuals are understood and practiced.
- 3. Origin/Creation**
 - a. Students will understand the origins of the Oyate before contact with Europeans to present day.
 - i. Creation stories exist within the Lakota, Dakota, and Nakota.

- ii. The history and culture of the Oyate is told from our point of view.
Essential Question: What biases still exist regarding the Oyate?

4. Relationship to the Federal Government

- a. Students will understand the cause and effect of the Federal Government's policy toward Native Americans.
 - i. Federal government policies have influenced Native American way of life and continue to do so today.

Legal process in the State for adopting standards.

13-3-48. Academic content standards--Course guidelines. The secretary of the Department of Education shall prepare and submit for approval of the South Dakota Board of Education academic content standards in language arts, mathematics, social studies, and science for kindergarten through grade twelve. Each school district shall adopt and implement clearly defined and measurable course guidelines so as to meet the state academic content standards.

Source: SDC 1939, § 15.0903 (3); SL 1955, ch 41, ch 1, § 3; SL 1955, ch 41, ch 2, § 5 subd 15; SDC Supp 1960, §§ 15.0803 (8), 15.0905 (14); SDCL, § 13-1-28; SL 1974, ch 123, § 1; SL 1975, ch 128, § 14; SL 1995, ch 87, § 4; SL 1997, ch 84, § 1; SL 1998, ch 83, § 1; SL 2003, ch 272, § 63; SL 2004, ch 128, § 3.

13-3-55. Academic achievement tests. Every public school district shall annually administer the same assessment to all students in grades three to eight, inclusive, and in grade eleven. The assessment shall measure the academic progress of each student. Every public school district shall annually administer to all students in at least two grade levels an achievement test to assess writing skills. The assessment instruments shall be provided by the Department of Education, and the department shall determine the two grade levels to be tested. The tests shall be administered within timelines established by the Department of Education by rules promulgated pursuant to chapter 1-26 starting in the spring of the 2002-2003 school year. Each state-designed test shall be correlated with the state's content standards. The South Dakota Board of Education may promulgate rules pursuant to chapter 1-26 to provide for administration of all assessments.

Source: SL 1997, ch 84, § 3; SL 2001, ch 70, § 1; SL 2003, ch 91, § 1; SL 2003, ch 272, § 63; SL 2007, ch 84, § 1.

13-3-62. State accountability system established. A single, statewide state accountability system is established. The system shall hold public schools and public school districts accountable for the academic achievement of their students and shall ensure that all public schools and all public school districts make adequate yearly progress in continuously and substantially improving the academic achievement of their students.

Source: SL 2003, ch 90, § 1.

13-3-63. State accountability system based on standards approved by board--Annual academic indicators. The state accountability system shall be based on the South Dakota Content Standards in reading and mathematics approved by the South Dakota Board of Education. The yearly progress of students shall be measured by the state academic assessments as may be prescribed by the Legislature, and shall take into account the achievement of all public elementary school and secondary school students in reading and mathematics annually. An additional academic indicator shall be used in the measurement of yearly progress: the additional academic indicator for the public K-8

elementary schools shall be the annual rate of student attendance; the additional academic indicator for public 9-12 high schools shall be the annual rate of graduation.

13-3-64. State accountability system to establish timeline and measurable objectives. The state accountability system shall establish a timeline for adequate yearly progress that ensures that no later than the 2013-2014 school year, all students meet or exceed the state's proficient level of academic achievement as measured by the state's assessments. Annual measurable objectives in both reading and mathematics shall be established to ensure continuous and substantial academic improvement of the achievement of all public school students as well as sub-groups of public school students, including economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency. The annual measurable objectives shall identify a single minimum percentage of students who are required to meet or exceed the proficient level on the academic assessments. The objectives shall be applied separately in reading and mathematics and shall be applied to all students and to each sub-group of students described in this section. The annual measurable objectives shall be used for determining adequate yearly progress.

Source: SL 2003, ch 90, § 3.

13-3-65. State accountability system to compare each district's achievement levels to state levels. The state accountability system shall determine annually the progress of each public school and public school district, including the annual progress of sub-groups of students, using annual assessment data and data from one additional academic indicator. The school's progress in mathematics and reading shall be compared separately to the state's annual objectives for adequate yearly progress in mathematics and reading. The results of the comparisons shall be used to determine the school's achievement level based on the state's achievement standards. The district's progress in mathematics and reading shall be compared separately to the state's annual objectives in mathematics and reading. The results of the comparisons shall be used to determine the district's achievement levels based on the state's achievement standards.

Source: SL 2003, ch 90, § 4.

13-3-66. Achievement standards established. Four levels of academic achievement shall be defined, including a proficient level, and shall be known as South Dakota's achievement standards. The four levels shall be used to categorize public schools and public school districts based on the comparison of their achievement levels in mathematics and reading to the state's annual objectives.

Source: SL 2003, ch 90, § 5.

13-3-67. State accountability system responsible for recognizing school and district ranking. The state accountability system shall include consequences for schools and districts in the form of sanctions, rewards, and recognition. The consequences shall be based on the school's or district's ranking on the state's achievement standards.

Source: SL 2003, ch 90, § 6.

13-3-68. Department of Education to implement and administer state accountability system. The state accountability system will be implemented and administered by the Department of Education.

Source: SL 2003, ch 90, § 7; SL 2003, ch 272, § 63.

13-3-69. Board to promulgate rules to establish state accountability system. The South Dakota Board of Education may promulgate administrative rules pursuant to chapter 1-26 to establish the state accountability system, including:

- (1) A definition of adequate yearly progress;
- (2) A valid and reliable method of calculating adequate yearly progress in mathematics and reading for all public schools and public school districts, including methods for determining both the status and improvement;
- (3) A definition of four levels of student achievement, including a proficient level;
- (4) Establishment of names and descriptors for the four levels of student achievement;
- (5) Determination of cut scores within the scoring data from the state assessments in mathematics and reading for each of the four levels of student achievement;
- (6) Establishment of the state's annual measurable objectives for academic progress through 2013-2014 in both reading and mathematics;
- (7) Establishment of a system of consequences for public schools, including sanctions, rewards, and recognition;
- (8) Establishment of a system of consequences for public school districts, including sanctions, rewards, and recognition;
- (9) Determination of a valid and reliable method for calculating a graduation rate for each public high school;
- (10) Determination of a valid and reliable method for calculating the attendance rate for each public elementary and middle school;
- (11) Establishment of an appeal process for public schools and public school districts;

(12) Establishment of a process whereby the state accountability system will be periodically reviewed to assure that it is fair and appropriate for the public schools of South Dakota, and is in compliance with federal law; and

(13) Any other administrative rule that is deemed necessary to fulfill the requirements of the federal education act, Public Law No. 107-110, § 1111(b)(2)(A), 115 Stat. 1425, as in effect on January 1, 2003.

Source: SL 2003, ch 90, § 8.

24:42:01:02. Accountability system defined. "Accountability system," a system established by the state to ensure that all public school districts and public schools make adequate yearly progress as defined by this article, and meet the following requirements:

(1) Is based on the academic standards defined in SDCL 13-3-48;

(2) Is based on academic assessments as defined in SDCL 13-3-55;

(3) Includes other academic indicators as defined in § 24:42:06:12;

(4) Takes into account the achievement of all public elementary school and secondary school students;

(5) Is the same accountability system used by the state for all public schools and public school districts; and

(6) Establishes a system of consequences for public schools and public school districts, including sanctions, rewards, and recognition.

Source: 30 SDR 181, effective May 20, 2004.

24:42:04:16. State accountability system reviewed. The state accountability system will be reviewed by the department to assure that it is fair and appropriate for the state's public schools and public school districts, and it conforms to the requirements of Pub. L. No. 107-110, ss 1111(b)(2)(A), 155 Stat 1425, as in effect on January 1, 2003.

Source: 30 SDR 181, effective May 20, 2004.

General Authority: SDCL 13-3-69.

Law Implemented: SDCL 13-3-69(12).

Section C (1)

America COMPETES

II. Assurance (b): Improving Collection and Use of Data

A State must collect and publicly report information on the elements of its statewide longitudinal data system, on whether teachers receive data on student growth in a manner that is timely and informs instructional programs, and on whether the State provides teachers with reports of individual teacher impact on student achievement.

Indicator (b)(1)	Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal data system.	
Instructions: Please indicate which of the 12 elements of the America COMPETES Act are included in the State's statewide longitudinal data system.		
Please respond (check Yes or No): For pre-K through postsecondary education, does the State's statewide longitudinal data system include the following elements:		
(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system?		
<input checked="" type="checkbox"/> Yes. <input type="checkbox"/> No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #1 in the Plan Element Verification Chart in Part 3B, Section II.		
(2) Student-level enrollment, demographic, and program participation information?		
<input checked="" type="checkbox"/> Yes. <input type="checkbox"/> No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #2 in the Plan Element Verification Chart in Part 3B, Section II.		
(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete pre-K through postsecondary education programs?		
<input checked="" type="checkbox"/> Yes. <input type="checkbox"/> No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #3 in the Plan Element		

Verification Chart in Part 3B, Section II.

4) The capacity to communicate with higher education data systems?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #4 in the Plan Element Verification Chart in Part 3B, Section II.

(5) An audit system assessing data quality, validity, and reliability?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #5 in the Plan Element Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For pre-K through grade 12 education, does the State's statewide longitudinal data system include the following elements:

(6) Yearly State assessment records of individual students?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #6 in the Plan Element Verification Chart in Part 3B, Section II.

(7) Information on students not tested, by grade and subject?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #7 in the Plan Element Verification Chart in Part 3B, Section II.

(8) A teacher identifier system with the ability to match teachers to students?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #8 in the Plan Element

Verification Chart in Part 3B, Section II.

(9) Student-level transcript information, including on courses completed and grades earned?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #9 in the Plan Element Verification Chart in Part 3B, Section II.

(10) Student-level college readiness test scores?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #10 in the Plan Element Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For postsecondary education, does the State's statewide longitudinal data system include the following elements:

(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #11 in the Plan Element Verification Chart in Part 3B, Section II.

