

**Race to the Top**  
**Application for Initial Funding**  
CFDA Number: 84.395A



U.S. Department of Education  
Washington, D.C. 20202  
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*OMB Control Number Forthcoming*

**I. RACE TO THE TOP APPLICATION ASSURANCES  
(CFDA No. 84.395A)**

Legal Name of Applicant (Office of the Governor): State of South Dakota Office of the Governor	Applicant's Mailing Address:  500 East Capital Ave. Pierre, SD 57501
Employer Identification Number: 46-6000364	Organizational DUNS: 809791692
State Race to the Top Contact Name: (Single point of contact for communication) Dan Guericke	Contact Position and Office: Director Mid-Central Educational Cooperative
Contact Telephone: (605) 337-2636	Contact E-mail Address: Dan/.guericke@k12.sd.us
<p>Required Applicant Signatures:</p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct.</p> <p>I further certify that I have read the application, am fully committed to it, and will support its implementation:</p>	
Governor or Authorized Representative of the Governor (Printed Name): M. Michael Rounds	Telephone: (605) 773-3212
Signature of Governor or Authorized Representative of the Governor:  Original Attached	Date: 1-11-10
Chief State School Officer (Printed Name): Thomas J. Oster	Telephone (605) 773-3134:
Signature of the Chief State School Officer:  Original Attached	Date:  1-11-10
President of the State Board of Education (Printed Name): Kelly Duncan	Telephone: (605) 232-6285
Signature of the President of the State Board of Education:  Original Attached	Date:  1-11-10

**State Attorney General Certification**

I certify that the State’s description of, and statements and conclusions concerning, State law, statute, and regulation in its application are complete, accurate, and constitute a reasonable interpretation of State law, statute, and regulation.

*(See especially Eligibility Requirement (b), Selection Criteria (B)(1), (D)(1), (E)(1), (F)(2), (F)(3).)*

I certify that the State does not have any legal, statutory, or regulatory barriers at the State level to linking data on student achievement (as defined in this notice) or student growth (as defined in this notice) to teachers and principals for the purpose of teacher and principal evaluation.

State Attorney General or Authorized Representative (Printed Name):

Marty J. Jackley By Bobbi Rank; Asst Attorney General

Telephone:

(605) 773-3215

Signature of the State Attorney General or Authorized Representative:

Original Attached

Date:

Jan 14, 2010

## **II. ACCOUNTABILITY, TRANSPARENCY, REPORTING AND OTHER ASSURANCES AND CERTIFICATIONS**

### **Accountability, Transparency and Reporting Assurances**

The Governor or his/her authorized representative assures that the State will comply with all of the accountability, transparency, and reporting requirements that apply to the Race to the Top program, including the following:

- For each year of the program, the State will submit a report to the Secretary, at such time and in such manner as the Secretary may require, that describes:
  - the uses of funds within the State;
  - how the State distributed the funds it received;
  - the number of jobs that the Governor estimates were saved or created with the funds;
  - the State's progress in reducing inequities in the distribution of highly qualified teachers, implementing a State longitudinal data system, and developing and implementing valid and reliable assessments for limited English proficient students and students with disabilities; and
  - if applicable, a description of each modernization, renovation, or repair project approved in the State application and funded, including the amounts awarded and project costs (ARRA Division A, Section 14008)
- The State will cooperate with any U.S. Comptroller General evaluation of the uses of funds and the impact of funding on the progress made toward closing achievement gaps (ARRA Division A, Section 14009)
- If the State uses funds for any infrastructure investment, the State will certify that the investment received the full review and vetting required by law and that the chief executive accepts responsibility that the investment is an appropriate use of taxpayer funds. This certification will include a description of the investment, the estimated total cost, and the amount of covered funds to be used. The certification will be posted on the State's website and linked to [www.Recovery.gov](http://www.Recovery.gov). A State or local agency may not use funds under the ARRA for infrastructure investment funding unless this certification is made and posted. (ARRA Division A, Section 1511)
- The State will submit reports, within 10 days after the end of each calendar quarter, that contain the information required under section 1512(c) of the ARRA in accordance with any guidance issued by the Office of Management and Budget or the Department. (ARRA Division A, Section 1512(c))
- The State will cooperate with any appropriate Federal Inspector General's examination of records under the program. (ARRA Division A, Section 1515)

## **Other Assurances and Certifications**

The Governor or his/her authorized representative assures or certifies the following:

- The State will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the State's application, OMB Standard Form 424D (Assurances for Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State will comply with all of the operational and administrative provisions in Title XV and XIV of the ARRA, including Buy American Requirements (ARRA Division A, Section 1605), Wage Rate Requirements (section 1606), and any applicable environmental impact requirements of the National Environmental Policy Act of 1970 (NEPA), as amended, (42 U.S.C. 4371 et seq.) (ARRA Division A, Section 1609). In using ARRA funds for infrastructure investment, recipients will comply with the requirement regarding Preferences for Quick Start Activities (ARRA Division A, Section 1602).
- Any local educational agency (LEA) receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- Any LEA receiving funding under this program will have on file with the State (through either its Stabilization Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.
- The State and other entities will comply with the Education Department General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74—Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75—Direct Grant Programs; 34 CFR Part 77—Definitions that Apply to Department Regulations; 34 CFR Part

80– Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81– General Education Provisions Act–Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part 85–Governmentwide Debarment and Suspension (Nonprocurement).

**SIGNATURE BLOCK FOR CERTIFYING OFFICIAL**

Governor or Authorized Representative of the Governor (Printed Name):	
Tom Oster	
Signature of Governor or Authorized Representative of the Governor:	Date:
Original Attached	1-13-10

### III. ELIGIBILITY REQUIREMENTS

A State must meet the following requirements in order to be eligible to receive funds under this program.

#### **Eligibility Requirement (a)**

The State's applications for funding under Phase 1 and Phase 2 of the State Fiscal Stabilization Fund program must be approved by the Department prior to the State being awarded a Race to the Top grant.

*The Department will determine eligibility under this requirement before making a grant award.*

#### **Eligibility Requirement (b)**

At the time the State submits its application, there are no legal, statutory, or regulatory barriers at the State level to linking data on student achievement (as defined in this notice) or student growth (as defined in this notice) to teachers and principals for the purpose of teacher and principal evaluation.

*The certification of the Attorney General addresses this requirement. The applicant may provide explanatory information, if necessary. The Department will determine eligibility under this requirement.*

(Enter text here.)

#### IV. SELECTION CRITERIA: PROGRESS AND PLANS IN THE FOUR EDUCATION REFORM AREAS

##### (A) State Success Factors (125 total points)

###### (A)(1) Articulating State's education reform agenda and LEAs' participation in it (65 points)

The extent to which—

- (i) The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application; (5 points)
- (ii) The participating LEAs (as defined in this notice) are strongly committed to the State's plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D)<sup>1</sup> or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— (45 points)
  - (a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State's plans;
  - (b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State's Race to the Top plans; and
  - (c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers' union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and
- (iii) The LEAs that are participating in the State's Race to the Top plans (including considerations of the numbers and percentages of

<sup>1</sup> See Appendix D for more on participating LEA MOUs and for a model MOU.

participating LEAs, schools, K-12 students, and students in poverty) will translate into broad statewide impact, allowing the State to reach its ambitious yet achievable goals, overall and by student subgroup, for—(15 points)

- (a) Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;
- (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;
- (c) Increasing high school graduation rates (as defined in this notice); and
- (d) Increasing college enrollment (as defined in this notice) and increasing the number of students who complete at least a year's worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.

*In the text box below, the State shall describe its current status in meeting the criterion, as well as projected goals as described in (A)(1)(iii). The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (A)(1)(ii):

- An example of the State's standard Participating LEA MOU, and description of variations used, if any.
- The completed summary table indicating which specific portions of the State's plan each LEA is committed to implementing, and relevant summary statistics (see Summary Table for (A)(1)(ii)(b), below).
- The completed summary table indicating which LEA leadership signatures have been obtained (see Summary Table for (A)(1)(ii)(c), below).

Evidence for (A)(1)(iii):

- The completed summary table indicating the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty (see Summary Table for (A)(1)(iii), below).
- Tables and graphs that show the State's goals, overall and by subgroup, requested in the criterion, together with the supporting narrative. In addition, describe what the goals would look like were the State not to receive an award under this program.

Evidence for (A)(1)(ii) and (A)(1)(iii):

- The completed detailed table, by LEA, that includes the information requested in the criterion (see Detailed Table for (A)(1), below).

*Recommended maximum response length: Ten pages (excluding tables)*

ATTACHMENTS RELATED T SECTION A(1)(i):

- 1 - SUMMARY American Indian Institute of Innovation
- 2 – Evaluation Summary GEAR UP SOUTH DAKOTA

Through its efforts in this Race to the Top application, South Dakota will blaze a certain path to reaching aggressive and achievable goals for reform within the state, not only for our most under-performing students and schools, but with broad applicability to the rest of the state. The plan also contains strong capacity for replicability to other states and their historically under-performing students and schools.

South Dakota embarked on a journey to improve the performance of all its students and the efficacy of all its schools in accepting the mandate of No Child Left Behind (NCLB). Even before this, the state had taken pride in its students, schools and institutions of higher education. We recognized the potential of NCLB to have a more profound and consequential impact on the state by taking a more focused approach to student achievement. We are, frankly, taken aback by the press generated by the American Recovery and Reinvestment Act and this Race to the Top competition in the ratings of the educational system and academic achievement in South Dakota. Edweek.org recently published an article entitled *14 States Fail Gates' Race to the Top Test*. South Dakota was one of those states. We, however, believe that one only fails when they do not continue to try. It is understood that some states are farther ahead in the reform process, but it should also be noticed that we are approaching our deficits head on with a truly transformative approach. We will also make the case that we are not as far behind in some of the reform areas as is the perception. We may be thought of as an underdog in this competition, but South Dakota does not accept that position.

The state proposes to place an emphasis on STEM and health learning on a level that has, heretofore, not existed in the state. At the State Department of Education level, a STEM team will be established that will oversee the expansion of STEM opportunities across the state through the South Dakota Regents universities and regional Educational Service Agencies (ESAs). They will also work with other departments at the State and private enterprise across South Dakota to solidify public-private partnerships which will lead to a more relevant, 21<sup>st</sup> Century STEM educational experiences for our state's students from pre-K through 20.

To provide the innovation needed to target our lowest performing populations, a residential, grades 9-14, STEM and health academy will be established. This academy will serve as an exemplar for how to close the gap on student achievement through transdisciplinary, project-based, STEM teaching and learning. The practices and learning emanating from this academy will spread across the state through the scope of work that has been agreed upon by participating LEAs. Additionally, other schools across the state will benefit from the ground breaking work as it is published and offered to them, through accessibility to the coursework as it becomes offered over the state's Virtual High School; as the state moves to adopting the statewide reforms as laid out in its State Fiscal Stabilization Funding application (to be elaborated on throughout this application); and the regional ESAs providers are trained and move the instructional techniques and STEM curricular programming into other involved LEAs. The State believes that, once implemented, this program has great potential for replicability across state lines and throughout the country for similar populations. By taking such an approach, this model will aim for substantial and measurable gains in student achievement; improve the percentage of students who are prepared to enroll in, and graduate from college; and dramatically narrow the achievement gap between those populations that have historically performed at high levels and those who have, likewise, been historic underachievers. Furthermore, the plan will facilitate:

- 1 - The adoption of nationally and internationally benchmarked standards and assessments of learning and applied knowledge more rigorous than required by the CCSSO (full name) initiative to which the state is a signatory;
- 2 – The recruitment, rewarding and retention of effective teachers and principals who are committed to infusing transdisciplinary, project-based STEM and health programming, not only in our lowest performing schools and for our lowest achieving student populations, but also more broadly cross the state.
- 3 – The building of a scaled data collection and analysis system that will enable the state to:
  - a) Track the growth of learning and applied knowledge of students in LEAs participating in the project;
  - b) Tie that information to their teachers and principals for the purpose of improving instructional practices;
  - c) Infuse information already available through the state's current system and its proposed improvements with the planned

SD Statewide Longitudinal Data System (LDS) proposed in our Statewide LDS grant application; and

d) Inform all local, state, and national stakeholders of changes and recommendations resulting from that data

4 – Through the application of the knowledge acquired as this Race to the Top programming moves forward, turning around the lowest achieving schools and creating the conditions for success for their students and communities in the 21<sup>st</sup> century, on a scale not previously seen.

The following background information is included in order to appreciate the scope of the plan, the historic context for its necessity. During the National Governors' Association sponsored Race to the Top STEM conference on December 10-11, 2009, Mr. Jami Grindatto, Intel's Corporate Affairs Director, made a statement that created the bridge between No Child Left Behind legislation and ARRA Race to the Top initiative. Briefly, he made the point that no one, absolutely no one, should be forgotten as the nation moves forward in achieving gains, especially in the STEM area. This reinforced the strong assertions made, on November 5, 2009, by President Barack Obama as he offered a stirring address to the Native American tribal leaders assembled for a one-day conference at the Department of the Interior in Washington, D.C. , two specific remarks brought the attendees to their feet:

“I get it. I'm on your side.”

“You will not be forgotten as long as I'm in the White House.”

It was an excellent new beginning to improving relations with the myriad Indian tribes in the United States. But, of course, these leaders and those they lead have heard this before from other American politicians over the last century plus. The President, himself, acknowledged their right to skepticism at his words, stating that they had been offered “hopeful words” in the past with no follow-up, and promising that his administration would do more than simply go through the motions at summits of this sort. This is the nation's challenge and in South Dakota, this is our challenge, that with RttT funding, we will provide a national model that has a structure that can be both replicated and scaled across states which possess similar demographics, as well as communities which possess similar cultural disenfranchisement issues.

The educational model elaborated in this application has not only the already demonstrated ability to accomplish these goals

but, more importantly and promisingly, to serve as a replicable model for other Native American communities in the United States as well as other populations that have similar issues with existing school programming. If this model can provide a solution for our state's Native American communities, who experience the worst conditions of any of our nation's tribes, it can certainly address the issues elsewhere in the country.

That the President is entirely sincere in his statements above, no one doubts, regardless of their position on the political spectrum. But while determined intent to make a difference is necessary, it is anything but sufficient. The more critical factor, frankly, is figuring out just how to make that difference, how to put a dent in the grinding poverty that stalks so many of America's Indian reservations, how to dispel the seemingly absolute hopelessness among some Native Americans who have watched too long to expect any real difference in their own lives or the lives of their children and grandchildren, and how to lift the educational expectations of Indian young people so that they come to see schooling as the solution rather than as the sell-out.