(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #12 in the Plan Element Verification Chart in Part 3B, Section II.

Section D (1) (i)

Alternative Certification Statutes

Statutory and Administrative Authority for Alternative Certification

SDCL 13-1-12.1. Rules and standards for classification and accreditation of schools, for preparation of certified personnel, procedures to determine eligibility to receive state foundation aid, vocation-technical education, minimum curriculum requirements. The South Dakota Board of Education shall promulgate rules pursuant to chapter 1-26 to establish standards for the classification and accreditation of schools within this state, to establish standards for preparation of certified personnel, to set forth procedures for determining the eligibility of school districts to receive state foundation aid effective January 1, 1997, to adopt policies and rules necessary to establish standards and procedures for vocation-technical education and to establish curriculum requirements for both a basic high school program and for a recommended high school program for all public and nonpublic schools within the state. Both programs shall include a rigorous high school curriculum, and the recommended high school program shall be more academically challenging in the areas of mathematics and science than the basic high school program. Both programs shall enhance and may not diminish the academic preparation necessary for students to complete high school. The requirements of the basic program shall be aligned to the academic content standards developed pursuant to § 13-3-48 and shall, at a minimum, include the content standards tested pursuant to § 13-3-55.

Source: SL 1995, ch 86, § 10; SL 1996, ch 99, § 3; SL 2004, ch 121, § 1

SDCL 13-42-3. Rules and requirements promulgated by board--Administrative rules--Credit for private or public sector nonacademic coursework. The South Dakota Board of Education shall promulgate rules pursuant to chapter 1-26 establishing the requirements and criteria that an applicant must meet in order to be issued a teacher's certificate by the secretary of the Department of Education authorizing the holder of the certificate to accept a teaching or administrative position in any elementary or secondary school in the field specified by the certificate. The rules shall specify the duration and the method of renewal or reinstatement, the amount of the fee for issuing the certificate, the application procedures for certificates, the endorsements to certificates, the requirements for certification, and other procedures necessary for the administration of teacher certification. In addition to teacher certificate renewal based on academic coursework, the rules for teacher certificate renewal shall include guidelines and criteria by which an applicant may receive credit toward renewal based on private or public sector experience that was not obtained through academic coursework if the experience is related to the applicant's teaching field.

Source: SDC 1939, § 15.3716; SL 1939, ch 48; SL 1947, ch 76; SL 1955, ch 41, ch 16, §§ 2, 4; SDC Supp 1960, §§ 15.3802, 15.3804; SDCL, § 13-42-5; SL 1973, ch 93, § 2; SL 1975, ch 128, § 295; SL 1985, ch 137; SL 1989, ch 153, § 7; SL 1994, ch 131; SL 2003, ch 272, § 63.

SDCL 13-42-27. Board to review certification process and establish revised standards. Pursuant to § 13-1-12.1, the Board of Education shall examine programs that prepare and certify school personnel, identify deficiencies, and establish revised standards designed to deliver more qualified staff to classrooms. The board's review shall identify ways to streamline the alternative certification process whereby persons holding a bachelor's degree or higher can be certified to teach in elementary and secondary schools.

Source: SL 2000, ch 75, § 5.

SDCL 13-42-28. Board to establish alternative certification program. The Board of Education shall promulgate rules pursuant to chapter 1-26 establishing an alternative certification program for any person seeking employment as a school administrator who does not currently meet the certification requirements for the position sought. The alternative certification program shall permit satisfaction of certification requirements by passing a certification examination for school administrators selected by the Board of Education. The Board of Education shall establish eligibility requirements for sitting for the certification examination for school administrators and shall identify the passing scores required on such examination.

Source: SL 2003, ch 104, § 1; SL 2003, ch 272, § 63; SL 2004, ch 133, §§ 1, 6, 7.

ARSD 24:15:01:01. Definitions. Terms used in this article mean:

(1) "Accredited," having met the standards of the National Council for Accreditation of Teacher Education or one of the six regional accrediting agencies: North Central Association, New England Association, Middle States Association, Southern Association, Northwest Association, and Western Association;

(2) "Administrator," an individual who has completed an approved graduate program for principals, school superintendents, special education directors, or curriculum directors at an accredited institution and has been issued a South Dakota certificate;

(3) "Advanced certification," certification that is granted to an individual who has obtained a master's, doctorate, or specialist degree, or National Board Certification;

(4) "Alternative certification," a process of completing an approved education program for teachers or a professional development plan for alternative certification while employed in a South Dakota school system accredited by the department;

(5) "Approved education endorsement program," a sequence of courses and experiences completed at a minor level or less that meets preparation standards in article 24:16;

(6) "Approved education program," a sequence of courses and experiences requiring completion of a degree with a major or its equivalent that meets preparation standards of article 24:16 or preparation standards of other states' educational agencies;

(7) "Authorization," official indication on a certificate of the holder's preparation in a subject/area and age/grade span;

(8) "Certificate," document granted by the state of South Dakota that provides official recognition of completion of all necessary preparation requirements and authorizes the holder to perform educational services;

(9) "Certifying officer," the official from an accredited institution with approved education programs who is authorized to verify completion of preparation requirement and recommend certification;

(10) "Department," South Dakota Department of Education;

(11) "Instructor," an individual who has not completed an approved education program for teachers, except for those who are qualified pursuant to subdivision 24:15:03:02(3), and has been issued a South Dakota certificate;

(12) "Lapsed certificate," a certificate which has been allowed to expire without making application that establishes eligibility for renewal by October 1 of the year of expiration;

(13) "Renewal credit," credit that is approved by the department that may be used for certificate renewal;

(14) "School service specialist," an individual who serves as a school counselor, a school social worker, school psychologist, school psychological examiner, school speech/language pathologist, school library media specialist, or business official and has been issued a South Dakota certificate;

(15) "Stand-alone certificate," a certificate issued to an individual who does not have teacher preparation and who is restricted to the area of authorization indicated on the certificate;

(16) "State certification exam," an assessment of content and pedagogical knowledge required in article 24:16 with passing scores established by the Board of Education;

(17) "Teacher," an individual who has completed an approved education program for teachers at an accredited four-year institution or a professional development plan for alternative certification and has been issued a South Dakota certificate;

(18) "Transcribed credit," credit issued on a college or university transcript.

Source: 24 SDR 160, adopted May 8, 1998, effective September 1, 2000; 28 SDR 43, effective August 23, 2001; SL 2003, ch 113, § 1, effective July 1, 2003; 30 SDR 26, effective September 3, 2003; 31 SDR 43, effective October 3, 2004; 31 SDR 129, effective March 22, 2005; 32 SDR 145, effective March 14, 2006; 33 SDR 55, effective October 2, 2006; 34 SDR 322, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-1 to 13-42-4.

ARSD 24:15:03:03. Two-year certificate. The department may issue a two-year nonrenewable certificate to an applicant who has been offered employment by a South Dakota state accredited school system. In addition, a two-year certificate may be issued if the applicable preparation has been completed within the last five years and if:

(1) Applicant has completed an approved education endorsement program in driver education, American Sign Language, Braille, Lakota languages, or junior ROTC; or

(2) Applicant has completed a teaching program or an alternative certification program in another state; or

(3) Applicant is filling a school's confirmed need in a subject/area, has at least a bachelor's degree in that subject/area or a related area, and seeks alternative certification; or

(4) Applicant has been offered employment in 7-12 career and technical education and meets the requirements of career and technical education alternative route to certification.

Source: 24 SDR 160, adopted May 8, 1998, effective September 1, 2000; 27 SDR 32, effective October 11, 2000; 32 SDR 41, effective September 11, 2005; 34 SDR 322, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-1 to 13-42-4.

ARSD 24:15:04:01. Eligibility. The department shall administer a program that provides an alternative route to certification, herein referred to as "alternative certification," for qualified candidates who are seeking alternative certification in accordance with § 24:15:03:03. The alternative certification program is limited to 7-12 or K-12 age/grade span authorizations issued at the approved education program level. To be eligible for the program, a person must meet the following requirements:

(1) Holds a bachelor's degree or higher, with the bachelor's degree obtained at least two years prior to admittance into the alternative certification program;

(2) Has maintained an overall grade point average of 2.5 or higher on an undergraduate transcript;

(3) Holds a college major in the subject area to be taught or has five years' experience in a related field, as determined by the department;

(4) Has an offer of employment from a South Dakota accredited school system that operates a mentoring program approved by the department;

(5) Submits to a criminal background investigation pursuant to SDCL chapter 13-10;

(6) Adheres to the Code of Professional Ethics pursuant to chapter 24:08:03, as adopted by the Professional Teachers Practices and Standards Commission;

(7) Completes a screening interview with school personnel and the department's program coordinator; and

(8) Effective July 2005, submits to the department an official copy of all test scores including any subtest scores provided by the testing company on the state certification exams for each subject or area authorization and for the pedagogy exam for each age or grade span in which the alternative certification applicant will be certified.

Source: 29 SDR 30, adopted August 23, 2002, effective July 1, 2003; 30 SDR 26, effective September 3, 2003.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-1 to 13-42-4, inclusive.

ARSD 24:15:04:02. Program description. The alternative certification program shall consist of on-the-job classroom training during the school year (2 semesters), mentorship during the on-the-job training, an orientation program provided by the employer, and six semester hours of education coursework in pedagogy and related fields of the education school curriculum based on the core standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC). The program shall be delivered by an accredited college or university with an approved program or endorsement program in the discipline and coordinated with the department and the employing school system.

Source: 29 SDR 30, adopted August 23, 2002, effective July 1, 2003.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-1 to 13-42-4, inclusive.

ARSD 24:15:04:03. Recommendation for certification. Candidates will be granted a two-year certificate upon meeting the requirements of § 24:15:04:01. The department may issue a one-year certificate to eligible persons who do not meet the program requirements of § 24:15:04:02 at the end of the two-year period. At the conclusion of the program, the department shall determine whether to certify the candidate, based upon successful completion of coursework with at least a grade of "C", a cumulative 2.5 grade point average on a 4.0 scale, a passing score on an examination in the subject they will teach, and written recommendations from the candidate's mentor team.