**Educational Data:**

Even the most cursory review of the quality of the K-12 educational system in South Dakota reveals a startling contrast between the marked successes of the vast majority of students in key areas—NCLB proficiencies, NAEP (National Assessment of Educational Progress) assessments, attendance rates, high school graduation rates, college entrance exams (ACT, SAT), postsecondary study, and college graduation rates, to name a few—and the thereby stunning lack of such successes among the largest constituency of the state's underperforming students, Native Americans. We will summarize this educational data here using both national and state data, as well as popular perception.

National Data: In 2009, the United States Department of Education issued a report through the Regional Educational Laboratory and the Institute of Education Sciences' National Center for Educational Evaluation and Regional Assistance, entitled *Achievement gap patterns of grade 8 American Indian and Alaska Native students in reading and math*. The study focused

“on student proficiency in reading and math from 2003/04 to 2006/07, this report compares gaps in performance on state achievement tests between grade 8 American Indian and Alaska Native students and all other grade 8 students in 26 states

serving large populations of American Indian and Alaska Native students.” (p. 1)

What the study found overall was “an increase in the proficiency rates of American Indian and Alaska Native students” and improvements in the gaps between them and other students. Although any increase in performance is good news, the actual numbers demonstrate that these increases and reduced gaps are so small, by any measure, that the picture of education among the studied populations is extremely bleak. These same national statistics paint a dark scenario of the situation for Native American students in South Dakota. In the area of reading:

- 4 of the 26 states, only 4 showed no increase in proficiencies from 2003/04 to 2006/07 at a time when extensive emphasis was placed on moving these proficiencies upward due to NCLB requirements. Sadly, one of these 4 was South Dakota.
- 8 of the 26 states saw no cut in the gap in proficiency rates. Once again, South Dakota was one of the states in this list.
- 7 of the 26 states had Native American students fail to meet the performance objectives in 2006/07, one of which was South Dakota.
- 10 of the 26 states saw no improvement in proficiency rates compared to the measurable objective from 2003/04 to 2006/07, one of which was South Dakota.
- 22 of the 26 states had Native American students’ proficiency rates lower than all other students, one of which was South Dakota.

In case you missed it, the relevant, repeated phrase there was ‘one of which was South Dakota.’ South Dakota did not even share in the meager improvements seen by Native Americans elsewhere in the country.

In the area of mathematics, the study results offer only a tiny glimmer of hope, revealing that South Dakota Native American students performed at higher proficiency percentages and exhibited a smaller proficiency gap, even though the improvements were all but negligible. In fact, while the intervening years did show improvements in mathematics with a 1.5 percentage point increase in 2004/05 and 2005/06, by 2006/07, the *proficiency rate fell in the last year of the study, netting an actual decline of 3.2 percentage*

points.

More importantly, as the measurable objectives for proficiency rates in reading and mathematics have increased over the years since the early NCLB studies, the gaps between Native American proficiency and the performance objectives have significantly widened.

- In reading, from 27.7 percentage points in 2003-04 to 30.4 percentage points by 2006/07.
- In math, from 15 percentage points in 2003/04 to 25.7 percentage points by 2006/07.

Native American student achievement in reading and math in South Dakota is poor and the problem is only worsening with time.

Even more recent data is provided by the 2009 National Assessment of Education Progress which reveals a bleak outlook for the lowest performing students in South Dakota.

**NAEP Results for South Dakota Students:**

<u>Subject/Grade Level</u>	<u>All SD Students</u>	<u>S.D. Native American Students</u>
Mathematics, Grade 4	41%	13%
Reading, Grade 4	34%	11%
Mathematics, Grade 8	39%	14%
Reading, Grade 8	37%	20%

(SD Department of Education: <https://nclb.ddncampus.net/nclb/portal/portal.xml?&extractID=11>)

In both content areas in grade 4 and specifically in math in grade 8, the proficiency levels of South Dakota students overall is 300% greater than that of Native American South Dakota students. And in 8<sup>th</sup> grade reading, the disparity is approximately 200%. South Dakota Native American students have fallen far, far behind in the basic content matters of reading and math, the educational underpinnings of all other learning.

These statistics reveal that we need to do more to address our state's most underperforming constituency. With such disparities we must take a look at all aspects of education.

State Data: State-generated data tells us a similar, grim tale of severely lagging performance. The most recent STEP Test Results available is summarized in the following table:

**Dakota STEP Test Results (%Proficient + Advanced ) for Spring, 2009 - All Grade Levels:**

<u>Assessment Category:</u>	<u>All South Dakota Students</u>	<u>SD Native American Students</u>
Mathematics	75%	44%
Reading	75%	50%
Attendance Rates	95.44%	91.84%
Graduation Rate	89.21%	66.25%

In other words, less than half of the state’s Native American students are achieving proficiency in math and barely half in reading. One frequently suggested cause for this is what is described as the dismal attendance rate of Native American students. But the data do not support this conclusion. A 31% percentage point gap in math and a 25% percentage point gap in reading can hardly be ascribed to a 3.6% percentage point different in attendance. Rather, the cause must a poor understanding of delivery systems. The lack of engagement and a culturally-based curriculum (CBE) are the glaring omissions here. These pedagogical deficits don’t lead only to a reading and math gap. Perhaps the most glaring and stark result of these deficits is that less than 2/3rds of Native American students earn a high school diploma, the consequences for which in terms of lifetime earnings, poverty, incarceration rates, family violence, drug use are only too well known.

**Related Data:**

Glaring and stark is, similarly, a good description of data on Native American populations in South Dakota in other areas as well. South Dakota has 9 Indian reservations within its borders: Cheyenne River Reservation and Off-Reservation Trust Land, Crow Creek Reservation, Flandreau Reservation, Lake Traverse Reservation, Lower Brule Reservation and Off-Reservation Trust Land,

Pine Ridge Reservation and Off-Reservation Trust, Rosebud Reservation and Off-Reservation Trust Land, Standing Rock Reservation, and Yankton Reservation. (The data in this section is drawn largely from the 2000 census from these reservation areas.) Together, these constitute 16,577 square miles populated by 63,604, the vast majority of which are Native American. This is compared to the total square mileage of the state at 77,121 and a population of just over 750,000. But their population and square mileage actually underestimates the importance of this percentage of South Dakota's population, now over 10%, because the Native American population in South Dakota is the fastest growing population in the state. Two demographic factors demonstrate this: average family size and median age of population. While the average family size in South Dakota is 3.07 in the state, the average Indian family is 3.9. The median age of a South Dakotan is 35.6 while the media age of a Native American in the state is three years younger at 32.6. Large families and a younger population point to continued growth in the Native American population. Thus, the lower educational attainment of this population will have a greater and greater impact on the state as a whole in the future.

That this current educational miasma is not a new phenomenon is reflected in the educational attainments of the adults on these 9 reservations. In South Dakota, 15.5% of the overall population lacks a high school diploma. On the reservations, that number is nearly doubled, at 27.6%. Meanwhile, 15.5% of South Dakotans have graduated from college while only 7.7%, again about half, of Native Americans have managed the same feat. These statistics have dollars and cents ramifications. Per capital income on the reservations in 2000 was just at \$8,600, while at \$17,562 in the state and \$21,587 nationally. In other words, those living on the reservations made less than half of what South Dakotans in general made and less than 40% than Americans in general. Not surprisingly, these data are also reflected in number on public assistance, unemployment, and poverty status:

**2000 Economic Data on SD's Nine Indian Reservations Compared to the State as a Whole:**

<u>Economic Indicator:</u>	<u>Reservation Data:</u>	<u>South Dakota Data</u>
Households on Public Assistance:	11.7%	3.0%
Unemployment Rate:	16.7%	4.4%

Families Living in Poverty	31.8%	9.3%
Individual Living in Poverty	39.7%	13.2%

Or, to summarize, Native Americans in South Dakota are:

- on public assistance at 4 times the state average, are nearly;
- unemployed close to 400% above state average; and
- experiencing poverty levels at 300% of state average.

**Health and Crime Data:**

The consequences of these poverty statistics coupled with underperforming educational achievement also have costs in the areas of health and crime statistics. The statistics on these must be cobbled together since they are not directly available by reservation because health and crime data is collected by county. Reservations often cross county line. Thus, the 2000 census data, as before, reflects those 23 counties in which the 9 major reservations are located. The numbers offer little reason for optimism.

- The teenage pregnancy rate in these reservation counties is 32.7 compared to 19.5 for all of South Dakota.
- The suicide rate, at 33.5, is more than 200% above the average in South Dakota (which is already 50% higher than the federal rate) of 15.1.
- An infant mortality rate at 13.37 is almost 200% the rate of South Dakota’s 7.05.
- Child deaths at 42.36 approach 200% the South Dakota overall rate of 25.

The situation does not improve as the young people age; the teen violent death rate in the reservation counties is 154 per 100,000, 230% above the overall South Dakota rate.

Thus is the circle closed. The cycle is unsustainable and robs the United State and the state of South Dakota of dynamic human capital. The current status is a challenge of great magnitude. The cultural disenfranchisement is longstanding. The proposed solution must be audacious and well-defined to succeed. The commitment of South Dakota and its people must far out-strip the

funding that can be provided in this grant. The goal set by the people of South Dakota through this proposal must first ensure that all of South Dakota's children succeed to a scale far greater than currently envisioned and set the beat and pace for others to follow.

South Dakota is willing and able to take up the challenge with a proposed solution that touches all underperforming children throughout the state. To do this, the state needs help to launch this ambitious undertaking. South Dakota is fully aware that our proposal must be audacious, creative and inclusive to compete with states that have greater resources and larger populations. This said, we will not shy away from the challenges to improve our circumstances and that of our children's futures in an effort to maximize the richness of South Dakota's cultural and talent reservoir.

A longstanding condition of an educational lag among Native American students in South Dakota leads to a dearth of economic success. Poor student achievement translates into a low graduation rate. The lack of a high school diploma leads to unemployment and underemployment. These, in turn, lead to poverty, dependence upon public assistance, and low per capita and per family earnings. The despair engendered by these leads to high teenaged birth rates, infant mortality, child deaths, suicide, and violent teenage deaths. It is the American dream turned on its head.

*How did we get here?*

The most depressing part is the simple fact that it need not be this way. But changing it first requires us to see just how we got to this point. After the closing of the American frontier and the subjugation of the final Indian tribes in the 19<sup>th</sup> Century, the federal government was faced with the task of just what to do with the few remaining survivors of the years of warfare, habitat destruction and elimination, biological warfare—both intentional and unintentional—and military harassment. While it was deemed all but impossible to deal productively with the adults, it was believed by many--some good-intentioned, some not at all so--that the young had a reasonable chance to be successfully assimilated into mainstream American culture. (Today, we would scorn forced assimilation but at that time it may very well have been a relatively enlightened view, especially compared to those whose solutions were more similar to a 'final solution to the Indian problem.' That such an extreme view was held is made manifest by a circular letter that Commissioner of Indian Affairs, Cato Sells, found it necessary to write to all Indian Service employees in 1915 which

included the startling admonition: “There is something fundamental here: We cannot solve the Indian problem without Indians. We cannot educate their children until they are kept alive.”)

The spring, 2004 publication of the Northwest Regional Educational Laboratory included a telling article entitled “Native Education: Bitter Past, Hopeful Future, on the first attempts at assimilation. “At the close of the 19<sup>th</sup> Century, thousands of Indian children were consigned to off-reservation boarding schools as part of the government’s assimilation efforts. The youngsters were separated from their homes and families—often for years at a time—and forced to reject their traditional dress, language, and religion. The goal of these schools, as described by the founder of one such institution in Pennsylvania, was to ‘kill the Indian...and save the man.’” (p 4.)

The first of these schools was the Carlisle Indian Industrial School, researched by Anita Satterlee of the United States Army War College. This describes the institution, staffed and administered entirely by Anglo-Americans, in great detail:

“The Carlisle Indian Industrial School was the first federal off-reservation boarding school for Native Americans.... Over 8,000 students representing 139 tribes attended the school during its 39 years of operation.”

“The school was established to give Indian children training in industrial arts and a general education in English.”

“The school endeavored to immediately remove all traces of Indian culture from the memory and view of the students. Upon arrival at the school, the boys’ hair was cut in ‘Anglo fashion’ and Indian dress was replaced with military uniform and shoes; girls were given Victorian-style uniform dress and shoes.” (p. 8)

“Another dramatic and traumatic change that occurred soon after arrival of the students at the Carlisle Indian Industrial School was that the students chose new names. Students were lead to a room where Anglo names were written on the blackboard and were told to choose a name from the board. Students did so, without knowing the meaning or pronunciation of any of the names. In taking away the linguistic Indian name—which had been a source of strength, cultural pride and psychic identity—and making the ‘new’ names very common, written (and) when used again and again, they in effect erased all spiritual aspects of the children’s identities. (p. 9)

“Students were organized into companies in military fashion and daily formations, inspections, marches and drills were held. ... All reference to the Indian students’ Indian culture was barred and students were forbidden from speaking in their native language. This was difficult since many students did not speak English prior to coming to Carlisle.” (p. 9)

The separation from traditional Indian life was reinforced through the ‘outing system.’ “This process was called the Outing System and offered students the opportunity to experience American culture through participating in daily family life with host families. Enrollment in the Outing Program meant that instead of returning to visit their families over the summer months, students were placed as employees in Anglo-American homes. ... Participating in the Outing System further separated students from family, tribal life, customs and other support upon which they had depended at the Indian school, which caused further isolation.” (p. 11)

“Children as young as 4 years old were enrolled in the school, and there were 1,758 documented runaways, many of which died of exposure.” (p. 12)

There were, of course, some successes. “Students had a variety of vocations and professions after leaving the Carlisle School, some of which were band leaders, farmers, tailors, teachers, printers, dentists, blacksmiths, lawyers, shoemakers, carpenters, doctors, and West Point cadets.” (p. 13).