Source: 29 SDR 30, adopted August 23, 2002, effective July 1, 2003; 31 SDR 178, effective May 24, 2005.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-1 to 13-42-4, inclusive.

ARSD 24:15:05:01. Definitions. Terms used in this article mean:

- (1) "Department," South Dakota Department of Education;
- (2) "State certification exam," an assessment of content and pedagogical knowledge required in article 24:16 with passing scores established by the Board of Education;
- (3) "Teach For America," is a national teacher corps that recruits outstanding recent college graduates of all academic majors to commit two years to teach in low-income rural and urban communities;
- (4) "Corps member," is a Teach For America member who is an outstanding recent college graduate from any academic major who commits two years to teach in a low-income rural or urban community.

Source: 30 SDR 158, effective April 18, 2004.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-1 to 13-42-4, inclusive.

ARSD 24:15:05:02. Eligibility. Teach For America, in coordination with the South Dakota Department of Education, shall administer a program that provides an alternative route to certification, in accordance with § 24:15:03:03. The Teach For America alternative certification program is inclusive of K-8, 7-12, and K-12 age/grade span authorizations issued at the approved education program level. To be eligible for the program, a person must meet the following requirements:

- (1) Holds a bachelor's degree or higher;
- (2) Has maintained an overall grade point average of 2.5 or higher on an undergraduate transcript;
- (3) Submits to a criminal background investigation pursuant to SDCL chapter 13-10;
- (4) Adheres to the Code of Professional Ethics pursuant to chapter 24:08:03, as adopted by the Professional Teachers Practices and Standards Commission; and
- (5) Completes a screening interview with Teach For America and an interview with the school district;
- (6) Completes the intensive Teach For America application process and is accepted into the Teach For America program;

(7) Meets the requirements for "highly qualified teacher" status by taking and earning a qualifying score on state certification exams for each subject or area authorization in which the corps member may be certified in order to prove the corps member's competency if the corps member is placed in a core content area outside of the corps member's undergraduate preparation.

Source: 30 SDR 158, effective April 18, 2004.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-1 to 13-42-4, inclusive.

ARSD 24:15:05:03. Program description. The Teach For America two-year alternative certification program requires corps members to:

(1) Participate in the comprehensive, classroom-focused pre-service summer training institute provided by Teach For America; and

(2) Participate in a local regional orientation at the assigned school district; and

(3) Complete six semester hours of education coursework in pedagogy and related fields of the education school curriculum based on the core standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC). The program shall be delivered by an accredited college or university with an approved program or endorsement program in the discipline and coordinated with the department and the employing school system; and

(4) Complete three renewal or transcribed hours of South Dakota Indian Studies and three renewal or transcribed hours of Human Relations; and

(5) Participate in an on-the-job classroom mentorship in collaboration with other Teach For America corps members under the guidance of Teach For America and the employing school district for the duration of the two years; and

(6) Effective July 1 after the second year of teaching, the corps member must take the content test, if not taken prior, and must earn a qualifying score on the pedagogy exam for each age or grade span in which the alternative certification corps member will be certified. All test scores, including any subtest corps provided by the testing company for both the content and pedagogy test must be submitted to the department.

Source: 30 SDR 158, effective April 18, 2004; 33 SDR 55, effective October 2, 2006.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-1 to 13-42-4, inclusive.

ARSD 24:15:05:04. Recommendation for certification. At the conclusion of the two-year program, the department shall determine whether to certify the candidate, based upon successful completion of coursework with at least a grade of "C", a cumulative 2.5 grade point average on a 4.0 scale, and a passing score certification exam for each subject or area authorization and for the pedagogy exam for each age or grade span in which the Teach For America applicant will be certified.

Source: 30 SDR 158, effective April 18, 2004.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-1 to 13-42-4, inclusive.

ARSD 24:15:08:01. Eligibility. The department shall administer a program that provides an alternative route to career and technical education certification, herein referred to as "CTE alternative certification," for qualified candidates. The CTE alternative certification program is limited to 7-12 CTE authorizations. To be eligible for the program, a person must meet the following requirements:

(1) Hold an Associate of Applied Science (A.A.S. degree) or equivalent in a CTE related field, or 4,000 hours of work experience in a CTE related field, or a combination of work experience and coursework, or national certification;

(2) Have an offer of employment from a South Dakota accredited school system;

(3) Submit to a criminal background investigation to SDCL chapter 13-10;

(4) Adhere to the code of professional ethics pursuant to chapter 24:08:03, as adopted by the Professional Teachers Practices and Standards Commission.

Source: 34 SDR 322, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

ARSD 24:15:08:02. Program description. The CTE alternative certification program shall consist of participation in and completion of state approved:

(1) Mentorship program;

(2) Professional learning communities;

(3) Professional development or coursework in classroom management, instructional strategies/differentiating instruction, and assessment; and

(4) Professional portfolio demonstrating a comprehensive assessment of teaching performance.

Source: 34 SDR 322, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

ARSD 24:15:08:03. Recommendation for certification. A candidate for CTE alternative certification may receive a two-year provisional certificate upon meeting the eligibility requirements specified in § 24:15:08:01. The department may issue a five-year CTE certificate upon completion of the CTE alternative certification program and written recommendation from local administration.

Source: 34 SDR 322, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

ARSD 24:41:01:01. Definitions. Terms used in this article mean:

(1) "Alternative certification," the process of completing an approved education program for teachers or a professional development plan for alternative certification while employed in a South Dakota school system accredited by the department;

(2) "Beginning teacher," a person who possesses a teaching certificate issued by the State of South Dakota, is employed at least half-time by a school district, and has taught fewer than 90 consecutive days, or 180 days total, as a certified teacher;

(3) "Formal assistance," a program provided by a mentor teacher to a beginning teacher that includes direct classroom observation and consultation, assistance in instructional planning and preparation, support in implementation and delivery of classroom instruction, and other assistance intended to enhance the professional performance and development of the beginning teacher;

(4) "Mentor teacher," shall:

(a) Have at least five years verified teaching experience with at least one of those years being within the past seven years; or

(b) Have at least five years teaching experience and can document experience within the past seven years in an educational field relative to the five Core Propositions of the National Board Professional Teaching Standards; and

(c) A valid or expired teaching certificate or license.

Source: 30 SDR 26, effective September 3, 2003.

General Authority: SDCL 13-1-12.1, 13-43-55.1.

Law Implemented: SDCL 13-1-12.1, 13-43-55.1.

ARSD 24:41:02:01. Scope. The mentoring program shall provide eligible beginning teachers in both alternative certification programs and new graduates with sustained support from a formally assigned mentor teacher.

The formal assignment of mentor teachers who have demonstrated mastery of teaching skills and subject matter knowledge is intended to substantially improve the recruitment, retention, and professional growth of beginning teachers in the state as well as provide mentor teachers with additional and valuable opportunities to enhance their own professional growth.

Source: 30 SDR 26, effective September 3, 2003.

General Authority: SDCL 13-1-12.1, 13-43-55.1.

Law Implemented: SDCL 13-1-12.1, 13-43-55.1.

ARSD 24:41:03:01. Guidelines. The guidelines for implementation of a mentoring program within a district are as follows:

- (1) Formal assistance is provided by a mentor teacher to a beginning teacher;
- (2) Any district may apply to the Department of Education for participation in the beginning teacher support program;
- (3) To the extent feasible, school districts may coordinate with institutions of higher education in the design, implementation, and evaluation of mentorship programs;
- (4) A participating district must have a plan for a mentoring program.

Source: 30 SDR 26, effective September 3, 2003.

General Authority: SDCL 13-1-12.1, 13-43-55.1.

Law Implemented: SDCL 13-1-12.1, 13-43-55.1.

ARSD 24:43:13:01. Eligibility. The department shall administer a program that provides a route to certification for individuals lacking proper certification as a principal or superintendent.

Source: 35 SDR 48, effective September 10, 2008.

General Authority: SDCL 1-45-13, 13-1-12.1, 13-3-1.4, 13-3-47, 13-42-28.

Law Implemented: SDCL 13-13-18.

ARSD 24:43:13:02. Waiver request. The school board president shall submit in writing a request to hire an individual lacking proper certification as a principal or superintendent to the secretary of education. Upon approval, the individual must complete a plan of intent to be on file with the Department of Education to include:

(1) The intent to complete either a principal endorsement/program or superintendent endorsement/program within three years from the year of hire; or

(2) The intent to take and pass the Praxis II Educational Administrative Leadership test allowing continuance in the current capacity as a principal or superintendent for an additional three years; or

(3) The intent to retire within a year in the current capacity as a principal or superintendent; or

(4) The intent to update a lapsed certificate by taking the exam under the following conditions;

(a) The individual must take the exam and submit a passing score to the Department of Education. The updated certificate is valid for only two years from the year of hire;

(b) A passing score on the exam recertifies the individual. The individual must then complete the six hours of coursework required for renewal.

Source: 35 SDR 48, effective September 10, 2008.

General Authority: SDCL 1-45-13, 13-1-12.1, 13-3-1.4, 13-3-47, 13-42-28.

Law Implemented: SDCL 13-13-18.

Section D (2) (ii)

Proposed Teacher Evaluation Legislation

Sample Teacher Evaluation Instrument

State of South Dakota

EIGHTY-FIFTH SESSION
LEGISLATIVE ASSEMBLY, 2010

400R0244

SENATE BILL NO. 24

Introduced by: The Committee on Education at the request of the Department of Education

1 FOR AN ACT ENTITLED, An Act to establish standards for teaching, to require an annual
2 teacher evaluation, and to provide for the development of a model evaluation instrument.

3 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF SOUTH DAKOTA:

4 Section 1. The Board of Education shall, no later than January 1, 2011, promulgate rules
5 pursuant to chapter 1-26 to establish standards for teaching in South Dakota public schools. The
6 standards shall define the expected performance of teachers at three levels: beginning teachers,
7 professional teachers, and instructional leaders. The standards shall include a mentoring
8 program to provide the necessary support for first, second, and third-year teachers.

9 Section 2. Any public school district seeking state accreditation shall evaluate the
10 performance of each certified teacher annually.

11 Section 3. A work group appointed by the secretary of education shall provide input in
12 developing the standards and shall develop a model evaluation instrument that may be used by
13 school districts. The work group shall consist of the following:

14 (1) Three teachers: one from an elementary school, one from a middle school, and one
15 from a high school;



1 (2) Three principals: one from an elementary school, one from a middle school, and one
2 from a high school;

3 (3) Two superintendents;

4 (4) Two school board members;

5 (5) Four parents who have students in various levels of the K-12 system:

6 (6) One representative of the South Dakota Education Association; and

7 (7) One representative of the School Administrators of South Dakota.

8 Section 4. The standards shall be the foundation to create and implement a tiered licensure
9 system that shall define the performance measures to move from one level to the next. The
10 standards shall be developed by June 30, 2011, with implementation delayed until June 30,
11 2013, pursuant to § 13-42-4.

12 Section 5. The provisions of section 2 of this Act are effective July 1, 2013.



Purpose of a Teacher Evaluation Instrument

The SD DOE recognizes that to date, there has been little standardization, rigor, or meaningful results to teachers or their students through existing teacher evaluation instruments. The state proposes to work with a vendor experienced in teacher evaluation, and with other State Agencies and educators, to design, develop, and implement a standardized means of evaluating teachers to identify effective teaching in order to inform decisions regarding employment, compensation, professional growth, and other factors.

The design, development, and implementation of an effective evaluation program will adhere to the following principles.

- ▣ Use of multiple measures to provide well-rounded evidence of teaching effectiveness
- ▣ Inclusion of data on student growth as one of the measures
- ▣ Inclusion of South Dakota educators in all stages of design, development, and implementation
- ▣ Use of research-validated evaluation instruments and research-validated measurement approaches
- ▣ Strengthening of district capacity to evaluate teaching effectiveness coupled with a system of monitoring and quality control to provide fairness and rigor
- ▣ Generation of actionable feedback for the teacher, school, and district
- ▣ Transparency of the process and the criteria used for judging effectiveness
- ▣ Design of processes that will work for the diverse range of South Dakota' geographic settings
- ▣ Alignment of teacher preparation with effectiveness standards: after the in-service evaluation program is in place, we will develop policies and standards for pushing the strongest effectiveness practices and indicators into preparation and certification requirements.

I. EVALUATION DEVELOPMENT

EVALUATION DESIGN TEAM (EDT)

Design and Development (Years 1-2)

We envision working with a consortium of other State Education Agencies, under the guidance of an experienced expert in educator evidence-based assessment and evaluation.



Involvement of South Dakota stakeholders. In every step of the process — from development, to piloting, to implementation — South Dakota educators will work with assessment and psychometric specialists to make critical decisions.

The EDT will consist of representative stakeholders who reflect all relevant professional populations for this evaluation, including, but not limited to: practicing teachers, practicing principals, practicing superintendents, faculty from approved teacher preparation programs. In addition, we recommend that a set of diversity requirements be followed in recruiting for the EDT. We suggest that the EDT reflects the following forms of diversity:

- ▣ Stakeholder groups: teachers, school and district administrators
- ▣ Geographic regions state-wide
- ▣ Small and large districts
- ▣ Developmental levels and content areas taught
- ▣ Gender
- ▣ Race/ethnicity
- ▣ Years of experience

The EDT will be responsible for:

- ▣ Agreeing on a set of frameworks for teacher practice to guide the design Determining how to group the frameworks for measurement Designing the evaluation
- ▣ Trying out the evaluation
- ▣ Assisting in recruitment for the piloting of the evaluation
- ▣ Formatively scoring the pilot responses
- ▣ Refining the final evaluation iteration

Agreeing on a framework and a set of measures to be used. Assisted by outside experts in teacher assessment and evaluation, SD DOE staff, staff from other State Education Agencies, and the stakeholder advisory group will review recent research related to teacher evaluation and make good decisions about the best set of instruments to work with as “multiple measures.”

We anticipate that the following types of evidence will definitely be included in the evaluation:

- ▣ Student achievement data
- ▣ Classroom observation
- ▣ Teacher planning, instructional, and assessment artifacts
- ▣ Student work
- ▣ Teacher and student reflection



Other possible measures include student survey, pedagogical content knowledge exercises, evaluation of teacher assignments and assessments, and documentation of teacher contributions not covered by other instruments.

For student achievement data, the state will use a growth model based on student assessment results for those teachers teaching in the grades and subject areas covered by such assessments. For high school teachers in courses covered by our current and planned end-of-course assessments, we will develop a statistical model for measuring the student achievement in those courses. For those teachers outside grades and subjects covered by standardized student tests and end-of-course assessments, we will explore several possibilities:

- ▣ Newly developed assessments used in common courses within districts (and/or regions or states)
- ▣ A protocol that requires teachers to submit in portfolio-type style their course objectives tied to the assessment framework for one or more courses a year and student achievement evidence that shows mastery of the course objectives.

Evaluation measure: We will use observation instruments with proven validity, based on a strong research-based foundation, to set a baseline measure of practice, to generate feedback on performance, to assist teachers in building plans to strengthen their performance and that of their students. We will look very closely at the type of feedback provided to teachers that each of the validated instruments can provide. We are not looking for an instrument that yields simply a single "score," but instead we seek an instrument that will lead to feedback for teachers that they and their administrators can actually use to plan for improvement in their teaching.

Providing educative feedback: A key outcome of the evaluation will be feedback to the teachers evaluated. Teachers will be provided with both written and verbal feedback on their strengths and on areas where improvement is needed. Our intention is that teachers will use that feedback to plan professional growth experiences directly targeted to their own professional needs and to the needs of their students. In addition, we intend that teachers will receive information to help guide them into possible leadership opportunities. A teacher may be weak in one area and strong in others. While working to strengthen the weak areas of practice, the teacher can also be using their own expertise to help strengthen the practice of others.

II. PILOTING

Piloting (years 2 and 3)

It is critical to put major effort into piloting the evaluation system before implementing it for high stakes. This new system of teacher effectiveness evaluation is targeted to be a solution that teachers and administrators can agree is fair, consistent, and reflective of a solid definition of teacher effectiveness, so it is critical to test all the assumptions, tools, and processes that will go into the design and development.

Piloting the instruments and processes. We will need to conduct two kinds of pilots. First we need to pilot in order to test the design and the measures and processes themselves. We will



need to pilot the system in a variety of settings and will consult with measurement experts to design a solid sampling plan for the pilots. We plan for this piloting to be completed within a year after the design and development are completed. We will seek to involve as many districts as feasible so that we help educate the South Dakota education community about the system as we test and refine the system before implementation.

Pilot in each state. Second, it is important that each state pilot the system before it is implemented operationally. We believe that having a “no-fault” year to try it out will assist in the buy-in and change management process. It will also help work out logistical and responsibility issues that arise in various regions and districts.

STANDARD SETTING

We would recommend conducting the standard setting study to determine levels of proficiency, to determine pay-for-performance criteria. Administration and Operations

III. IMPLEMENTATION

Implementation (years 3 and 4)

A. OBSERVATION PROTOCOLS

Processes for using the evaluation measure. We will work with an assessment vendor to design the processes that will support strong use of the evaluation instrument. We need to ensure the rigor of enforcing evaluator qualifications, training the evaluators, and making sure that evaluators stay calibrated to the scoring rubrics.

We plan to institute the following overarching scoring protocols for each assessment component:

- two observations of each teacher per school year, with two trained observers evaluating the collected data
- observations to be completed by trained observers at two different points in time
- conferencing with the teacher to share results and feedback

B. OBSERVER TRAINING

Observers should be trained rigorously in the following areas:

- observation protocols
- bias awareness
- the rubric and other observation materials
- taking good notes
- assigning an evaluative rating



C. QUALIFYING AND CALIBRATION

After training is conducted each session, observers will have to score qualifying cases. We suggest a model in which scorers would have to hit the exact score point for a certain number of the criteria within the entry over multiple entries in order to qualify to live score.

We will work with an assessment organization to conduct on-going monitoring of the evaluations so that we are sure that the evaluation rubrics are being applied consistently and fairly. This may take the form of video-taping some of the classroom sessions and having non-district trained evaluators apply the rubric, for auditing purposes. This will provide a check on the way district personnel are applying the rubric so that the state can have confidence that the evaluation instrument is being applied consistently throughout the state. This quality-check process also will allow us to provide evaluators with feedback on their evaluation work and encourage them to seek additional training and explanations as they get comfortable with their role in evaluating teachers on their effectiveness.

D. REPORTING

TEACHER EVALUATION REPORTS: FEEDBACK

Design of feedback reports. During the design and development stage, we will design the feedback to teachers, schools, and districts based on the effectiveness measures we will be collecting. The emphasis will be on clarity and applicability: is the information understandable, and does it point to strengths and to directions for improvement? We will also strive to integrate and combine information from different measures, e.g., show student achievement data juxtaposed with evaluation measures in a way that will help teachers make a connection between their classroom practice and how their students are performing in particular areas.

SD DOE REPORTS

The SD DOE should be able to view individual teacher results as well as aggregated reports, including reports that provide disaggregated data through various demographic factors. The SD DOE may also want to request access to a data tool with which they would be able to access the data to create unique reports as needed.

II. COST ESTIMATES

We are estimating costs for development and implementation of this model in the chart below.

Cost Range – General Model	
Work Component	Cost
Development	\$300,000 (estimate) depending on model - \$75,000 to \$400,000
Delivery	\$200 - \$400 per candidate (estimate)

This range depends on the number of states involved in the development process.