But these could hardly redeem that which was lost. “Through the separation from their own culture and immersion in the Anglo-American culture, Indian students came to believe in the superiority of the Anglo-American culture and became ashamed of their own. ... Students were systematically turned against their own ancestry.” (pp. 13-14)

In some sense, the educational program succeeded but by depriving the students of their spiritual self, of their culture, their meaning and their identity, the value of the education began to be associated with ‘selling out’ to the white European culture. The issue became so pronounced and so entirely pathological over the years that author Devon Mihesuah in a 2003 article in *American Indian Quarterly* describes it as ‘Boarding School Syndrome’ or BSS. He defines it as “a psychological dilemma facing many indigenous people...a combination of internalized colonization and ingrained feelings of inferiority.” He adds, “Some sufferers of BSS feel great stress, while others have become comfortable in their positions as second-class citizens.”

It needn't have happened this way.

Thankfully, at least one historical example demonstrates what could have happened with only one significant change to the boarding school experience, the acceptance of the Indian culture. In Matthew W. Sakiestewa Gilbert's article, *The Hopi followers: Chief Tawaguaptewa and Hopi Student Advancement at Sherman Institute, 1906-1909*, in the Journal American Indian Education, 2005, the author freely admits that the goal of the school was the same as all other Indian boarding schools of the time, to assimilate, in this case Hopi, Indians into mainstream white society. Yes, 71 Hopi children left their families to attend the school but the critical difference was that their Kikmongwi, village chief, and other tribal elders accompanied them to the school and made sure that the Hopi culture remained a part of the children's lives. Enlightened educators worked with these elders and the result was remarkable educational advancement, with students excelling in "academics, vocational training, music, art" and other school programs.

Research on CBE and Native American Student Achievement:

The notion that education for Native Americans can be improved by inclusion of and respect for the traditional Indian culture has not gone unnoticed in the literature. John Towner and William Demmert of Western Washington University have identified six necessary elements for what they term 'culturally based education' (CBE), or education that respects the culture of the specific needs of American Indian and Alaska Native students. These include (numbers added):

- “1. Recognition and use of Native American (American Indian, Alaska Native, Native Hawaiian) languages
2. Pedagogy that stresses traditional culture characteristics and adult-child interactions
3. Pedagogy in which teaching strategies are congruent with the traditional culture and ways of knowing and learning
4. Curriculum that is based on traditional culture and that recognizes the importance of Native spirituality
5. Strong Native community participation in educating children and in the planning and operation of school activities
6. Knowledge and the use of the social and political mores of the community”

Unfortunately, Towner and Demmert are also forced to acknowledge that, like most educational research which cannot typically allow the gold standard of double-blind experimentation due to the ethical requirements whenever human beings are involved, no causal link

between CBE and higher student achievement for Indian students can be proven. “However,” says Demmert, “from my observations and experiences as an educator for more than 30 years, I clearly see a tie between academic performance and culturally based education. I think that when the research is done, whether it’s experimental or high-quality quasi-experimental, there will be a connection.” (p. 6, *Native Students: Balancing Two Worlds, NWREL*)

This is not to say that significant research on the question of CBE and student achievement has not been conducted. In fact, a brief overview of this research follows:

Tharp, R. (1982). The effective instruction of comprehension: Results and description of the Kamehameha Early Education Program. *Reading Research Quarterly*. 71(4), 503-527. This research study, unique because of its truly experimental design, offered young Hawaiian children a CBE reading program. Students offered the CBE program achieved at statistically significant higher rates than students in control groups. The authors of the study were careful to note that CBE programs were not enough: “Thus, the CBE program added value to an already high-standard academic curriculum and school practices generally accepted as crucial to student achievement. It is important to note that that the culturally based education hypothesis is not an alternative to a high-standard curriculum and program. Rather, CBE, in this case the KEEP program, offers an additional value-added condition—the delivery of a high-standard curriculum in a culturally based context.” In other words, CBE enhances a high quality curriculum; it does not replace it. Both are necessary to AI/AN/Hawaiian native student achievement.

1. Lipka, J., & Adams, B. (2002). *Improving Alaska Native rural and urban students’ mathematical understanding of perimeter and area*. Unpublished manuscript. Alaska School Research Fund. This quasi-experimental study used CBE units of instruction on specific math skills. Separating the participating students into treatment and control groups, along with rural and urban groups (which pre-existed the study and thus could not be manipulated), the authors found that students provided the CBE math units outscored the control group students, particularly in the case of the urban students, but with the rural students as well. CBE instruction, in other words, made a difference to student mathematics learning.
2. Murtaugh, E.J. (1982). Creole and English as languages of instruction in bilingual education with Aboriginal Australians: Some

research findings. *International Journal of the Sociology of Language*, 36, 15-33. This non-experimental comparative study offered mono-lingual English instruction to one group and bilingual Creole (the native spoken tongue)/English instruction. The bilingual group outscored the monolingual group both in Creole *and in English*, arguing both that bilingual instruction enhance student achievement and that it does not interfere with English language learning, an oft-repeated fear of mainstream society.

3. Alaska Native Knowledge Network. (1998). *Alaska Rural Systemic Initiative: Year Three annual progress report, December 1, 1997-November 30, 1998*. Fairbanks, AK: University of Alaska. (ERIC Document Reproduction Service No. ED443603). This study infused indigenous knowledge into math and science instruction, using participating and non-participating schools as treatment and control, though without sufficient knowledge of their differences for experimental purposes. While the math and science data did not support the argument that indigenous knowledge enhanced student achievement in these areas, it at least did not hold down that achievement, at least making the point that CBE principles do not 'dumb down' instruction in these critical areas while making school a more acceptable, friendly place to be for AN students.
4. Bacon, H.L., Kidd, G., & Seaberg, J. (1982). The effectiveness of bilingual instruction with Cherokee Indian Students. *Journal of American Indian Education*, 21(2), 34-43. Kidd and Seaberg compared Cherokee students who received 4-5 years of bilingual (Cherokee and English) instruction with Cherokee students who did not (English only). They found that the bilingually instructed students scored higher on the SRA Achievement Series in both reading and math than monolingually instructed students.
5. Rosier, P., & Holm, W. (1980). *The Rock Point experience: A longitudinal study of a Navajo school program*. Washington, DC: Center of Applied Linguistics. (ERIC Document Reproduction Service No. ED195363). In a similar study to the Bacon, Kidd & Seaberg one immediately above, bilingual instruction (Navajo and English) and monolingual instruction (English only) were compared through existing groups of students who had been taught using both methods. The bilingually instructed students demonstrated greater success on standardized achievement tests than the comparison group.
6. Brenner, M.E. (1998). Adding cognition to the formula for culturally relevant instruction in mathematics. *Anthropology & Education Quarterly*, 29(2), 214-244. Brenner' study involved the KEEP program from the Tharp study above, introducing

culturally relevant educational materials into math instruction, and comparing the group who had received them with previous groups which had not. The Metropolitan Achievement Test scores for the group with culturally relevant materials were statistically significantly higher than for the prior groups, arguing that even CBE materials help boost AI/AN student achievement.

7. Cottrell, M.C. (1971, February). *Bilingual education in San Juan County, Utah: A cross cultural emphasis*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY. (ERIC Document Reproduction Service No. ED047855). Due to confounding variables with the treatment and control groups, it was impossible to state the impact of the bilingual instruction on the Navajo children involved in this study. However, Cottrell noted that the inclusion of the Navajo language and the Navajo culture produced enormous support for the school from the community and student families. Parental support of school activities, from the earliest days of educational research, has been shown to be highly correlated with higher student achievement and, overall, effective schools.

In summary, then, CBE instruction has been shown to be associated with higher AI/AN student achievement in reading, math and science and not to be associated with lower achievement in these areas.

Such proofs, however, do not need to come so far from home. Two schools serving predominantly Native American student populations in South Dakota are universally recognized as producing students with high levels of proficiency in core subject areas, who graduate at rates similar or even exceeding those of South Dakota students in general, and who go on to postsecondary study at high levels. These are the St. Joseph Indian School and the Red Cloud Indian School. Both of these private schools have two main characteristics: high quality instruction and a respect for an inclusion of Native American culture. James Carroll, in his book, *Seeds of Faith: Catholic Indian Boarding Schools*, makes clear that a large part of these schools' success is due to "a positive acceptance of biculturalism." Thus, we have a model for what education needs to look like in South Dakota to provide Native Americans with a strong, successful education experience.

But these two models are not the only ones and, frankly since they owe their existence and continued support to the Jesuit and Franciscan Roman Catholic orders, they are not really replicable at this point in time anyway. But the concepts behind one other

model, which has enjoyed similar successes, is replicable, the GEAR UP Program. According to its most recent formative evaluation document (Kuhn, B. *Gear Up South Dakota: 2008-09 Formative Evaluation*, State Department of Education, Pierre, SD, June 27, 2009), the Gaining Early Awareness and Readiness for Undergraduate Program is “an existing federal discretionary grant program designed to ‘increase the number of low income students who are prepared to enter and succeed in postsecondary education.’” The program has been directed almost in its entirety to Native American students in two ways. First, 24 schools were targeted. The student population of all of these schools is overwhelmingly Native American. Second, the State Department of Education gave priority to Native American students even within those schools. Thus, 80% of all students served by GUSD (Gear-Up South Dakota) are Native Americans. That GUSD is following the criteria for a successful school for Native American students, a combination of high quality core content instruction coupled with CBE is evident from the formative evaluation’s list of student activities, which include: tutoring, homework assistance, academic enrichment, computer assisted labs, mentoring, academic planning, career counseling, college visits and shadowing, educational field trips, workshops, family events, and cultural events. A huge part of this is the inclusion of students’ parents, accomplished by workshops on college preparation and financial aid, counseling and advising, college visits and family events. Additionally, involved faculty are provided training in cultural competency, the high school freshman success model, and a high school transition and retention program. GUSD is taking what we know works from the research literature and aggressively and competently implementing it in these 24 overwhelmingly Native American schools.

But the proof is not in what is being done but rather then outcomes of those activities. The proof is in the pudding. That pudding, in addition to strengthening “educational resources and infrastructure at GEAR UP schools” is set out in the project’s first three objectives:

1. Increase the academic performance and preparation for post-secondary education of participating students;
2. Increase the rate of high school graduation and participation in post-secondary education of participating students;
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;

Related to objective 1:

A target of 85% of 8<sup>th</sup> grade students proficient in math was set for 2011. In 2009, 82% had attained proficiency.

A target of 74% of 8<sup>th</sup> grade students proficient in reading was set for 2011. In 2009, that target was exceeded, with 86% proficient already in 2009.

Related to objective 2:

A target of 70% of 7<sup>th</sup> grade students with less than 5 unexcused absences in the second quarter was set for 2011. The target was exceeded already in 2007 and 2008. 2009 results fell just below the target.

A target of a 10 percentage point increase in high school students taking the ACT exam was set for each of the 12 high schools by 2011. By 2009, 6 of the schools had already exceeded the target. Two more were on a trend line of increases which would result in meeting the target.

A target of a 95% graduation rate was set for 2011. Because program participants had not yet reached 12<sup>th</sup> grade, no data was available. However, a significant decline in drop-out rates suggests that the target may very well be met.

Related to Objective 3:

A target of 75% of parents having spoken to someone about college entrance requirements was set for 2011. By 2009, the percentage of parents had doubled and was on a trend line to hit that target two years hence.

A target of 50% of parents having spoken to their child about college plans was already dramatically exceeded by 2009, with 86% of parents having done so.

A target of less than 5% of parents expecting their child to attain a high school diploma or less nearly achieved by 2009, when 6% of parent reported so. This is a significant decrease and demonstrates likelihood that the target will easily be met by 2011.

A target of 90% of students reporting the expectation to attain some college was nearly met by 2009, when it hit 86%, a strong sign that a subculture of low expectations had been dispensed with.

The sum of all this progress is a sea change in these schools. Suddenly, students are achieving in reading and math at rates

consistent with their peers in the rest of the state. Absences and drop-out rates are plummeting. With these successes are coming an expectation of greater things. These Native American students are taking the ACT exam, the standard college entrance assessment for the vast majority of colleges in the Midwest. Parents and students alike are expecting their children not just to earn a high school diploma but to go on to college as well. GEAR UP SD is an extraordinary success. Its only limitation is that it is just that, limited. In 2009, what is needed is the sort of financial commitment that will create a permanent setting for Native American education in the state of South Dakota which will provide high quality education in a CBE environment, coupled with an intensive, enlightened STEM curriculum. Hence, the cornerstone of our state's Race to the Top grant application.

### **American Indian Institute for Innovation**

A copy of the full American Indian Institute for Innovation (AIII) vision is included as an attachment. The commitment to the three prongs of the necessary reform—transdisciplinary, project-based STEM curriculum; high quality education; and meeting the needs of the lowest performing schools and students—is addressed within the first and second paragraphs of the introduction of the AIII proposal, written by John Bennett Herrington - Chairman of the AIII Board, former astronaut, Commander United State Navy (retired), and member of the Chickasaw nation.

“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. ... 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.”

Additionally, based upon AIII's understanding of the research literature tying improved AI student achievement with CBE, the vision and mission statements make this clear, along with the initiative's full commitment to STEM educational programming:

- 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 solution 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. Their 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. Its nurturing educational community will utilize a rigorous, transdisciplinary, project-based STEM and health curriculum that culturally-infused and prepares students to further their education in preparation for entering the workforce with a sense of service and responsibility to Tribal communities.”

But AIII is not simply a program with a vision and mission, as important as those are. It is a program with a 17-year history of success. They knew from the beginning the problems they faced and they recognize that much remains to be done:

- 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% 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 4<sup>th</sup> and 8<sup>th</sup> grade students scored lower on the National Assessment of Education Progress in reading and mathematics assessments than their national counterparts.”

- The Solution

The American Indian Institute for Innovation intends to model an educational program using the lessons learned for the 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 follow them through high school. AIII leadership initiated this program in 1992 and the success rate is exceptional. Every alumnus is a higher school graduate, eighty-seven percent went on to a 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 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, at first in South Dakota, but with a view to replicability 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. It is a solution being proposed for the American Indian by the American Indian.

AIII has established 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.

The AIII model will serve as the catalyst for the rest of the state as it initiates its unique STEM and health based academy. From it, the curriculum and assessments created, the critical partnerships forged, the data generated, and the lessons learned will be applied by the state and across the state to improve the educational opportunities available for all of South Dakota’s students, but especially for those who have historically been the largest group of those who under-achieve. In the end, the goal is to establish a national centerpiece to which all states can turn to as an example of how to turn around their underperforming students and schools while them providing a world-class STEM education.