III. TIMELINE

We are planning on three overlapping phases in the design, development, and implementation process:

- Design and Development (Years 1-2)
- Pilots (Years 2-3)
- Implementation (Years 3-4)

Section D (2) (iii)

Sample Principal Evaluation Instrument



Purpose of a Principal Evaluation

The South Dakota Department of Education (SD DOE) seeks to strengthen its existing principal evaluation requirements and processes by working with an experienced evaluation vendor and appropriate stakeholders to bring a level of standardization to the processes now used for annual Principal evaluation. By standardizing these processes, the State has a level playing field through which it can hold Principals accountable to a common standard. In addition, to comply with Race to the Top requirements, this evaluation process will include a scoring system that rewards Principals who comply with the process and who score in the top ~~XX~~ percentile of the evaluation system, percentile to be determined by a standard setting study process at the end of the first operational cohort evaluated.

A. EVALUATION DESIGN TEAM (EDT)

There are three possibilities for developing or adopting an evidence-centered evaluation of Principal performance that SD DOE will consider. These include:

1. The SD DOE will designate a group of stakeholders to participate in a Evaluation Design Team, working with vendor facilitators on a national assessment;
2. The SD DOE will adopt an existing assessment and pay a vendor to implement it
3. The SD DOE will work with a vendor to develop a South Dakota-specific assessment.

Regardless, the Evaluation Design Team will work to either design or refine the assessment for use in South Dakota. The job of the Evaluation Design Team is to decide what evidence (within the constraints imposed by the general design of the program in terms of requirements, testing time, number of tasks to be given, etc.) would demonstrate that candidates have achieved the knowledge and skills required. Because requirements for Principal evaluation must be equally rigorous for all candidates, the EDT must refer back often to the general propositions so that there is consistency in scoring.

The EDT will be responsible for:

- Unpacking the standards or frameworks on which the assessment will be based
- Determining how to group the standards for measurement in the evaluation instrument
- Designing the evaluation instrument
- Trying out the instrument
- Assisting in recruitment for the piloting of the instrument
- Formatively scoring the pilot responses
- Refining the final evaluation iteration

The EDT will consist of representative stakeholders who reflect all relevant professional populations for this evaluation instrument, including, but not limited to: practicing teachers,

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EDUCATION**



practicing Principals, practicing Superintendents, faculty from approved Principal preparation programs, members of local Boards of Education who employ Principals. In addition, we recommend that a set of diversity requirements be followed in recruiting for the EDT. We suggest that the EDT reflects the following forms of diversity:

- Regional across the state
- Gender
- Race/ethnicity
- Developmental levels of schools served (elementary, middle, secondary)
- Years of experience

Evaluation Design Vision

We propose an evaluation system that includes the following design guiding principles:

- A research-based methodology for the evaluation design process
- Multiple measures over time
- Job-embedded performance activities
- Progress made on the state assessment, or its equivalent
- Principal interaction with individual teachers, number to be determined, with whom the Principal has elected to work during the course of the year for teacher professional growth
- Provides feedback to the Principal evaluated
- Scoring by at least two trained scorers, including supervisors and peers

In implementing such an evaluation system, we envision that the Principal will work with his/her Supervisor during the summer months to complete a **Needs Analysis** activity. The results of the Needs Analysis will be used to inform the currently required long-term professional growth plan, as well as to formulate an **Action Plan** for the coming year. The Action Plan should directly address school or teacher needs, for which the Principal is responsible, according to the standards. Addressing the points in the Action Plan should be a natural harvest of the Principal's work.

The Principal will implement the Action Plan during a designated period of time throughout the school year with periodic input from his/her Supervisor; we would also suggest that the SD DOE consider requiring the Principal to work with a Professional Growth Team, (PGT), consisting of the Supervisor, a colleague, and a teacher. The PGT would serve as an advisory group to the Principal throughout the year, as the Principal enacts his/her Action Plan.

As the Action Plan is carried out, the Principal will collect evidence of what he/she has done to address its key points. This evidence will be collected through documentation, input from staff/colleagues, and supervisor observation. Documentation may include assessments, assessment data, teacher retention data, attendance data, disciplinary data, community interactions, financial data, plant data. This evidence will be submitted electronically on an on-going basis, as components of the Action Plan are completed. The Principal will determine when to submit evidence, based on completedness and on the 'due date' for the evaluation.

Through this process, the Principal will be targeting need areas for his/her own practice and for his/her school, and addressing those needs. The Principal will grow as a result of this process and will improve the school at the same time.



B. PILOTING

As part of the development process, the evaluation instrument must be tried out prior to pilot testing. We recommend that a small group of stakeholders complete a small-scale, no-fault pilot, referred to as a tryout.

After changes are made to the tasks and rubrics as a result of the tryout, the process would then proceed to the more formal piloting stage. It is important that the pilot participants are diverse in terms of gender, race/ethnicity, teaching setting, and geographic location to support a pool of performances that will maintain the integrity of the formative scoring session.

Due to the nature of the demands of completing an evaluation, it is important to over-recruit; past experience tells us that many who commit to participating in the pilot will not complete the entry after beginning the process. To proceed with the formative scoring session, it would be necessary to receive approximately 100 responses.

C. STANDARD SETTING

We would recommend conducting the standard setting study to determine a passing standard, and subsequent levels to determine pay-for-performance criteria, on the first operational cohort. This means that standard will be set on the first group of live candidates to use the evaluation instrument.

II. ADMINISTRATION AND OPERATIONS

The following services would need to be fulfilled in order to administer and maintain an assessment program of this kind:

- website maintenance
- platform for submission of evidence
- platform for score inputting
- platform for score reporting
- data tool
- creation and updating of all documentation
- stakeholder communication
- scorer training
- scoring protocols
- scoring monitoring
- psychometric design
- data analysis



A. WEB SITE

The assessment vendor would develop and maintain an informational website that could include areas for Principals, and other stakeholders identified by the SD DOE. This website would also serve as the location where the Principals would submit their entries, where scorers would conduct scoring and feedback generation, where candidates would view their scores and feedback, where institutions would view their candidates' performance data and generate reports, and where the SD DOE would view performance data and generate reports.

B. SCORING PROTOCOLS

We plan to institute the following overarching scoring protocols:

- ▣ one scoring window per school year
- ▣ scoring to be completed in two-member scoring teams consisting of the Principal's Superintendent, a Principal peer, and/or a teacher
- ▣ individual scoring by the two team members, followed by discussion and consensus on each rubric point with an adjudication process built in should consensus not be reached
- ▣ conferencing with the Principal to share consensus scores and feedback

C. SCORING WINDOWS

We would suggest that all Principals submit their evaluation evidence in a single scoring submission window each year. This will serve two critical purposes:

1. allow for a standardized period of time for all Principals to have in which to work on their submission
2. keep scoring costs down by not having to run multiple scoring sessions, should the SD DOE decide to use a centralized scoring model for the evaluations

D. SCORER TRAINING

Scorers should be trained centrally. After the first cadre of scorers is trained in person, we recommend an annual in-person training session for new scorers only. In addition, all scorers should participate in virtual training sessions yearly.

Scorers should be trained in the following:

- ▣ scoring protocols
- ▣ bias awareness
- ▣ the evaluation component they are scoring
- ▣ the rubric for that component
- ▣ taking good notes



- ▣ assigning scores

E. QUALIFYING AND CALIBRATION

After training is conducted each session, scorers should have to score qualifying cases. We suggest a model in which scorers would have to hit the exact score point for a certain number of the criteria within the entry over multiple entries in order to qualify to live score. During live scoring, scorers could be fed seed cases – cases for which we know the score – randomly so that scoring leaders can check for scorer drift. Scoring leaders will have the ability to seed cases to specific scorers at particular times as well. If a scorer has not scored for a certain time period, they should have to recalibrate in order to live score again.

F. REPORTING

We suggest issuing score reports online to candidates, IHEs, and the SD DOE. All score reports should be formatted in accordance with SD DOE requirements.

CANDIDATE SCORE REPORTS: FEEDBACK

In keeping with the educative nature of evaluation, we suggest providing feedback to help Principals determine where they are strong and where they should focus efforts to further develop practice. We suggest providing feedback on the score reports that candidates receive.

INSTITUTIONAL SCORE REPORTS

IHEs who prepare Principals should be provided with information at the candidate level and with aggregated data on their cohorts for each Principal they prepare, should the SD DOE wish this.

SD DOE REPORTS

The SD DOE should be able to view individual Principal scores as well as aggregated reports, including reports that provide disaggregated data various demographic factors. The SD DOE may also want to request access to a data tool with which they would be able to access the data to create unique reports as needed.

G. OUTCOMES

Once scores are all verified, Principals will be rewarded based on performance. Principals who fail to meet a minimum requirement would be not be compensated. The results of the evaluation will be used by Principals in conducting their Needs Analysis for the following year, so that professional practice and growth are constantly evolving based on data and feedback.

III. COST ESTIMATIONS

We are estimating costs for development and implementation of this model in the chart below.

Cost Range – General Model	
Work Component	Range
Development	Estimated range, depending on model: \$75,000 to



	\$250,000
Delivery	\$300 - \$400 per candidate (estimate)

IV. TIMELINE

We are planning on three overlapping phases in the design, development, and implementation process:

- Design and Development (Year 1)
- Pilots (Year 2)
- Implementation (Years 3)

Section F (1)
State Funding Formula

State Aid to K-12 General Education Funding Formula

Synopsis: The amount of state aid provided to local school districts for general K-12 education is based on an equitable formula that starts with the same amount of funding per student. Small schools receive more money per student. The total amount of per-student funding for a school district is paid for by a combination of money raised by the school district through local property taxes and money raised by the state through statewide taxes. School districts also have other sources of revenue for general education beyond state aid.

Funding K-12 Education

South Dakota's current formula for funding K-12 education took effect Jan. 1, 1997. It begins with the premise that money spent on education should be based on how much it takes to educate a student. Previously, state aid to K-12 education had been based on an expenditure-driven formula.