**Dakota STEP Test Goals** (% Proficient + Advanced) for Future Years

All Grade Levels

	Spring, 2011		Spring, 2012		Spring, 2013		Spring, 2014		Spring, 2015	
	All	NA*	All	NA	All	NA	All	NA	All	NA
Mathematics	77	49	79	54	81	59	83	64	85	69
Reading	75	55	77	60	69	65	71	70	73	73

**NAEP Goals** for South Dakota Students in Future Years—Grades 4 and 8

	Spring, 2011		Spring, 2013		Spring, 2015	
	All	NA	All	NA	All	NA
Math, Grade 4	43	18	47	28	51	38
Reading, Grade 4	36	16	40	26	44	36
Math, Grade 8	41	19	45	29	49	39
Reading, Grade 8	39	25	43	35	47	45

Graduation Rate Goals for South Dakota Students in Future Years

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
All S.D. Students	90%	91%	92%	93%	94%
Native American S. D. Students	70%	75%	80%	85%	90%

\*NA – Native American

As the achievement gaps between other subgroups and ALL have closed since the beginning of NCLB data collection, but have not between ALL and Native Americans, this will be the gap upon which the state will be especially focused. South Dakota will continue, however (as noted in the goals for ALL) work to raise the proficiency levels of all its students.

Should South Dakota not receive funding under the Race to the Top initiative, the work will go forward. It will be at a slower pace. Funding has been and is being sought through other programming to such elements such as the Statewide Longitudinal Data System can move forward given the timelines indicated in this proposal. The School Improvement Grant is being developed currently and that plan will move the efforts of school reform and restructuring along in the state.

The evaluation of teachers and principals to better insure all of the students in our state will have highly effective professionals in front of them daily will proceed. South Dakota has invested a great deal in improving the effectiveness of our education professionals. That will continue with the help of the Bush Foundation and Teacher Quality Initiative funding that has already been received.

The work with the CCSSO Common Core Standards and Assessments will move forward as indicated.

Legislation is being proposed in this current session to put charter schools into being. The funding from this proposal, however, is key to the establishment of the vision articulated for AIII. Unless another funding sources are obtained in that instance, the ambitious programs to be developed through its design will not take place in the near future. That is not to say those means will not be sought, they are being developed currently and that work will continue on a private a public level. The State will endeavor to place a focus on STEM curriculum, but given the economic realities of our times, the establishment of a focused STEM team and the training of the regional ESA personnel to spread the forward-

looking, transdisciplinary, project-based STEM programming that is to be developed through AIII and its vision will be much delayed.

The big losers will be the largest under achieving student population in our state. We have a program, AIII that is based on a solid achievement record over 17 years, that can bring dramatic results to turn around this population. The movement toward accomplishing the vision will not stop, but it would be a setback.

Summary Table for (A)(1)(ii)(b) ATTACHMENTS related to Section A(1)(ii) – Sample MOU

<b>Elements of State Reform Plans</b>	<b>Number of LEAs Participating (#)</b>	<b>Percentage of Total Participating LEAs (%)</b>
<b>B. Standards and Assessments</b>		
(B)(3) Supporting the transition:		
*(i) to enhanced standards and high-quality assessments	14	100%
*(ii) culturally-infused STEM curriculum as identified by AIII	14	100%
<b>C. Data Systems to Support Instruction</b>		
(C)(3) Using data to improve instruction:		
*(i) Use of local instructional improvement systems as identified by the state longitudinal data initiative and AIII	14	100%
*(ii) Professional development on use of data	14	100%
*(iii) Availability and accessibility of data to researchers	14	100%
*(iv) Results of project specific data will be published on the SD STEM network	14	100%
<b>D. Great Teachers and Leaders</b>		
(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	14	100%
*(ii) Design and implement evaluation systems as defined by the SD State Fiscal Stabilization Funding requirements	14	100%
*(iii) Conduct annual evaluations as defined by the SD State Fiscal Stabilization Funding requirements	14	100%
(iv)(a) Use evaluations to inform professional development	12	85.7%

(iv)(b) Use evaluations to inform compensation, promotion and retention as defined by the SD State Fiscal Stabilization Funding requirements	12	85.7%
(iv)(c) Use evaluations to inform tenure and/or full certification	14	100%
* (iv)(d) Use evaluations to inform course and instruction corrections, as well as staff and administration decisions	14	100%
<b>(D)(3) Ensuring equitable distribution of effective teachers and principals:</b>		
* (i) Employ teacher teams trained by AIII in STEM project-based instruction	14	100%
* (ii) Provide each teacher on the team with a 2- year looping assignments	14	100%
<b>(D)(5) Providing effective support to teachers and principals:</b>		
* (i) Quality professional development through AIII in transdisciplinary STEM based learning for teacher cohorts and building principals	14	100%
* (ii) Measure effectiveness of professional development through post-project meta-analysis	14	100%
<b>E. Turning Around the Lowest-Achieving Schools</b>		
* (E)(2) The lowest-achieving schools will employ teacher teams trained by AIII in STEM project-based instruction for two-year looping assignments	14	100%

[Optional: Enter text here to clarify or explain any of the data]

All participating LEAs were required to sign up for every element of the MOU with the exception of D(2)(iv)(a) and (b)

**Summary Table for (A)(1)(ii)(c)**

<b>Signatures acquired from participating LEAs:</b>			
Number of Participating LEAs with all applicable signatures			
	<b>Number of Signatures Obtained (#)</b>	<b>Number of Signatures Applicable (#)</b>	<b>Percentage (%) (Obtained / Applicable)</b>
LEA Superintendent (or equivalent)	14	14	100%
President of Local School Board (or equivalent, if applicable)	8	14	57.14%
Local Teachers' Union Leader (if applicable)	2	14	14.28%

The LEA superintendents have the authority to sign for their districts.

**Summary Table for (A)(1)(iii)**

	<b>Participating LEAs (#)</b>	<b>Statewide (#)</b>	<b>Percentage of Total Statewide (%)</b> <small>(Participating LEAs / Statewide)</small>
<b>LEAs</b>	<b>14</b>	<b>153</b>	<b>9.15%</b>
<b>Schools</b>	<b>107</b>	<b>750</b>	<b>14.26%</b>
<b>K-12 Students</b>	<b>34,756</b>	<b>121,015</b>	<b>28.72%</b>
<b>Students in poverty</b>	<b>13,682</b>	<b>44,291</b>	<b>30.89%</b>

[Optional: Enter text here to clarify or explain any of the data]

**Detailed Table for (A)(1)**

This table provides detailed information on the participation of each participating LEA (as defined in this notice). States should use this table to complete the Summary Tables above. (Note: If the State has a large number of participating LEAs (as defined in this notice), it may move this table to an appendix. States should provide in their narrative a clear reference to the appendix that contains the table.)

Participating LEAs	LEA Demographics			Signatures on MOUs			MOU Terms Uses Standard Terms & Conditions? President of Local Teachers Union (if applicable)	Preliminary Scope of Work – Participation in each applicable Plan Criterion															
	# of Schools <sup>2</sup>	# of K-12 Students	# of K-12 Students in Poverty	LEA Supr. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)		(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(i)	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Name of LEA here				Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Yes/ No	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA
Andes Central	4	387	306	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Colome	3	225	119	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East Dakota Cooperative	Supervising LEA for:			Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Brandon Valley	5	3,071	443	Y		N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lennox	5	930	137	Y		N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
West Central	4	1,172	186	Y		N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gregory	4	372	207	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y
Mitchell	7	2,424	825	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sioux Falls	42	20,386	7,319	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sisseton	5	938	551	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y
Smee (Wakpala)	2	205	205	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Todd County	12	1,968	1,968	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Vermillion	4	1,248	407	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wagner	3	734	475	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wessington Springs	4	286	124	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
<b>(A)(2) Building strong statewide capacity to implement, scale up and sustain proposed plans (30 points)</b>																							
The extent to which the State has a high-quality overall plan to—																							
(i) Ensure that it has the capacity required to implement its proposed plans by— (20 points)																							
(a) Providing strong leadership and dedicated teams to implement the statewide education reform plans the State has proposed;																							

- (b) Supporting participating LEAs (as defined in this notice) in successfully implementing the education reform plans the State has proposed, through such activities as identifying promising practices, evaluating these practices' effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding participating LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary;
- (c) Providing effective and efficient operations and processes for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement;
- (d) Using the funds for this grant, as described in the State's budget and accompanying budget narrative, to accomplish the State's plans and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources so that they align with the State's Race to the Top goals; and
- (e) Using the fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success; and

(ii) Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of the statements or actions of support from— (10 points)

- (a) The State's teachers and principals, which include the State's teachers' unions or statewide teacher associations; and
- (b) Other critical stakeholders, such as the State's legislative leadership; charter school authorizers and State charter school membership associations (if applicable); other State and local leaders (e.g., business, community, civil rights, and education association leaders); Tribal schools; parent, student, and community organizations (e.g., parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. The State's response to (A)(2)(i)(d) will be addressed in the budget section (Section VIII of the application). Attachments, such as letters of support or commitment, should be summarized in the text box below and organized with a summary table in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (A)(2)(i)(d):

- The State’s budget, as completed in Section VIII of the application. The narrative that accompanies and explains the budget and how it connects to the State’s plan, as completed in Section VIII of the application.

Evidence for (A)(2)(ii):

- A summary in the narrative of the statements or actions and inclusion of key statements or actions in the Appendix.

*Recommended maximum response length: Five pages (excluding budget and budget narrative)*

A(2)(i) ATTACHMENTS RELATED TO THIS SECTION:

- Resume: Stacy Phelps
- Resume and Summary of work: PAST Foundation
- Northern Plains Tribal Agreement
- Expanded Budget/Narrative
- Letters of Support

Currently, combined efforts of business, industry and government are moving educational reform in the direction of rigorous STEM programs. Initiatives, such as the 21<sup>st</sup> Century Partnership, to which South Dakota is a partner, and the National Governors’ Association’s (NGA) report, *Building a Science, Technology, Engineering and Math Agenda*, emphasize the need for this shift. In the introduction of this study, Nobel Laureate physicist Leon Lederman “defines ‘STEM literacy’ in a knowledge based economy as the ability to adapt to and accept changes driven by new technology work with others (often across borders), to anticipate the multileveled impacts of their actions, communicate complex ideas effectively to a variety of audiences, and perhaps most importantly, to find ‘measured yet creative solutions to problems which are today unimaginable.’”

The NGA report goes on to specifically recommend that governors adopt policy tools in three areas to build a comprehensive STEM policy agenda:

- aligning rigorous and relevant K–12 STEM education requirements to the expectations (inputs) of postsecondary education and the workplace

- developing statewide capacity for improved K–12 STEM teaching and learning to implement that aligned STEM education and work system
- supporting new models that focus on rigor AND relevance to ensure that every student is STEM literate upon graduation from high school and a greater number of students move onto postsecondary education and training in STEM disciplines

The State of South Dakota is in support of these goals and will pursue their attainment in partnership with the American Indian Institute for Innovation (AIII), with that organization’s unique vision that will target the largest constituency of the state’s underperforming students that will fulfill that agenda.

The administration of this transdisciplinary, STEM academy will be headed by Stacy Phelps. Mr. Phelps is an enrolled member of the Sisseton Wahpeton Dakota Oyate tribe. Mr. Phelps was awarded the Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring in January, 2010, for his work in extending mentor opportunities for academic and personal development to youth studying science or engineering and who belong to minorities that are underrepresented in those fields. By offering his time, encouragement and expertise to these students, Phelps is helping to ensure that the next generation of scientists and engineers will better reflect the diversity of the United States. The winners are selected by a panel of distinguished scientists, mathematicians, and educators following an initial selection process done at the state level.

His work in STEM education began in 1992, when as an undergraduate pursuing a degree in mechanical engineering at the South Dakota School of Mines and Technology, he initiated a program that has evolved into GEAR UP SD, which today targets 1,100 students per year in grades 6 through 12 for college awareness and preparation. GEAR UP SD serves 24 middle schools and 14 high schools across the state of South Dakota. In 1996, he began working at Oglala Lakota College on the Pine Ridge Reservation and has expanded the infrastructure, capacity and focus on Science Technology Engineering and Math (STEM) for students in rural, higher education settings. Through his work, Phelps is recognized as a national leader in STEM for tribal colleges and universities. Phelps has been involved in several efforts focused on creating articulated pathways and partnerships that move students from K-12 educational systems through tribal colleges. The success engendered through the GEAR UP program and its corresponding program,

American Indian Honors Program, lead to the creation of the AIII vision.

This is a critical element as it his vision and recognized leadership among the nine tribal organizations within the state that will allow for communications to take place on a level that has never been possible historically with Americans of European ancestry leading past efforts. The failure of previous attempts to create an educational model that would be successful when applied to this population of historically underachieving students is for, perhaps, precisely that reason – they were *applied* to a population, rather than working within the realities of American Indian culture and allowing for success to arise from their own impetus. Mr. Phelps’ model turns history on its ear and it will provide the roadmap for success when working with other underachieving populations.

To achieve the goals of this application, the state and AIII have partnered with the PAST Foundation of Columbus, Ohio. The exceptional track record of students graduating from STEM schools tells the whole story, 100% college and workforce readiness. Therefore, PAST assists in the design of education platforms that encompass transdisciplinary 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. By working with the PAST Foundation in developing a comprehensive ethnographic picture of the students and the communities from which they come, the unique AIII model will create a residential grades 9-14 STEM and Health academy for South Dakota’s largest group of consistently underachieving students and a professional development protocol that will push the change out across the state. The AIII and PAST leadership will work in tandem with the State Department of Education, the state’s institutions of higher education and partners from the private sector to build upon and further develop the relationship among stakeholders that will be necessary to carry out a program of this scope.