In 2007, the South Dakota Legislature made several major changes to the formula, including:

- Changing the small school adjustment to be based on a fixed dollar amount
- Changing the way the formula counts students – moving to a fall count when enrollments are typically higher
- Using a two-year average to count students, in order to ease the financial impact of losing students
- Establishing one-time payments to districts with growing enrollments

Per-Student Allocation

The state aid formula starts with the same amount of money for each student's education. It is called a per-student

allocation. In 1997, the per-student allocation was set at \$3,350. By law, the per-student allocation is adjusted annually by the same rate as inflation (as measured by the Consumer Price Index) or 3 percent, whichever is less.

The following table shows the per-student allocation since the 2001-02 school year:

School Year	Per-Student Allocation	Percent Increase
2001-02	\$3,776	3
2002-03	\$3,889	3
2003-04	\$3,968	2.02*
2004-05	\$4,087	3.0*
2005-06	\$4,238	3.7*
2006-07	\$4,365	3
2007-08	\$4,529	3.8*
2008-09	\$4,642/\$4,664	2.5
2009-10	\$4,805	3.0

* % of increase is greater than CPI at Governor Rounds' request

The per-student allocation is not a spending cap on how much money a school can spend per-student for their education. The per-student allocation is the standard amount that can be raised through local property taxes and state aid.

Calculating the Number of Students

The state aid formula uses a fall enrollment count. State aid fall enrollment is essentially a school district's enrollment on the last Friday of September. This number includes students tuitioned out of the district and students who are enrolled less than full-time, but it does not include students for whom a district receives tuition.

The count of students for funding purposes uses either: 1) the prior year's state aid fall enrollment, or 2) the average of the state aid fall enrollment for the past two years, whichever is higher. The ability to average over a two-year period helps to soften the blow of declining enrollment.

Up until the 2007-08 school year, the state aid formula used an average daily membership number, which was not finalized until the school year was completed. The switch to counting students in the fall provides school districts with actual numbers for budgeting purposes. It also could benefit some districts in that many of them experience larger enrollments in the fall.

The Small School Adjustment

The state aid formula recognizes that economy of scale causes smaller school districts to incur higher costs to educate a student. An adjustment in the formula provides additional dollars to the state's small schools.

During the 2007 legislative session, legislators changed the small school adjustment to a *fixed* dollar amount per-student based on a sliding scale that declines as enrollment grows.

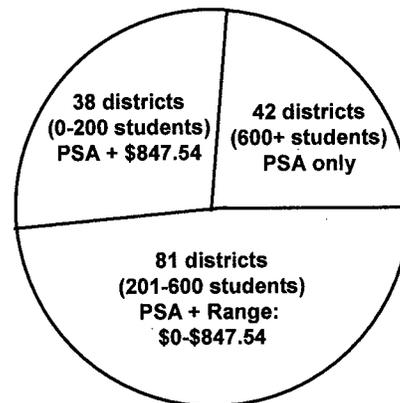
South Dakota had 161 school districts for the 2008-09 school year. To determine state aid funding, the districts are divided into the following size categories:

- 200 students or less,
- greater than 200 students but less than 600,
- 600 students or more.

Schools with 600 students or greater are assigned the basic per-student allocation. For 2009-10, the basic per-student allocation is \$4,805.

Every school district in South Dakota with fewer than 600 students is assigned an increase to its per-student allocation known as the small school adjustment.

For the 2008-09 school year, 119 school districts (74 percent) qualified for the small school adjustment and received more than the basic per-student allocation.



The smallest school districts, those with 200 or fewer students, received an additional \$847.54 to their per-student allocation.

School districts with more than 200 students but less than 600 students are assigned an increase to their per-student allocation on a sliding scale, ranging from the basic per-student allocation up to a maximum of \$847.54 per student.

Additional State Aid for Growing Districts

If a school district's current state aid fall enrollment increases by 5 percent or by a minimum of 25 students, the district is eligible for a one-time payment equal to 50 percent of the per-student allocation times the number of additional students. A district may not benefit from both growing enrollment and two-year averaging of their state aid fall enrollment. State aid will be calculated based on which is most beneficial to the school district.

Local Need

Local need is calculated by taking the school district's state aid fall enrollment and multiplying it by the per-student allocation, plus growing enrollment funds if applicable.

A hypothetical large school district example:

$$\begin{array}{r} 600 \text{ State aid fall enrollment} \\ \times \$4,805 \text{ Per-student allocation} \\ \hline = \$2,883,000 \text{ Local Need} \end{array}$$

A hypothetical small school district example:

$$\begin{array}{r} 200 \text{ State aid fall enrollment} \\ \times (\$4,805 + \$847.54) \text{ Per-student allocation} \\ \text{w/ small school adj.} \\ \hline = \$1,130,508 \text{ Local Need} \end{array}$$

Funding for Local Need

The money to pay for local need is raised through both local and state taxes.

The taxes to pay the local need are divided between money raised through school district taxes, called "local effort," and money from the state's budget raised with state taxes, called "state aid."

Determining Local Effort

The state Department of Revenue calculates the value of a school district's taxable

property, upon which local effort is raised through local property taxes.

The level of general education tax levy for school purposes is capped in law. School boards may "opt out" of the maximums if two-thirds of the board supports it. This decision is referable to a public vote, if 5 percent of the electorate signs a petition against the "opt out."

For taxes payable in 2010, school districts could levy a maximum of:

- 2.573 per thousand for agricultural property,
- 4.042 per thousand for owner-occupied property, and
- 8.656 per thousand for non-agricultural property.

The local effort is the amount of money raised by applying the maximum local property tax levies against the value of taxable property.

Determining State Aid

The amount of state aid provided to school districts is calculated by taking the total "local need" minus "local effort."

A hypothetical school district example:

$$\begin{array}{r} \$2,265,600 \text{ Local Need} \\ - \$1,081,284 \text{ Local Effort} \\ \hline = \$1,184,316 \text{ State Aid} \end{array}$$

Share of Funding

In recent years, state aid has paid for more than half of all local need. At the same time, property tax levies have decreased because of property tax relief.

School Year	State Share (state aid)	Local Share (local effort)
2000-01	52%	48%
2001-02	54%	46%
2002-03	51.47%	48.6%
2003-04	52.4%	47.8%
2004-05	52.9%	47.2%
2005-06	52.5%	47.5%
2006-07	52.5%	47.5%
2007-08	55.1%	44.9%
2008-09	56.4%	43.6%

Schools Receive Funds Through Other Sources

The state aid formula is not the only source of revenue for South Dakota schools. It is only one of more than 60 sources of revenue that local schools can use for educating students.

Some of the other revenue sources for general education include:

- federal grants
- gross receipts, bank franchise taxes
- rental income
- investment income
- fines

In 2007-08, these "other" sources of general revenue accounted for approximately \$1,396 per-student statewide over and above the per-student allocation. Not every district receives money through these "other" sources.

Schools also have other specialized funds to pay for certain education projects, including:

- revenue collected from local taxpayers for capital outlay and bond redemption, over and above the per-student allocation;
- federal, state and local funds for special education, over and above the per student allocation for special education students.

More Money for Sparse Districts

Recognizing the unique challenges faced by extremely rural, isolated schools, districts that meet the definition of "sparse" receive additional money outside of the formula. These districts are eligible for additional state dollars not to exceed \$123,750.

The criteria for meeting the definition of "sparse" include:

- State aid fall enrollment less than 500
- State aid fall enrollment per square mile of 0.5 or less
- School district area of 400 sq. miles or more
- Distance of at least 15 miles between a district's secondary attendance center and that of an adjoining district
- Must operate a secondary attendance center
- Levies the maximum levies for general fund purposes
- Has a general fund balance percentage of 30 percent or less

Calculation of this additional aid is outlined in SDCL 13-13-79.

For More Information

Susan Woodmansey
 South Dakota Department of Education
 700 Governors Drive
 Pierre, SD 57501
 Phone: (605) 773-4748

Section F (2)

Proposed Charter School Legislation

State of South Dakota
EIGHTY-FIFTH SESSION
LEGISLATIVE ASSEMBLY, 2010

400R0339 **SENATE BILL NO. 63**

Introduced by: The Committee on Education at the request of the Department of Education

FOR AN ACT ENTITLED, An Act to authorize the establishment of charter schools.
BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF SOUTH DAKOTA:

Section 1. Any applicant seeking to establish a public charter school shall submit a written application on a form prescribed by the Department of Education to a proposed sponsor as prescribed in section 3 of this Act. The application shall include a detailed business plan for the charter school, a mission statement for the charter school, a description of the charter school's organizational structure that shall include an advisory council with between five and nine members, a financial plan for the first three years of operation of the charter school, a description of the charter school's hiring policy, the name of the charter school's applicants and requested sponsor, a description of the charter school's facility and the location of the school, a description of the grades being served, an assurance that state content standards are addressed and federal and state academic accountability measures are met, and an outline of criteria designed to measure the effectiveness of the school.

Section 2. A charter school shall be a public, nonsectarian, nonreligious, nonhome based, and nonprofit school. No charter may be granted under this Act that would convert any existing

private, parochial, or nonpublic school to a charter school. A charter school shall be organized and operated as a division of its sponsoring school district. A school district may contract with a private company to operate the charter school.

Section 3. The sponsor of a charter school shall be the school board, as defined in chapter 13-8, of the school district in which the school resides. An applicant for a charter school shall submit its application to a school board. The school board shall either accept or reject sponsorship of the charter school within ninety days. Acceptance shall be based on the completeness of the application and whether the applicant demonstrates it can meet the mission of the charter. If the school board rejects the application, the school board shall notify the applicant in writing of the reasons for the rejection. The applicant may request, and the school board shall provide, technical assistance to improve the application, at which time the applicant may submit a revised application for reconsideration by the school board. No school board may sponsor a charter school solely for the purpose of maintaining a fall enrollment above the minimum fall enrollment pursuant to

§ 13-6-97.