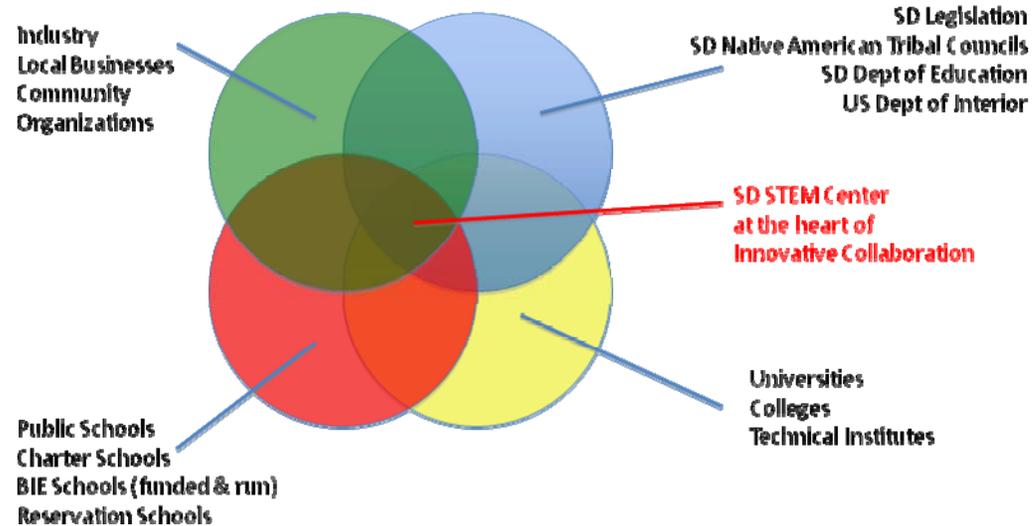
South Dakota is placing a great deal of emphasis on the development of private sector partners. Too often, states and districts fail to come to grips with what it takes to recruit the private sector. True ‘outreach’, while more labor-intensive, will be critical to the development of a meaningful and sustainable initiative. In order to develop such relationships, the state, through its establishment of the AIII framework, will:

1. Identify and recruit statewide private sector associations to co-sponsor statewide and or district meetings.

2. Identify, via research and ‘qualification’ (in the same manner in which a salesperson identifies and qualifies potential customers likely to result in sales) of private sector organizations likely to engage in the creation of meaningful school partnerships, including create internships for students and teachers.
3. Engage in individual visits to likely partners to sell the idea of meaningful partnerships.
4. Conduct a dialogue with private sector partners to inform the AIII, state leaders and higher education of the STEM priorities in business and industry

As evidenced by letters of support, there has already been much work done to bring in critical partners. The National Indian Education Association has reviewed the concepts behind AIII and the work to be done in support of raising success in the American Indian population and has signed off on the proposal. The 16 Tribes of the Northern Plains Tribal Chairman’s Association, nine of which lie within the borders of South Dakota, is a particularly important partner. Through this agreement, AIII has been able to engage the various tribal entities across the state (and potentially across borders) to gain the trust and support of the American Indian community as the project moves forward. Teach for America will prove a valuable partner, as will this project be important to them, as AIII recruits their candidates, offers additional program-specific training for them at the Academy and places them in the participating LEAs. The major health providers in the state have signed on to the project. Each has satellite clinics across the state so will be able to collaborate at many locations. The DUSEL deep earth lab in the Black Hills of South Dakota is at the forefront of scientific research. They have worked with K-12 and university systems in the western half of the state for several years. This partnership will expand that work across the state. The State Chamber of Commerce will be critical in assisting the Academy and districts across the state as the work expands, in forging additional private partnerships in the business community. Lastly, the support of the At the same time, the extent to which the South Dakota public is aware of the need to fill gaps in the state’s STEM educational programming will be assessed and results shared with the public to garner additional support for extending the initiatives developed at the AIII STEM and Health academy.

### South Dakota Collaborative STEM Network Partners



Integral to development of a sustainable program will be the creation of teacher teams trained in the AIII model. This cadre of teachers (e.g. Teach for America cohorts) will participate in an intensive, four to six-week professional development program that will enable them to take the instructional and learning philosophies and practices of AIII (transdisciplinary, project-based STEM and health). Participating LEAs must agree to hire these teams and place them in looping assignments (grades 7/8 or 9/10) in the same district building. The modeling of the AIII concepts provide an exemplar for other teachers in that district building, as well as provide a consistent learning process for the students in their classrooms. Additionally, participating LEAs must agree to send a majority of their teachers and their principals to summer professional development experiences at AIII so they, too, can practice the concepts for

application at their schools on a broader basis.

During the first year of the program, assessments of applied learning will be developed and tested at AIII, then assessed for validity and reliability. These assessments will be administered to students at the Academy and at participating LEAs to establish a baseline from which to generate data on the success of the programming and used to inform decisions made as the program continues. All data will be published on the Internet-based AIII STEM Network for all stakeholders as well as the general public.

**(A)(3) Demonstrating significant progress in raising achievement and closing gaps (30 points)**

The extent to which the State has demonstrated its ability to—

- (i) Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms; (5 points)
- (ii) Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to — (25 points)
  - (a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;
  - (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and
  - (c) Increasing high school graduation rates.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (A)(3)(ii):

- NAEP and ESEA results since at least 2003. Include in the Appendix all the data requested in the criterion as a resource for

peer reviewers for each year in which a test was given or data was collected. Note that this data will be used for reference only and can be in raw format. In the narrative, provide the analysis of this data and any tables or graphs that best support the narrative.

*Recommended maximum response length: Six pages*

**ATTACHMENTS RELATED TO THIS SECTION:**

NAEP Raw Data  
Dakota STEP Raw Data

When the State Department of Education in South Dakota was first confronted with the challenges inherent in the federal No Child Left Behind legislation, as any educator in the state will tell you, it did not dally. But neither did it begin grasping at educational reforms willy-nilly, without regard for the research basis and the proven track record of reforms that could make a real difference to student achievement in South Dakota. Its first response, of course, was to set up the system of assessment required under the statute, as well as the various state responses, both carrot and stick, to schools whose student achievement did not meet state criteria. Additionally, and more to the point, the State took the lead in initiating programming to assist schools in improving the academic achievement of their students. These included:

- **Teacher Incentive Fund Grant:** This federally-funded, state-administered grant provided professional development and other opportunities to school districts who were invited to compete for program participation, emphasizing those strongly in need of school improvement. The major incentive for school improvement, beyond the extensive professional development, was economic incentives—merit pay—for entire staffs when improvements were made. While the program is still relatively new, its initial outcomes have been positive and there is strong reason to believe these improving schools have been a contributing factor to South Dakota’s overall student achievement increases.
- **Data Enhancement: Provision of Data and Professional Development to Disaggregate, Systematize, and Utilize it.** It is essentially fair to say that, before 2000, most South Dakota school districts did little with their annual assessment data beyond celebrating or commiserating over the totals and filing away individual student results in their permanent records.

Today, through the eMetric database, assembled and paid for by the state DOE, South Dakota educators routinely gather in data retreats, discover trendlines, conduct quasi-experimental research, and more deeply understand the academic achievement of their students. This tool has put educators, as never before, into the medical model in which teachers diagnose and treat individual academic conditions and principals diagnose and treat systemic academic conditions. It is not an exaggeration to say that this system of academic data has pushed education closer to a science than at any time in its history.

- **Reading First:** South Dakota utilized federal Reading First grant dollars to infuse primary elementary reading programs with both a great sense of accountability for reading proficiencies and provide elementary teachers with the resources—including, most importantly, adequate instructional time—necessary to improve the reading abilities of their students. This program, while offered on a competitive basis and thus not provided to all schools, did have a significant, positive impact on reading achievement in South Dakota.
- **South Dakota Math Counts:** While the financial resources that Reading First was able to offer to schools was not available in the SD Math Counts program, it is nevertheless true that this inquiry-based mathematics instruction program, involving the training of lead teachers in districts who then went back to train and assist others as well as encouragements for more time for math instruction and a coaching/mentoring model enhanced math pedagogies in the state and, thereby, math student achievement.
- **1:1 Laptop Computer Initiative:** Seeing the importance of the integration of technology into the educational environment and the existing disparity of technology access between students with economic advantages and those without, Governor Mike Rounds five year ago launched the Classroom Connections program. This program offered technical assistance, enhancements to the hardwiring of the schools already accomplished by the State in all schools several years before, a state-negotiated rate for laptop computer purchases, and state funding for 1/3 of the total cost of the program to South Dakota high schools. After three years, the State had assisted over 30% of the state’s high school students to receive a laptop computer to

which they have 24/7 access. The program is currently inviting no new schools on to the program but more schools are still pursuing this technology advantage in their classrooms regardless, having seen the improvements such computer technology has made in other schools.

- Educational Service Agencies: South Dakota was, until recently, one of the very few states without an intermediate educational agency system. That changed a few years ago when Dr. Rick Melmer, then S.D. Secretary of Education, guided a funding stream for ESA's through the state legislature. Since that time, the ESAs have become a critical partner for bringing educational reforms to the schools and students of South Dakota. Specifically, the ESAs are charged with the tasks of guiding schools through the school improvement planning and implementation process, developing comprehension of the Achievement Series—a locally derived assessment method gauged on state and local standards, and leading professional development opportunities in their regional schools in any and all of the state- and local-initiated professional development programs.
- Gear-Up: The Gear-Up program has been covered elsewhere in this grant application, as a STEM-based educational program aimed at improving Native American math and reading proficiencies, as well as graduation rates. The program has demonstrated significant student achievement improvements, again as noted elsewhere in this application, and serves largely as the model for the much expanded, enhanced program that is the anchor for the South Dakota Race to the Top application.
- Mandatory School Attendance to 18: In 2006, the South Dakota state legislature amended the mandatory school attendance law which required students to attend school until they were 16 years of age to a requirement that they attend school until they are 18 years of age or receive their high school diploma. This law only went into effect on July 1, 2008 so the salutary consequences of the law—more students staying in high school and completing their studies—is yet to show up in the data.

As a result of these initiatives, student achievement in South Dakota has markedly improved in the three areas enumerated in this section:

- (a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments

required under the ESEA;

**National Assessment of Educational Progress:**

South Dakota NAEP results are consistently higher than the average national scores. For the purposes of this grant, however, that is less important than the improvements in those scores for South Dakotas students from 2003 to 2009 in mathematics and 2003 to 2007 in reading (2009 reading scores were unavailable for South Dakota.) These average scale scores can be seen below:

**Mathematics:**

**Reading:**

	<u>2003</u>	<u>2005</u>	<u>2007</u>	<u>2009</u>	<u>2003</u>	<u>2005</u>	<u>2007</u>
Grade 4	237	242	241	242	222	222	223
Grade 8	285	287	288	291	270	269	270

What we see then are increases, followed by leveling off, in grade 4 and consistent increases in grade 8 in mathematics. In reading, we see a small increase in grade 4 and essentially flat results in grade 8. South Dakota, in other words, has had some impact on improving the scores of its students in math and reading on the NAEP assessments.

**Dakota STEP Statewide Assessment:**

Between 2003 and 2009, South Dakota students at grades 3-8 and 11 were assessed in both mathematics and reading on the Dakota Step assessment. The results, expressed as the percentage of the students in that group who are either proficient or advanced in that subject area, can be are similar for both and reading:

**Mathematics:**

<b>Student Subgroup</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
All Students	59	71	74	73	75	76	75
White	64	75	79	78	79	81	80
Black/African American	36	49	57	55	54	58	57
Asian/Pacific Islander	61	74	79	77	79	78	76
Native American	27	39	43	42	45	46	44
Hispanic	34	50	54	58	57	61	59
Economically Disadvantaged	43	56	60	58	60	63	62
Students with Disabilities	21	31	38	36	39	44	42
Limited English Proficient	17	28	31	31	38	25	22
Male	60	70	75	73	74	76	74
Female	59	71	75	73	75	76	76
Migrant Students	35	49	64	59	63	57	42

The trend in mathematics is telling. With the advent of NCLB requirements, the state and local school districts begin instituting reforms to improve academic achievement. These largely kick in between 2003 and 2004 testing and the result is much higher proficiency rates for all groups by 2004. Increases continue in 2005, though at not at the level of acceleration between 2003 and 2004. Then proficiency rates in all groups essentially level off for the next two years. In 2008, a small run-up in proficiency rates is recorded with a small leveling back by 2009. Nevertheless, the results between 2003 and 2009 are telling. Much higher math proficiency rates result from the reform efforts enacted at both the state and local levels.

**Reading:**

<b>Student Subgroup</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
All Students	71	77	82	83	83	84	75
White	74	81	85	86	86	86	80
Black/African American	52	62	71	71	70	73	61
Asian/Pacific Islander	71	78	83	84	84	84	75
Native American	45	54	59	59	61	63	50
Hispanic	54	62	68	70	71	75	63
Economically Disadvantaged	58	66	71	72	73	75	63
Students with Disabilities	30	35	47	49	52	55	42
Limited English Proficient	28	34	37	44	51	35	20
Male	67	74	79	80	80	80	73
Female	74	82	85	85	86	86	79
Migrant Students	44	56	70	71	75	67	37

The trend that emerged in mathematics proficiencies is similar to the one in reading, an abrupt bump up in 2004, a smaller increase in 2005, then a leveling off. The one difference occurs in 2009 where a precipitous decline in scores occurs throughout all subgroups. Since the reform efforts remained in place, the best explanation of this one-year decline is offered by Secretary Tom Oster of the S.D. Department of Education who explained that a change in the reading standards between 2008 and 2009 with little or no notification or training of reading teachers in the new standards. Thus, this one-year dip probably does not represent an actual decline in reading achievement, but that will become evident, one way or the other, after the 2010 assessments. Even assuming the

2009 dip is real, however, state and local initiatives for improvement have correlated with substantial reading proficiency increases compared to 2003.

(b) Given that this grant application is intended to highlight the severe underperformance of the largest group of underachievers, gaps between overall and subgroup performance are highly relevant. Most relevant to this application are the gaps between specific ethnic categories.

**Dakota STEP Statewide Assessment:**

**Gaps Between All Students and Ethnic Subgroups:**

<u>Mathematics</u>	<u>2003</u>	<u>2009</u>
Black/African American	-23	-18
Asian/Pacific Islander	+2	+1
Native American	-32	-31
Hispanic	-25	-16

<u>Reading:</u>	<u>2003</u>	<u>2009</u>
Black/African American	-19	-14
Asian/Pacific Islander	0	0
Native American	-26	-25
Hispanic	-17	-12

A couple of comments need to be made before proceeding with the interpretation of these data sets. First, while other subgroups exist within the data, ethnicities are most relevant here given the fact that a key program on which this application is targeting is directed at Native American students, an ethnic subgroup. Second, the White subgroup is not considered here since the

prevalence of this subgroup in the overall population is sufficiently dominant that data for this group is little different from South Dakota students overall.