Section 4. The charter of a charter school shall provide for the following:

(1) Compliance with federal, state, and local rules, regulations, and statutes relating to health, safety, civil rights, and insurance. The Department of Education shall publish a list of relevant rules, regulations, and statutes to notify charter schools of their responsibilities under this subdivision;

(2) That the charter school is nonsectarian in its programs, admission policies, employment practices, and all other operations;

(3) That the charter school provides a comprehensive program of instruction for at least a kindergarten program or any grade between grades one and twelve. However, a charter school may offer this curriculum with an emphasis on a specific learning

philosophy or style or certain subject areas such as mathematics, language arts, science, fine arts, performance arts, or world languages;

(4) That the charter school designs an approved method to measure pupil progress toward the academic content standards adopted by the Board of Education;

(5) That, except as otherwise provided in this Act and in its charter, the charter school is exempt from all statutes and rules relating to schools, governing boards, and school districts;

(6) That, except as otherwise provided in this Act, the charter school is subject to the same financial and electronic data submission requirements as any other school district;

(7) That the charter school has a uniform system of financial records that is subject to review by the auditor general to ensure that the provisions of the uniform system of financial records that relate to charter schools are in accordance with commonly accepted accounting principles used by private business. A school's charter may include an exception to the requirements of this subdivision if the school board determines the exception is necessary and if the Department of Education approves the exception;

(8) That the Department of Education or the auditor general may conduct financial, program, or compliance audits;

(9) Compliance with all federal and state laws relating to the education of children with disabilities in the same manner as a school district;

(10) That the charter school provides for an advisory council that is responsible for policy recommendations to the sponsoring entity; and

(11) That the charter school provides a minimum number of instructional hours pursuant

to § 13-26-1 unless the charter school is operating on an alternative calendar approved by its sponsor.

Section 5. Each applicant seeking to establish a charter school shall comply with the provisions of § 13-10-12. The criminal records check shall be completed before the issuance of a charter. Each person engaged in instructional work at a charter school directly as a classroom, laboratory, or other teacher or indirectly as a supervisory teacher, speech therapist, or principal shall comply with the provisions of § 13-10-12. No charter school may employ a teacher whose certificate has been revoked. All other personnel shall also comply with the provisions of § 13-10-12. Before employing a person, the charter school shall make documented, good faith efforts to contact previous employers of the person to obtain information and recommendations that may be relevant to the person's fitness for employment.

Section 6. A charter school shall keep on file the resumes of all current and former employees who, within the last three years, have

provided instruction to pupils at the charter school. Resumes shall include an individual's educational and teaching background and experience in a particular academic content subject area. Resumes of former employees shall be kept for no less than three years. A charter school shall inform parents and guardians of the availability of the resume information and shall make the resume information available for inspection on request of parents and guardians of pupils enrolled at the charter school. Nothing in this section requires any charter school to release personally identifiable information in relation to any teacher or employee including the teacher's or employee's address, salary, social security number, or telephone number.

Section 7. The charter of a charter school may be amended at the request of the advisory council of the charter school and on the approval of the sponsor.

Section 8. An approved plan to establish a charter school is effective for five years from the

first day of operation. At the conclusion of the first four years of operation, the charter school may apply for renewal. In addition to any other requirements, the application for renewal shall include a detailed business plan for the charter school. The sponsor may deny the request for renewal if, in its judgment, the charter school has failed to complete the obligations of the contract or has failed to comply with this Act. A sponsor shall give written notice of its intent not to renew the charter school's request for renewal to the charter school at least nine months before the expiration of the approved plan. A sponsor shall review a charter at two-year intervals and may revoke a charter at any time if the charter school breaches one or more provisions of its charter. At least ninety days before the effective date of the proposed revocation, the sponsor shall give written notice to the operator of the charter school of its intent to revoke the charter. Notice of the sponsor's intent to revoke the charter shall be delivered personally to the operator of the charter school or sent by certified mail, return receipt requested, to the address of the charter school. The notice shall incorporate a statement of reasons for the proposed revocation of the charter. The sponsor shall allow the charter school at least ninety days to correct the problems associated with the reasons for the proposed revocation of the charter. The final determination of whether to revoke the charter shall be made at a public hearing called for such purpose.

Section 9. After renewal of the charter at the end of the five-year period described in section 8 of this Act, the charter may be renewed for a successive period of five years if the charter school and its sponsor deem that the school is in compliance with its own charter and this Act.

Section 10. No school board or school district employee who has control over personnel actions may take unlawful reprisal against another employee of the school district because the employee is directly or indirectly involved in an application to establish a charter school. No school board or school district employee may take unlawful reprisal against an educational

program of the school or the school district because an application to establish a charter school proposes the conversion of all or a portion of the educational program to a charter school. As used in this section, the term, unlawful reprisal, means an action that is taken by a school board or a school district employee as a direct result of a lawful application to establish a charter school and that is adverse to another employee or an education program and:

- (1) With respect to a school district employee, results in one or more of the following:
 - (a) Disciplinary or corrective action;
 - (b) Detail, transfer, or reassignment;
 - (c) Suspension, demotion, or dismissal;

- (d) An unfavorable performance evaluation;
 - (e) A reduction in pay, benefits, or awards;
 - (f) Elimination of the employee's position without a reduction in force by reason of lack of moneys or work; or
 - (g) Other significant changes in duties or responsibilities that are inconsistent with the employee's salary or employment classification; or
- (2) With respect to an educational program, results in one or more of the following:
- (a) Suspension or termination of the program;
 - (b) Transfer or reassignment of the program to a less favorable department;
 - (c) Relocation of the program to a less favorable site within the school or school district; or
 - (d) Significant reduction or termination of funding for the program.

Section 11. Each charter school shall secure insurance for liability and property loss through the school's sponsoring entity.

Section 12. A charter school shall enroll all eligible pupils who submit a timely application,

unless the number of applications exceeds the capacity of a program, class, grade level, or building. A charter school shall give enrollment preference to pupils returning to the charter school in the second or any subsequent year of its operation. A charter school that is sponsored by a school board shall give enrollment preference to eligible pupils who reside within the boundaries of the school district where the charter school is physically located. If capacity is insufficient to enroll all pupils who submit a timely application, the charter school shall select pupils through an equitable selection process.

Section 13. A charter school may limit admission to pupils within a given age group or grade level. However, no charter school may limit admission based on academic potential or achievement, behavior records, ethnicity, national origin, religion, gender, sexual orientation, income level, disabling condition, proficiency in the English language, athletic ability, or special cost considerations with regard to the education of special needs students.

Section 14. A charter school may not admit any pupil who has been expelled from another educational institution or who is in the process of being expelled from another educational institution. Once a student is admitted to a charter school, the school is subject to and shall follow all procedures pursuant to chapter 13-32 regarding discipline and expulsion of the admitted student.

Section 15. If a teacher was granted a leave of absence by a public school district board of education prior to employment by a charter school, a teacher does not lose any right of certification, retirement status, salary status, or any other benefits provided by law, upon the teacher's return to the public school district.

Section 16. A teacher employed by a charter school who submits an employment application to the school district where the teacher was employed immediately before employment at the charter school shall be given employment preference by the school district if all of the following

conditions are met:

- (1) The teacher submits an employment application to the school district no later than three years or the length of the leave absence approved pursuant to subdivision (3) of this section, whichever is less, after ceasing employment with the school district;

(2) A suitable position is available at the school district; and

(3) The teacher requested and was granted a leave of absence prior to employment by the charter school.

Section 17. A charter school shall participate in the state retirement system.

Section 18. If a pupil who was previously enrolled in a charter school enrolls in a public school in this state, the public school shall accept credits earned by the pupil in courses or instructional programs at the charter school in a uniform and consistent manner and according to the same criteria that are used to accept academic credits from other public schools. A public school may refuse to admit any pupil who has been expelled from a charter school or who is in the process of being expelled from a charter school.

Section 19. Although it is the intent of this Act that any charter school organized pursuant to this Act be eligible to apply for and receive federal grant funding, nothing in this Act may be construed to imply the charter school is ineligible for federal or state funding to the same degree and pursuant to the same circumstances as any other public school. A charter school may receive local funding if approved by the sponsoring school board.

Section 20. Any enrolled student as defined in § 13-13-10.4 who attends a charter school created pursuant to this Act shall, for the purposes of distributing state aid to education, be counted in the fall enrollment of the school district in which the public charter school is located.

Section 21. Employee contracts of charter schools may not be collectively bargained.

Section 22. A charter school may choose to not renew a teacher's contract upon giving

written notice of nonrenewal by April fifteenth, but is not required to give further process or a reason for nonrenewal. Acceptance by the teacher of an offer from the charter school to enter into a new contract with the teacher shall be in the manner specified in the offer. Failure of the teacher to accept the offer in the manner specified constitutes the termination of the existing contract between the teacher and the charter school at the end of its term.

Section 23. Any charter school organized pursuant to this Act is subject to all public sector labor relations statutes not otherwise inconsistent with the provisions of this Act. School districts are not allowed to collectively bargain the number of charter schools allowed in a school district.

Section 24. Any charter school organized pursuant to this Act is subject to the same audit provisions that apply to any other public school.

Section 25. Any charter school organized pursuant to this Act shall provide an annual report to its sponsoring entity and to the Department of Education.

Section 26. The Department of Education shall initiate a pilot charter school for American Indian students from federally recognized tribes contingent on the department applying for and receiving a federal grant under the American Recovery and Reinvestment Act of 2009, Division A, Section 14006, Pub. L. No. 111-5 as amended to January 1, 2010.

Section 27. Any applicant seeking to establish the pilot charter school shall submit a written application to the South Dakota Board of Education. The application shall include the content described in section 1 of the Act.

Section 28. The South Dakota Board of Education may approve the application if it meets the requirements of this Act as specified in section 27 of this Act and may approve the charter if the applicant is qualified to operate the pilot charter school. If the board rejects the application, the board shall notify the applicant in writing of the reasons for the rejection. An

applicant may submit a revised application for reconsideration by the board.

Section 29. The pilot charter school shall meet the requirements described in sections 4, 5, 6, 7, 8, 9, 10, 14, 15, 16, 17, 18, 19, 21, 22, 24, and 25 of this Act.

Section 30. The pilot charter school is exempt from the requirements described in sections 2, 3, 11, 12, 13, 20, and 23 of this Act.