Given these facts, the 'gap analysis' is telling. One group, Asian/Pacific Islanders, actually does better than the students overall, at least in reading, and their results are basically unchanged. Two subgroups, Black/African Americans and Hispanics begin in 2003 with significant gaps between their achievement in both math and reading. Blacks saw a 22% reduction in their gap in math and a 26% reduction in reading. Hispanics, similarly, reduced their gap by 36% in math and 29% in reading. South Dakota, in other words, is making very significant gains in reducing the student achievement differential between all its students and its Black or Hispanic students. That's the silver lining. The dark cloud reveals itself in the Native American student achievement data. The Native American gap in math shrunk by only 3% and in reading by just under 4%. The American dream, achieved by educational attainment, is becoming increasingly available to Blacks and Hispanics in South Dakota, as it has always been attainable to Whites. But it remains essentially unavailable to the average Native American students whose educational achievement remains far below students in general and shows little signs of reaching where other students already are.

(c) Increasing graduation rates

<b>Student Subgroup</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
All Students	95.95	92.33	89.05	89.91	88.44	88.39	89.21
White	96.8	93.58	92.64	91.7	91.51	91.38	91.98
Black/African American	91.49	83.72	74.38	78.23	77.97	81.08	85.71
Asian/Pacific Islander	91.4	95.65	81.08	84.62	91.74	89.47	90.74
Native American	83.98	76.75	66.32	67.47	61.43	61.8	66.25
Hispanic	89.02	80.83	58.82	72.18	96.54	74.5	75.00
Economically Disadvantage	93.24	87.85	82.77	80.9	79.74	77.67	80.67
Students with Disabilities	99.04	87.92	81.69	82.33	79.43	82.45	82.14
Limited English Proficient	100.	87.6	63.64	64.06	64.12	49.66	60.00
Male	95.54	91.64	87.72	89.37	87.7	87.33	87.98
Female	96.37	93.06	90.37	90.45	88.96	89.46	90.47
Migrant Students	100	80.00	73.68	70.00	80.00	58.33	20.00

According to the S.D. Department of Education, “The graduation rate is calculated as follows: divide the total number of graduates (completers) by the total number of graduates (completers) plus the 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12 grade dropouts.” This method of calculation has remained the same over the 7 years covered by the chart above. However, what has not remained the same is the definition of a dropout and this has created a misleading situation with the data. Specifically, in 2003, the number of dropouts was determined essentially by the numbers reported by each school district based upon the definition of a dropout determined district by district. Between 2003 and 2009, the state set a dropout definition which made for a higher reported number of dropouts. Since 2008, the State has used the nationally agreed upon definition of graduate as one who receives his/her diploma by 4 years plus one

summer, which again created a higher number of reported dropouts. Thus, other than a couple of categories (Limited English Proficient and Migrant) for which numbers are so small that cohort variables cause the numbers to swing widely, the general trend here is a gradual decline in the graduation rate between 2003 and either 2007 or 2008, then a notable increase in that same rate. It is that upswing that is most telling. Even in a situation in which dropout definitions have grown increasingly likely to cause more dropouts to be reported, the graduation rate is moving upward. This increase is present even in the Native American student population. However, it should also be noted that the gap between all SD graduation rates and Native American graduation rates essentially doubled from 11.97 percentage points in 2003 to 22.96 percentage points in 2009. Thus, unlike student achievement in which Native Americans simply weren't reducing the gap between their achievement and the achievement of South Dakota student in general, in the graduation rate the gap, already a manifest disaster, is actually growing worse. This is the phenomenon that AIII not only is intending to address but, in fact, has already proven it can address. It will be through achieving success in this measure that others across the nation can look to South Dakota and its unique STEM and health Academy model in AIII to adopt some or all of its promising finding for their own application.

**(B) Standards and Assessments (70 total points)**

**State Reform Conditions Criteria**

**(B)(1) Developing and adopting common standards (40 points)**

The extent to which the State has demonstrated its commitment to adopting a common set of high-quality standards, evidenced by (as set forth in Appendix B)—

(i) The State's participation in a consortium of States that— (20 points)

- (a) Is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and

(b) Includes a significant number of States; and

(ii) — (20 points)

(a) For Phase 1 applications, the State’s high-quality plan demonstrating its commitment to and progress toward adopting a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State, and to implementing the standards thereafter in a well-planned way; or

(b) For Phase 2 applications, the State’s adoption of a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State in a high-quality plan toward which the State has made significant progress, and its commitment to implementing the standards thereafter in a well-planned way.<sup>2</sup>

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (B)(1)(i):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a standards consortium.
- A copy of the final standards or, if the standards are not yet final, a copy of the draft standards and anticipated date for completing the standards.
- Documentation that the standards are or will be internationally benchmarked and that, when well-implemented, will help to ensure that students are prepared for college and careers.
- The number of States participating in the standards consortium and the list of these States.

Evidence for (B)(1)(ii):

For Phase 1 applicants:

- A description of the legal process in the State for adopting standards, and the State’s plan, current progress, and timeframe for adoption.

For Phase 2 applicants:

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<sup>2</sup>Phase 2 applicants addressing selection criterion (B)(1)(ii) may amend their June 1, 2010 application submission through August 2, 2010 by submitting evidence of adopting common standards after June 1, 2010.

- Evidence that the State has adopted the standards. Or, if the State has not yet adopted the standards, a description of the legal process in the State for adopting standards and the State's plan, current progress, and timeframe for adoption.

*Recommended maximum response length: Two pages*

ATTACHMENTS RELATED TO THIS SECTION:

- 1 - MOU – Council of Chief State School Officers
- 2 – Sample Standards documents
- 3 – American Indian Education Act Draft Standards (Coe Concepts Working Group)
- 3 – Legal process for adopting Standards

The State of South Dakota has demonstrated its commitment to adopting a common set of high-quality standards by joining with the Council of Chief State School Officers (CCSSO). This organization of 48 states and two territories has been working toward the development and adoption of common core state standards in English language arts and mathematics. The standards being developed (draft work is due to be released early this year.) include those for College and Career Readiness which were released in the fall of 2009 and are providing the groundwork for the English language arts and mathematics to come. As stated by Gene Wilhoit, executive director of the Council of Chief State School Officers, "These standards, both the college- and career-ready and the K-12, are the critical first step for the transformation of our state education systems."

Together, as the CCSSO standards website states, "These sets of standards define the knowledge and skills students should have to succeed in entry-level, credit-bearing, academic college courses and in workforce training programs." Further, they will be:

- Aligned with college and work expectations
- Include rigorous content *and* application of knowledge through high-order skills
- Build upon strengths and lessons of current state standards
- Internationally benchmarked, so that all students are prepared to succeed in our global economy and society
- Evidence and/or research based

"An advisory group provides advice and guidance on the initiative. Members of this group include experts from Achieve, Inc., ACT, the College Board, the National Association of State Boards of Education and the State Higher Education Executive Officers."

Attached evidence provides more detailed information on the process and content of the CCSSO standards work.

The *South Dakota Content Standards* articulate an essential core of knowledge and skills that the state as a whole wants students to master. Standards clarify what students are expected to know and be able to do at various points in their K-12 academic career. Adoption and implementation of state standards ensures that the education students receive is consistently strong across all of South Dakota and that completion of high school has common meaning throughout the state.

Developing state standards in South Dakota has been a combined effort of the South Dakota Board of Education, veteran educators, state agency staff, senior scholars, interested citizens, and high-level policymakers. Apart from the CCSSO initiative, the most recent phase began with the premise that an academic standard must be clear, specific and measurable. Further, it must be simply stated in plain English and written for the general public as well as for educators. The adoption mechanisms established will require the review of these new standards by a committee as noted above. The goal is to achieve consensus and adoption under the timelines of the MOU, which allows up to three years. The policy of South Dakota, however, is that curricular areas undergo review on a rolling cycle. The fact that Reading/Language Arts just finished their curriculum review cycle will necessitate the re-review of that area after the adoption of the new standards so that the necessary timelines are met.

The core of knowledge and skills set forth as board-adopted *Standards* is essential to prepare South Dakota students for work; for post-secondary education; for responsible citizenship; and for personal fulfillment as life-long learners. Standards serve to focus discussion and to develop consensus on common goals for South Dakota education. At the same time, the *Standards* do not represent a curriculum nor do they reduce the local school's responsibility for communities, schools, and teachers to work together in implementing effective instructional strategies so that all students can achieve to high levels. The expectations will remain the same with the adoption of the CCSSO Common Core Standards. The work done by this body of experts will be infused into the standards through the SD DOE review process as it will enable our students to compete in an international, 21<sup>st</sup> century community. These standards will also position them to be more successful in college and move into the STEM areas that our nation requires.

Additionally, South Dakota intends to benefit from the common standards as they, stated in the MOU:

- 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 needs 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.

According to the CCSSOO, a validation group of independent, national experts will review the process and substance of the common core state standards delineated by the standards development group to ensure they are research- and evidence-based.

The infusion of the standards will be made more seamless through the use of the state’s web-based curriculum mapping protocol. This method of curriculum work allows teachers to easily access the standards for which they are responsible and document where they are being introduced, practiced, and mastered in each student’s academic career.

Additional work will be done at the AIII STEM Academy as it will serve as the model school for the state in creating rigorous, project-based STEM and health curriculum that is also tied to the culturally sound American Indian Education Act standards. The work of the CCSSO standards initiative will inform the work of the AIII education professionals. The curriculum that is to be developed for piloting during the first year of the grant (2010-2011) will be aligned to the CCSSO internationally benchmarked standards. After development, this body of work will be implemented at AIII and moved out to the participating LEAs for Beta testing. Resulting data and lesson learned will be published and shared with the state DOE, the public and researchers through the AIII STEM Network. The final step, to occur after the results have been analyzed and materials revised, is to disseminate the work throughout the state to have the broadest possible impact. The STEM team that will be built at the state level and the regional Educational Service Agency staffs will be instrumental in the process of providing transformational professional development to involved LEAs across the state.

**(B)(2) Developing and implementing common, high-quality assessments (10 points)**

The extent to which the State has demonstrated its commitment to improving the quality of its assessments, evidenced by (as set forth in Appendix B) the State’s participation in a consortium of States that—

- (i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium’s common set of K-12 standards (as defined in this notice); and
- (ii) Includes a significant number of States.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (B)(2):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a consortium that intends to develop high-quality assessments (as defined in this notice) aligned with the consortium’s common set of K-12 standards; or documentation that the State’s consortium has applied, or intends to apply, for a grant through the separate Race to the Top Assessment Program (to be described in a subsequent notice); or other evidence of the State’s plan to develop and adopt common, high-quality assessments (as defined in this notice).
- The number of States participating in the assessment consortium and the list of these States.

*Recommended maximum response length: One page*

**ATTACHMENTS RELATED TO THIS SECTION**

1 – MOU - from CCSSO Standards and Assessment work

The partnership with the Council of Chief State Officers has also allowed South Dakota to be a partner in the work they will do in creating assessments to align with the Common Core Standards work. Again, as stated in the MOU, “...the goal is to establish an on-going 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.

South Dakota is seizing the proverbial reform bull by the horns and working to strengthen its data accountability systems. This will apply not only for the endeavor detailed in this application, the AIII STEM Academy, but for its entire educational system. The opportunity to align the new common core standards with the development of complementary and rigorous assessments will be a win-win for our students, educators, and communities.

Again, South Dakota and its STEM team will also be pursuing the development of internationally benchmarked assessments of project-based learning that aligns with the work to be done at the AIII Academy and the Race to the Top participating LEAs. The results of these assessments of student growth in applied learning will also be published and made available to all stake holders through the AIII STEM Network and used to make adjustments to the project's work. Again, the final step, after the results have been analyzed and revised, will be to move the work out into the state to be used by all LEAs that are implementing the project-based STEM learning. Educational Service Agency staffs will also be instrumental in this process.

According to the most recent update to the Council of Chief State Officers website, there are 48 states and two territories that have signed on to this initiative.

Assessments have not yet been developed, but the MOU attached for the previous section demonstrates South Dakota's membership in this consortium and the consortium's statement that assessment work will result.

*The consortium members are:* Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Puerto Rico, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Washington, West Virginia, Wisconsin, Wyoming

## Reform Plan Criteria

### **(B)(3) Supporting the transition to enhanced standards and high-quality assessments (20 points)**

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards. State or LEA activities might, for example, include: developing a rollout plan for the standards together with all of their supporting components; in cooperation with the State's institutions of higher education, aligning high school exit criteria and college entrance requirements with the new standards and assessments; developing or acquiring, disseminating, and implementing high-quality instructional materials and assessments (including, for example, formative and interim assessments (both as defined in this notice)); developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments; and engaging in other strategies that translate the standards and information from assessments into classroom practice for all students, including high-need students (as defined in this notice).

*The State shall provide its plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length: Eight pages*

A major focus of the plan being instituted by the state with its participating LEAs is the development of a rigorous, internationally benchmarked body of work in transdisciplinary, project-based STEM and health curriculum that will serve as the basis for the AIII Academy. At the core is, of course, the academy as it will serve to be the pilot for the work as it is developed. The foundational for the academy springs from what has been accomplished over the last 17 years through the work of Stacy Phelps, the South Dakota GEAR UP program for young American Indians and the Native American Honors Program. The data has demonstrated (**refer to A(1)(i)**) that when immersed in a rigorous, six-week residential program for STEM curriculum, young American Indians were able to break the statistical mold. They returned to their schools, graduated from high school at a much

higher level than their peers (100% versus 66.25% for the rest of the SD American Indian population) and went on to college.

The plan developed, to be implemented upon award of the Race to the Top funding, will include the following steps:

1. Bring together the State Department of Education, state institutions of higher education, AIII operational leadership, and representatives of the private sector to build an effective STEM team at the state level and at the academy level. (June-Aug 2010)
2. Begin the work of the PAST Foundation to gather ethnographic data to inform the development of culturally appropriate STEM and health curriculum. (June – Aug 2010)
3. Recruit and train lead teachers who will work with the ethnographic information provided by the PAST Foundation, the CCSSO internationally benchmarked standards, and the work of the American Indian Education Act curriculum to develop the program of study to be piloted by the first student cohort. As stated previously, this will be transdisciplinary, project-based STEM and health focused. (Fall – Winter 2010-2011)
  - Recruit and provide professional development for the teachers of the first cohort of students in the appropriate techniques to be successful in implementing the transdisciplinary, project-based STEM and health curriculum. (Spring-Summer 2011)
  - Work with teacher recruitment organizations – such as Teach for America- to bring sizeable cohorts to AIII for training in the STEM program of study (as described above) and applicable teaching techniques. This will then be incorporated into the participating LEA schools. The MOU requires, then, that these professionals be placed together in the same district building and given looping assignments. In this way they will work with the same group of students for two years and the presence as a group will build in support for their work as they make inroads in transforming the school culture. (Spring – Summer 2011)
  - Bring in teacher/administrators teams from participating LEAs to be trained in the same program of study and instructional techniques. The MOU between the state and participating LEAs requires that the building principal

attend this professional development together with a majority of the building staff. This will lead to the development of stronger culture and support system for the transition to more rigorous curriculum and the transdisciplinary, project-based model.(Summer 2011, 2012 2013, 2014)

4. Develop assessments of and for learning to evaluate the growth individual students of applied and learned knowledge. Looking at both the students the AIII academy and the participating LEAs, baseline data will be collected using these instruments in the fall of 2011 with the first cohort of AIII students and after the first teacher/administrator teams from participating LEAs have received the appropriate training. This data will then be compared to data collected in the spring 2012, at the end of the traditional academic year. Results will be used to:
  - Measure the growth of each student;
  - Evaluate the effectiveness of the program of study and those responsible for delivering it;
  - Make adjustments to the project at all levels – state, local, and at AIII;
  - Inform and modify professional development to make the program, its teachers, and its leaders more effective; and
  - Report to all stakeholders and researchers about the successes of and changes that need to be made to the program

This basic process for providing professional development and moving the skills required to effectively teach rigorous, transdisciplinary project-based STEM and health learning will be repeated each year as the number of student cohorts grow and the professional development for each participating LEA is put in place.

Complementary to this process will be the role that the SDDOE and its regional Educational Service Agencies play across the state for all schools. With the adoption of the CCSSO core standards and the integration of those standards into South Dakota's classroom, the state will develop a STEM team that will work collaboratively with AIII. That team will make recommendations to all state LEAs in implementing a curriculum that will better prepare SD students for college, for success in STEM careers, and for a competitive global market. To accomplish that, the state will have key personnel at the Educational Service Agencies (ESAs) attend the 'train the trainer' programming that will be conducted by the AIII Academy. In this manner, they will be able to carry out the necessary professional development across the state to broaden the footprint of the work to be done by this STEM demonstration

school. In turn, as the Academy intends to develop its educational programming incorporating the internationally benchmarked standards adopted by the CCSSO and the American Indian Education Act standards, this work will provide a means by which LEAs can more deeply infuse them in their own schools. In the first year of operation with a student cohort, it is anticipated that AIII will incorporate the use of such STEM programming as Project Lead the Way as it develops its own project-based and culturally relevant program of study.

The broad timeline below illustrates the 10-year vision of the AIII STEM Center development process:



2010



- ❖ SD establishes state STEM team
- ❖ First SD STEM Center Opens (SDSC)
- ❖ SDSC On-line Network Inaugurated
- ❖ Collaborative Partnership begin Designing Programs
- ❖ In-Service Professional Development Begins
- ❖ Data Knowledge Capture launched

2011



- ❖ 9<sup>th</sup> -12<sup>th</sup> grades at All
- ❖ Bridge Programs of 3<sup>rd</sup> Term completely launched
- ❖ In-Service Professional Development Continues
- ❖ Collaborative Partnership continue Designing Programs
- ❖ Data Knowledge Capture Ethnology Published



2015



- ❖ Second SD STEM Center Opens
- ❖ 9<sup>th</sup> - 14<sup>th</sup> grades at All complete
- ❖ Second SDSC Demonstration School Opens (All<sup>2</sup>)

2017



- ❖ SD completely STEM Networked
- ❖ All SD schools delivering STEM based learning
- ❖ 9<sup>th</sup> - 12<sup>th</sup> grades at All<sup>2</sup> complete
- ❖ SD students among best in the nation

2020



An important component of the vision is the manner in which this work will become available to a much broader constituency. As the data is collected, analyzed, published and placed on the SD STEM Network, this work will become available to states with similar educational issues in addressing the needs of their high-poverty, high-minority, low-performing schools and students. It will be specifically replicable for other American Indian populations, but also stands to transform any such population.

<b>Performance Measures</b> Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
(Enter measures here, if any.)					

**(C) Data Systems to Support Instruction (47 total points)**

**State Reform Conditions Criteria**

**(C)(1) Fully implementing a statewide longitudinal data system (24 points – 2 points per America COMPETES element)**

The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).

*In the text box below, the State shall describe which elements of the America COMPETES Act (as defined in this notice) are currently included in its statewide longitudinal data system.*

Evidence:

- Documentation for each of the America COMPETES Act elements (as defined in this notice) that is included in the State’s statewide longitudinal data system.

*Recommended maximum response length: Two pages*

ATTACHMENTS RELATED TO THIS SECTION:

1 – America COMPETES elements

The South Dakota Department of Education (SD DOE) has spent the last several years putting in place the foundational components necessary to successfully build a Longitudinal Data System (LDS). SD DOE has:

- Implemented a voluntary state-wide Student Information System (SIS) that is currently being used by 99% of the school districts.
- Implemented a unique student identifier in elementary and secondary education
- Implemented a unique identifier to students in postsecondary Regents institutions
- Identified key data to be included in the LDS

The SD DOE is now prepared and very well positioned to build on our K-12 efforts and launch into new educational sectors to create a K to 21 LDS that can be used to manage, analyze and disaggregate student and teacher data in a manner that efficiently informs instructional and programmatic decision making to improve student educational achievement throughout the state. The LDS will allow the SD DOE and LEAs to improve student academic achievement and close achievement gaps. The SD DOE intends to leverage the work already done in implementing a standard K-12 student information system, standardizing data elements and definitions and data reporting processes at the LEA level in the development of the LDS. If funding is awarded from the Statewide Longitudinal Data System grant application will greatly accelerate this process.

The SD DOE will implement a Commercial Off-The-Shelf (COTS) data warehouse product to serve as the core of the LDS. This product will collect and store detail level student, teacher, course enrollment, assessment and program participation data. The system will allow the SD DOE to link teachers to students and specific course enrollments, including the ability to calculate Highly Qualified Teachers (HQT) at the course section level. The system will have the ability to track a student from Kindergarten through their postsecondary education and into the workforce.

Listed in the chart below are the elements of America COMPETES that South Dakota has and hasn't achieved as reported in the SD State Fiscal Stabilization Fund Phase II application:

#1	A unique statewide student identifier that does not permit a student to be individually identified by users of the system?	Both the K-12 and the Higher Education system have unique student identifiers.	Yes
#2	Student-level enrollment, demographic, and program participation information?	A transactional data system is in place that allows for collection of enrollment, demographic and program participation data at the K12 level and at the Higher Education level.	Yes
#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?	The current transactional data system records the exit, transfer in/out, drop out or completion of an educational program at the K12 level and at the Higher Education level.	Yes
#4	The capacity to communicate with higher education data systems?	There is currently no automated system which allows for communication with Higher Education.	No
#5	An audit system assessing data quality, validity, and reliability?	The current transactional data system allows for basic audit processes.	Yes
#6	Yearly State assessment records of individual students?	Assessment data are accessible on the current transactional data system	Yes
#7	Information on students not tested, by grade and subject?	The current transactional system collects these data.	Yes
#8	A teacher identifier system with the ability to match teachers to students?	A teacher identification numbering system is in place, but the data lives in a silo separate from the transactional data system. The Longitudinal Data System the department plans to implement will allow the matching of teacher identifiers with student identifiers.	No
#9	Student-level transcript information, including on courses completed and grades earned?	Transcripts are generated in a static form in the current transactional data base system and are typically outputted as pdf file. The ability to export them in a flat file does exist, but because South Dakota has not implemented a common course numbering system to use. The current statewide student information system has the capability to support the mapping of distinct courses to whichever number system the state decides to implement.	Yes
#10	Student-level college readiness test scores?	This information is collected from the testing company and uploaded into the current data system.	Yes
#11	Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework?	Each year the SD BOR provides an individual report to each South Dakota high school regarding the success of their most recent graduates' performance (progression, GPA, remedial placement/enrollment, and credit hour completion) during their first year in the Regents system. Although this reporting mechanism meets the Higher Education Transition goal, this data is only available for those graduates who enter one of the six public 4-year institutions directly after graduation. National level data indicates that 72% of South Dakota high school graduates go on to some form of postsecondary experience, and 45% of those students traditionally enter the Regents system. Currently, data are not available from the other postsecondary institutions in the state, in particular the public Technical Institutes. The creation of a unified data system will allow for the	No

		availability of this data across all publicly funded postsecondary institutions.	
#12	Other information determined necessary to address alignment and adequate preparation for success in postsecondary education?	The High School to College Transition report has been a useful tool for tracking student first-year performance, however much of the student P-12 data is not transmitted to public institutions in the state. The SD DOE's student system has a rich set of data that includes student course taking (curriculum completion and performance), testing (NCLB and special accommodations) demographic characteristics (homelessness and income indicators), and enrollment patterns (attendance and transition), which can be useful in determining factors that influence student preparation. In particular, having detailed data on the curriculum patterns for students can be a valuable resource in determining necessary alignment between high school graduation requirements and student success in their postsecondary education. Integration of data system will allow for improved higher education success for students in the state.	No

The SD DOE has applied for a grant through the Statewide Longitudinal Data System (SLDS) ARRA funds. The objectives within that grant correlate with meeting the 12 elements of the America COMPETES Act as well as the 7 elements of a longitudinal data system and the 10 elements of the Data Quality Campaign. SD DOE will work with an independent consultant and plans to purchase a commercial off-the-shelf software solution in order to expedite implementation of the system.

The following table illustrates the manner in which the seven outcomes of the SD-EDS proposal align with the 12 required data system elements from the America COMPETES Act.

To make this vision a reality seven associated outcomes will be accomplished:

- 1) Unique K-21 Student Identifier
- 2) Unique Staff Identifier
- 3) K-12 Longitudinal Data Warehouse
- 4) Integration of Postsecondary Data
- 5) Reporting and Analysis System
- 6) South Dakota Data Quality Initiative
- 7) Postsecondary Technical Institution Electronic Management System

SD-EDS Outcomes

12 Required Data System Elements - America COMPETES Act	1	2	3	4	5	6	7
1. Student Identifiers	X					X	
2. Student Data			X	X		X	X
3. Exit Data			X	X		X	X
4. Higher Ed Communications*				X		X	X
5. Audit System			X	X		X	
6. Assessments					X	X	
7. Non-tested						X	
8. Teacher Identifiers*		X				X	
9. Transcripts						X	
10. SAT/ACT			X			X	
11. Higher Education Transition*					X	X	X
12. Higher Education Success*					X	X	X
* Elements South Dakota still needs to meet							

**Reform Plan Criteria**

**(C)(2) Accessing and using State data (5 points)**

The extent to which the State has a high-quality plan to ensure that data from the State’s statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (*e.g.*, parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.<sup>3</sup>

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included*

<sup>3</sup> Successful applicants that receive Race to the Top grant awards will need to comply with the Family Educational Rights and Privacy Act (FERPA), including 34 CFR Part 99, as well as State and local requirements regarding privacy.

*in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length: Two pages*

One of the primary capacity building activities will be the initiation of the Data Quality Campaign. The campaign will engage representatives from each school district in the state, a data quality coach in each of six educational service agencies (ESA), and representatives from both the technical institutions and the higher education institutions. The data coaches to be located in each ESA will engage in ongoing professional development in order to provide continuous support to districts in each region by conducting data retreats for administration and faculty to determine what the data means and how it can be used to improve instruction and learning at the building and classroom levels. This is a task that ESAs have been charged with since their inception five years ago, and one at which they have been very successful.

If funds are received from the SLDS grant, SD DOE will employ an additional two new FTE to manage data in the data system and provide support to LEAs in submitting and extracting needed data. Existing personnel in the DOE will also handle some responsibilities for the project. In addition to training state DOE staff in the use of the data system, LEAs and other stakeholders will be trained on the capabilities and functions of the SD-EDS data system.

South Dakota has a high quality plan that will ensure access to the information available through the SLDS that will be used to inform and engage, as appropriate, key stakeholders and that will drive the use of the data to support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.

Scenarios of how this data will be utilized specifically in the state to meet the data collection and use goals, as well as act in tandem with other initiatives:

**#1:** In 2005 SD Governor Mike Rounds developed the P-21 Council to enhance the dialogue between K-12 and post-secondary institutions for the purpose of ensuring graduates are prepared to enter a 21st Century workforce. The council recognizes a need for enhancing data that districts receive about their graduates. Post-secondary institutions need to be able to connect student performance related to standards and high quality assessments prior to their entrance into college in order to investigate factors associated with college student achievement, progress, and degree completion. South Dakota is also a member of the Partnership for

21st Century Learning. The P-21 Council recognizes that K-12 and post-secondary curriculum must be relevant to 21st Century learning. *A LDS that aligns high school curriculum, standards and assessment with student post-secondary performance will provide a mechanism for more sophisticated analysis.*

**#2:** SD DOE is currently a partner in a National Math and Science Initiative to promote Advanced Placement (AP) coursework to improve rigor. Students in South Dakota's most rural locations now have online access to AP courses. We also know that 30% of incoming freshmen to SD's public universities require remedial coursework in math and English. We believe that high school students who pursue rigorous courses in core content areas and specific career clusters (fields of study) enter technical school and college ready to perform. At present we don't have sufficient data analysis capabilities to support this because we don't know what high school courses these students took and we don't have the data to know if AP coursework will affect this percentage. *A LDS will alleviate this dilemma.*

**#3:** Teachers must be effective to provide relationships, relevance and rigor. Currently the state is engaged in a Teacher Incentive Fund (TIF) grant that seeks to measure and reward teacher effectiveness as judged in part by student achievement. The school districts participating in the TIF project have been identified as struggling schools -- they are the lowest performing schools in the state. The current data system does not allow student data to be connected with teacher data. Although students do have unique identifiers, teachers do not and so that data cannot be correlated. Additionally, the state is also experiencing a teacher and administrative shortage and programs are in place to recruit both populations. It would be beneficial to track the effectiveness of teachers certified through non-traditional methods as well as the effectiveness of administrators who have received interventions to increase leadership capacity – currently we do not have that ability. *A LDS would allow for correlating data among teachers and administrators to their particular preparation programs and to student performance.*

**#4:** Two years ago, Governor Rounds introduced the 2010 Education Initiative (2010E) as a roadmap to develop the academic tools our children need in order to success. A component of this initiative is High Schools 2025. A key purpose of this component is to prepare students to be part of a vital workforce. The global marketplace has changed our world. Success in the 21st century requires a skill set that wasn't even around 20 years ago. Governor Rounds has been a proponent of the one-to-one laptop initiative called Classroom Connections. Legislative policy makers are constantly seeking accurate data and information to determine the financial feasibility of this program and others. Parents who attended traditional schools where textbook and chalkboards were standard are also seeking information about the implications of learning with technology. Presently there are not enough data indicators that can be effectively coalesced to provide that evidence. *An LDS would allow the state to develop a means to gather comparison data among schools that are and are not 1 to 1 and those that are not, as well as dig down into the teachers' use of technology in the classroom and the resultant student growth. This, in turn, could inform decisions for future implementation and to inform appropriate stakeholders about impact on student achievement.*

**#5:** The Bush Foundation has entered into a partnership with 14 higher-education institutions, including the University of South Dakota, focused on transforming teacher-preparation programs. Over the next decade, the Bush Foundation will invest more than \$36 million in the universities, which have plans to produce at least 25,000 new, effective teachers. To accomplish this goal, the institutions will transform how they recruit, prepare, place and support new teachers and how they work with their K-12 partners. Among the six guiding principles established by the Foundation for the initiative is the use of data to inform decision making, and the use of value-added data in particular. The Foundation's investment will enable the USD to develop and implement their redesigned programs, starting with the 2010-11 academic year.