Section 31. The pilot charter school shall be a public, nonsectarian, nonreligious, nonhome based, and nonprofit school. No charter may be granted under this Act that would convert any existing private, parochial, or nonpublic school to the pilot charter school.

Section 32. American Indian students from federally recognized tribes shall be given enrollment priority at the pilot charter school. In its first year of operation, the pilot charter school may either enroll students on a first-come, first-served basis or through a lottery selection process if the total number of applicants exceeds the number of spaces available at the pilot charter school. In subsequent years of its operation, the pilot charter school shall give preference to:

(1) Students who have been admitted to the pilot charter school through an appropriate admission process and remain in attendance through subsequent grades; and

(2) Siblings of students already admitted to or attending the pilot charter school.

Section 33. Students enrolled at the pilot charter school shall be counted for fall enrollment by their resident school district. The resident school district shall remit the per student amount it receives to the pilot charter school.

Section F (3)

AIII Academy Implementation Timeline

Sample Programming AIII

Project Lead the Way Statute

AIII STEM and Health Academy Timeline for Implementation

	Communities	Professional Development/Programming	Private Sector Partnerships	Higher Education
Year 1 2010-11	<ul style="list-style-type: none"> • Begin collection of Ethnographic Data (PAST Foundation) • Dialogues w/Reservation populations and other communities with high numbers of under-performing students (PAST) • Marketing and information out to participating LEAs and students populations (Jan- May 2011) • Applications accepted and approved for first student cohort(May 2011) • Baseline evaluations of student learning and application of knowledge (August 2011) 	<ul style="list-style-type: none"> • Hire and begin intensive professional development of STEM Core Lead teachers • Development of Stem/Health transdisciplinary teaching/learning materials • Development and trials of assessments for applied learning for the AIII population, initially • Recruitment and professional development of teacher teams (e.g. Teach for America participants) – 13 weeks summer 2011 • Professional development in STEM transdisciplinary project-based teaching, at AIII site, for MS and HS teacher and principal teams from participating LEAs (July-Aug) • Professional development in STEM transdisciplinary project-based teaching at elementary schools in participating LEAs by Core Team teachers (Sept-May) 	<ul style="list-style-type: none"> • Host workshops for potential and current private and public sector partners. • Explain their role in extending opportunities to the AIII academy, its students, and the participating LEAs and their communities • Develop opportunities for internships 	<ul style="list-style-type: none"> • Development of partnership associations w/ SD Regent Universities: University of South Dakota; South Dakota State University; Black Hills State University; Northern State University; South Dakota School of Mines and Technology; Dakota State University • And four 2-year technical schools: Lake Area Technical Institute; Mitchell Technical Institute; Southeast Technical Institute; Western Dakota Technical Institute • Conduct workshops for potential graduate assistants in STEM and Health content areas • Conduct workshops for pre-service teachers in transdisciplinary, project-based STEM teaching and learning • Recruit Graduate assistants to work w/1st student cohort
Year 2 2011-12	<ul style="list-style-type: none"> • Community school study (PAST) • Assessment of community impact (PAST) • Marketing and information out to participating LEAs and students populations (Jan- May 	<ul style="list-style-type: none"> • Have full faculty and staff for 1st student cohort trained and in place (Aug 2011) • School launch for 1st student cohort – Aug 2011 • Professional development in 	<ul style="list-style-type: none"> • Continue outreach workshops for private/public sector partners • Assign internships to run through the school year and/or over the summer term 	<ul style="list-style-type: none"> • Continue the development of partnership associations w/ SD Regent Universities and four area 2-year technical schools • Conduct workshops for potential graduate assistants in

Year 4 2013-14	<ul style="list-style-type: none"> • Continuing assessment of community impact (PAST) • Marketing and information out to participating LEAs and students populations (Jan- May 2014) • Applications accepted and approved for third student cohort(May 2014) • Baseline evaluations of student learning and application of knowledge for new cohort(August 2014) • Evaluations student learning and application of knowledge (May 2014) 	<ul style="list-style-type: none"> • Recruit and train additional faculty and staff for 3rd cohort • Continue recruitment and PD protocol for professional development of teacher teams (e.g. Teach for America participants) – 13 weeks summer 2014 • Professional development in STEM transdisciplinary project-based teaching, at AIII site, for MS and HS teacher and principal teams from participating LEAs (July-Aug) • Professional development in STEM transdisciplinary project-based teaching at elementary schools in participating LEAs by Core Team teachers (Sept-May) • STEM Bridge programming to elementary schools in participating LEAs 	<ul style="list-style-type: none"> • Continue outreach workshops for private/public sector partners • Assign and supervise internships to run through the school year and/or over the summer term 	
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A Schedule = Monday Wednesday
 B Schedule = Tuesday Thursday

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Dinner

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Lunch

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3rd TERM

DESIGN ART	Engineering	GL (10)	Design Art
MATH			
LUNCH	Lunch		Lunch
ADVISORY	Language Arts		Math
SOC STUD			
LANG ARTS	Soc. Studies		Science
SCIENCE			
DINNER	Dinner		Dinner
CLUBS	Clubs		Clubs

9:00
 10:00
 11:00
 12:00
 13:00
 14:00:00 PM
 15:00:00 PM
 16:00:00 PM
 17:00:00 PM
 18:00:00 PM
 19:00:00 PM
 20:00:00 PM
 21:00:00 PM

9/10 Cohort A/B Modified Schedules Mondays

11/12 Cohort A/B Schedules

9:00	Path Math	Path Lang Art	DESIGN ART
10:00			MATH
11:00	Lunch	Lunch	LUNCH
12:00	Path Science	Path Cultural	ADVISORY
13:00			SOC STUD
14:00:00 PM	Path Design	Path Specialt	LANG ARTS
15:00:00 PM			SCIENCE
16:00:00 PM	Internship	Internship	ACTIVITY
17:00:00 PM			
18:00:00 PM	Dinner	Dinner	DINNER
19:00:00 PM			
20:00:00 PM	Clubs	Clubs	CLUBS
21:00:00 PM			

PATHS for Terms (Take two Pathways per term)

Medical	Energy	Const/Eng	Health/Wellness
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Math	Math	Math	Math
Science	Science	Science	Science
Cultural	Cultural	Cultural	Cultural
Lang. Arts	Lang. Arts	Lang. Arts	Lang. Arts
Design	Design	Design	Design

Communic.	Entrepreneur.	Environment	Health/Wellness
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Math	Math	Math	Math
Science	Science	Science	Science
Cultural	Cultural	Cultural	Cultural
Lang. Arts	Lang. Arts	Lang. Arts	Lang. Arts
Design	Design	Design	Design

Third Term is internship research project

Research project delivered as part of graduation requirement. Shoul

Location	Task	Activity	Connections/Partnerships
SD STEM Center (SDSC)			
<i>Begin with one but ultimately intend for there to be at least 2 - one in the western state and one in the eastern state. The first will be the pilot for the second</i>	Coordinate STEM activities throughout state or section of state assigned to Center	Design and disseminate STEM Problem-based learning modules	All SD Elementary, Middle and High School LEAs (once programs are piloted will be published and open source on SDSC Network website)
	Provide a demonstration school for designing and developing STEM learning (AI ³) (residential)	In-Service Professional Development on site	Middle and High School participating LEAs as part of RTT MOU
			Teach for America
		STEM Based Educational Programs grades 9-14 (120/grade level; maximum enrollment 720)	Open to all Native American students (SD student preference)
		Bridge Programs for students in annual 3rd term	Gear-UP
			AIII Immersion Programs
			Others

Location	Task	Activity	Connections/Partnerships
	Host SDSC network website and participatory scheduled conference calls	provide scheduled forum for networking among teachers and administrators to promote best practices	open to everyone in the state
		provide a forum for posting developed and piloted PBL modues	Open source to everyone via the SDSC website
		Learned and Applied Knowledge Growth Data from participating LEA piloted programs	Results open source to everyone via the SDSC website
SDSC Outreach STEM Learning Component	Mobile In-Service, Intensive Professional development	STEM Project-Based Learning Modules tailored to specific school and faculty developed at elementary school location	Elementary participating LEAs as part of RTT MOU
			All non-participating RTT public SD elementary LEAs on a fee basis
	Virtual School/Distance Learning	Micro-courses on in-depth content	Open source to everyone via the SDSC website
			SD Colleges
			SD Businesses and Industry
	Internships	STEM Project-Based Experiential Internships	SD Businesses and Industry
			SD College Research
			National Parks
			SD State Parks
			SD Natural Resources

Location	Task	Activity	Connections/Partnerships
			SD Dept. of Agriculture
			SD Informal Educational Partners

	Year 1		Year 2	Year 3		Year 4		Year 5	
	Pre Core Teachers	Development	9th grade	Courses offered	9/10 grades	Courses Offered	11	Pathways	12th grade
Math	4	1	0	Math	1	Math	1	Medical	1
Science	4	1	0	Sci	1	Sci	1	Energy	1
Language Arts	4	1	0	LA	1	LA	1	Construction	1
Soc. Science	2	0	1	Soc	1	Soc Sci	0	Wellness	0
Engineering	2	0	1	Engineering	1	Engineering	0		0
Design Art	1	0	1	Design Art	0	Design Art	0		0
Global Lang.	1	0	0		1	Glob Lang	0		0
Economics	1	0	0		0		1		0
Health/Wellness	2	0	1		0		1		0
Media Design	1	0	0		0		1		0
Special Ed	2	0	1		0		1		0
Counselors	2	0	0		1		0		1
Intern Coord.	1	0	0		1		0		0
STEM Coord.	1	1	0		0		0		0
IT	2	1	0		0		1		0
	30	5	5		8		8		4
GA	12	1	6		7		12		12

GA are boarding as well as students; will be housed in dorms and perform RA duties as well as teaching duties.

BOLD = administration line position

Year 6 Year 7

Pathways

Communications
Entrepreneurial
Environment
Wellness

Note: The number of Special Ed and Counselors will change according to the state