Each institution will launch a unique strategy that plays to the institution's strengths, while challenging the status quo to ensure the teachers they prepare will be highly effective. Innovative concepts include targeted recruiting of high-caliber students representing diverse groups, integration of co-teaching strategies, creation of residency programs to provide full-year immersion experiences to teacher candidates, deep partnerships with K-12 school districts and ongoing support to new teachers through in-person and online mentoring programs. In addition, the Foundation will work with USD to develop assessment tools and reporting mechanisms that teachers, schools and higher-education institutions can use to measure effectiveness and improve performance. *An LDS would allow for broad benefit from this initiative by correlating data among teachers and their particular preparation programs and to student performance.*

Two overarching objectives have been identified to make this vision a reality:

**Objective I:** *Develop, implement and maintain a statewide longitudinal data system that provides student and teacher data over time and allows for efficient and effective sharing of data between K-12 and post-secondary.* With a unique identifier in place, student and staff data will be linked and tracked across time, courses and programs. The LDS will be aligned with post-secondary data systems to ensure communications that benefits both entities such as transcribing, student transition success rates and preparedness. Appropriate governance and policy procedures will be implemented to ensure safe and secure and integrated data access by stakeholders.

**Objective II:** *Develop, implement and maintain a statewide longitudinal data system that allows for efficient and effective reporting to federal officials, decision making by state policymakers and assessment and research by educators.* Policy makers, SD DOE officials, educators and researchers need access to longitudinal data to identify trends and make informed decisions about how to close achievement gaps and improve student, teacher and school performance. The type of information provided by the system will

allow for the identification and support of struggling schools. Records that match unique student identifiers with unique teacher identifiers will facilitate and improve the quality of decision making about programs, curricula, teacher preparation and teacher professional development. For instance, comparisons could be made between student performance related to teachers who are trained in cognitively-guided math instruction and teachers who are trained in direct math instruction techniques. Additionally, the achievement data generated through the STEM academy, AIII, can be merged with other data to demonstrate that program’s level of effectiveness. Public reporting that protects confidentiality will provide parents and other community members with more accurate and more detailed information.

The timeline for accomplishing these objectives that will allow for the fulfillment of the seven outcomes of the SD EDS are:

**Outcome #1 Unique K-21 Student Identifier**

Objective: To purchase a K-21 student ID engine which will allow a linkage between the K-12 and higher education data systems and can be integrated into a longitudinal data system.

	<b>Major Task</b>	<b>Timeline</b>
1	Issue RFP for Student ID Engine	January 2009 – March 2010
2	Review Bids	March –April 2010
3	Award RFP to Student ID Vendor	May 2010
4	Install ID system	May – June 2010
5	Set up accounts for Student ID system users	July 2010
6	Load existing student ID information	August 2010
7	Tune matching engine for student IDs	August 2010
8	Integrate Student ID system	August 2010

**Outcomes #2 Unique Staff Identifier**

Objective: South Dakota currently uses SSNs as a teacher ID. The goal is to implement a unique teacher ID that is not related to the SSN.

	<b>Major Task</b>	<b>Timeline</b>
1	Issue RFP for Staff ID Engine	January 2009 – March 2010
2	Review Bids	March –April 2010
3	Award RFP to Staff ID Vendor	May 2010
4	Install ID system	July 2010
5	Set up accounts for Staff ID system users	July 2010
6	Load existing teacher ID information	August 2010
7	Tune matching engine for staff IDs	August 2010
8	Return assigned staff IDs to districts	September 2010
9	Train districts in staff ID assignment process	September 2010
10	Adjust staff data collections to use new staff IDs	October 2010
11	Integrate staff ID system	October 2010

**Outcome #3 K-12 Longitudinal Data Warehouse**

Objective: SD currently has several different data systems to collect and store K-12 student and teacher data. Each system operates as a silo. This project would implement a data warehouse where select fields from each system could be imported and stored at points throughout the year to easy analysis of the information.

	<b>Major Task</b>	<b>Timeline</b>
1	Issue RFP for Longitudinal Data System	January 2009 – March 2010
2	Review Bids	March –April 2010
3	Award RFP for Longitudinal Data System	May 2010
4	Determine initial data collection elements	May - June 2010
5	Populate data warehouse tables	July 2010
6	Build date “cubes”	July - August 2010
7	Review with Executive Steering Committee and program staff	July - August 2010
8	Refine data collection elements and “cubes”	August 2010 – April 2011
9	Review with Executive Steering Committee and program staff	August 2010 – June 2011
10	Train SD DOE staff on use of system	August - September 2010
11	Design process to update warehouse with new data	August 2010 – June 2011

**Outcome #4 Integration of Postsecondary Data**

Objective: Once the K-12 longitudinal data warehouse is in place, the next step is to bring in postsecondary data to provide for analysis on student achievement.

	<b>Major Task</b>	<b>Timeline</b>
1	Determine initial data collection elements	February – March 2011
2	Populate data warehouse tables	April 2011
3	Build date “cubes”	April – May 2011
4	Review with Executive Steering Committee and program staff	April – May 2011
5	Refine data collection elements and “cubes”	May 2011 – January 2012
6	Review with Executive Steering Committee and program staff	May 2011 – January 2012
7	Train SD DOE and BOR staff on use of system	May – June 2011
8	Design process to update warehouse with new data	May 2011 – January 2012

#### **Outcome #5 Reporting and Analysis System**

Objective: To fully realize the benefits of the longitudinal data warehouse, the system must have a user friendly reporting and analysis system in place.

	<b>Major Task</b>	<b>Timeline</b>
1	Issue RFP for Reporting and Analysis System	January 2009 – March 2010
2	Review Bids	March –April 2010
3	Award RFP for Reporting and Analysis System	May 2010
4	Install Reporting System	July 2010
5	Build K-12 Reports on data warehouse “cubes”	August 2010 – June 2011
6	Train SD DOE staff on use of system	August – September 2010
7	Regional training for district staff	June – July 2011
8	Build Postsecondary Reports	September 2011 – February 2012
9	Train Postsecondary staff	January – March 2012

#### **Outcomes #6 South Dakota Data Quality Initiative**

Objective: To improve the quality of the data being submitted by training those who do the data entry.

<b>Major Task</b>		<b>Timeline</b>
1	National-level PD for SD DOE/External Consultant	July 2010
2	Development of statewide initiative	August – October 2010
3	Advisory group review and guidance	October – November 2010
4	Finalize initiative and roll-out plans	November – December 2010
5	Engage Education Service Agencies(ESAs)/ identify data coaches	January 2011
6	Launch initiative/promotional activities	January – February 2011
7	Data coach training	March – April 2011
8	District representative training	May – July 2011
9	Data coaches provide ongoing support to districts	August 2011 – January 2012

**Outcome #7 Postsecondary Technical Institution Electronic Management System**

Objective: To purchase and implement a uniform data collection system for the four postsecondary technical institutes in South Dakota. This will enable them to participate in the longitudinal data warehouse project.

*For Outcome #7 Postsecondary Technical Institution Electronic Management System funds will be sub granted to the 4 postsecondary technical institutes to purchase the hardware and software to implement a uniform data collection system. The timeline below was developed and will be managed by the technical institutes.*

<b>Major Task</b>		<b>Timeline</b>
1	Quarterly project meetings with SD DOE and Technical Institute staff	February – March 2010
2	Hardware needs survey	February 2010
3	Develop comprehensive project plan	February 2010
4	Order hardware	March 2010
5	Data conversion	March 2010
6	Install EMS hardware	April – May 2010
7	Network connectivity and hardware operations testing	May – June 2010
8	Individual EMS package training	8 May 2010
9	Install and configure EMS	June – July 2010
10	Individual EMS components active and online	August – December 2010

SD DOE is led by the Secretary of Education who, along with the Deputy Secretary and directors in charge of each of the department offices, will provide the executive governance structure for the SD-EDS initiative. While the SD-EDS project is primarily located within the SD DOE, specifically in the Office of Finance and Management, Division of Data Management, SD DOE will work in partnership with the SD BOR, SD DOL, and SD BIT in the development of the K-21 longitudinal data system. Due to the magnitude of the project, SD DOE will work with an external consultant to serve as the project manager. In addition, SD DOE will use the following organizational structure and responsibilities:

**Project Sponsor:** Tami Darnell, Director of the Office of Finance and Management, will serve as the Project Sponsor. She will be responsible for securing funding and the human resources needed to design, implement, and sustain this project. The Project Sponsor will meet regularly with the project manager to review project timelines, key milestones, and outstanding issues. She will aid the project manager in managing cross-functional support resources needed. In addition, the Project Sponsor will ensure the project is tracking on budget and provide final sign-off on any escalated change.

**Executive Steering Committee:** Co-Chairs of the committee would be Tom Oster, Secretary of the SD DOE and Jack Warner, Executive Director of the SD BOR. Members of this committee will include the Project Sponsor, SD DOE Division Directors, the Secretary of the SD DOL, the SD Chief Information Officer (CIO), and project vendors. The Project Manager will meet with the Executive Steering Committee on a quarterly basis to discuss the status of the project, any outstanding issues, budget issues, and escalation of project issues or risks. In addition, a meeting of the Executive Steering Committee may be requested at any time by the Project Manager or any member of the committee.

**Project Manager:** SD DOE will contract with an external vendor to serve as the Project Manager. The Project Manager will create and execute project work plans and revise them as appropriate. The external vendor will manage the day-to-day operational aspects of the project and identify resources needed and assign individual responsibilities. The Project Manager is responsible for ensuring that the project team completes the project.

<b>Performance Measures</b> Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
(Enter measures here, if any.)					

**(C)(3) Using data to improve instruction (18 points)**

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan to—

- (i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;
- (ii) Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and
- (iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (*e.g.*, students with disabilities, English language learners, students whose achievement is well below or above grade level).

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note the location where the attachment can be found.*

*Recommended maximum response length: Five pages*

The Race to the Top initiative that will launch the STEM and health demonstration academy, AIII, will have built in instructional improvement systems that will provide the participating LEAs with the necessary data to make adjustments to local instructional planning. As indicated on the timeline for implementation of the AIII Academy, the first nine months of the process will be dedicated to the initial research and development of the necessary curriculum and aligned assessments that will drive the transdisciplinary, project-based STEM and health programs of study. A comprehensive and balanced assessment approach will be used (modeled from the 21<sup>st</sup> Century partnership) including formative, benchmarked, summative and/or large scale assessments. This model will incorporate the use of reporting systems that will allow for rapid collection of data and reporting of that data. All of the assessment data that is generated will be shared and used as part of a transparent and aligned system of measurement that supports improvements in student learning. The AIII STEM Network will publish the information, making it available to all appropriate stakeholders and researchers. The formative assessments will be used by the state DOE, local administrators and teachers, and the administration and faculty of AIII to evaluate the learning that is taking place. Such processes will allow adjustments to be made to instructional processes and for interventions (both for remediation and acceleration) to be designed for individual students as necessary. It will be utilized by the professional development staffs of the state Educational Service Agencies, enabling them to make the necessary adjusts to training they are offering to involved LEAs in the state. Conclusions drawn from the collection and analysis of such data will published and shared with researchers across the nation to facilitate the replication of the AIII STEM model to other regions, especially for use with similar high-need, low-achieving student populations.

The fact that South Dakota has invested heavily in technology; wired all of its schools to receive the Internet; and has supported its districts in the use of technologically-based tools in curriculum mapping and assessment development, will allow the work of this partnership between AIII and the participating LEAs to share the developing work in a virtual environment almost

immediately. The Statewide Longitudinal Data System to be developed in the state will serve as an additional repository for this collected data. In this manner, the state will be able to generate important information that compares how students in the pilot AIII Academy, participating LEAs, involved LEAs and others are progressing in attaining the skills and knowledge they need to be successful in a post-secondary environment and the 21<sup>st</sup> Century world. This, again, will be useful to regions around the country that seek to learn from this project for similar populations.

As the data from the implementation of the pilot model at the AIII Academy and the participating LEAs is generated, collected and analyzed, it will be necessary for state educational leadership, AIII and its partners, and those trained in the interpretation of such data to share the implications with the local LEAs. Again, in line with the 21<sup>st</sup> Century partnership to which South Dakota belongs, professional development will be customized to intervene in the instruction of the transdisciplinary, project-based STEM program design in much the same way teachers will be able to customize their delivery of instruction to meet the individual needs of their students. As the process evolves, professional development will be job embedded, customized, collaborative, and technology-infused. It will be, as for the students, both formative and summative. The collaborative opportunities that will be embedded in the AIII pilot model will foster the growth of professional learning communities among the participating LEAs and be informed by the data analysis that results from the student assessments.

The data that will be generated by the AIII Academy and the participating LEAs will be in addition to the achievement data that is generated by many other LEAs in the state. The assessments that are created, tested, and validated during the first year of the program will then be Beta tested by participating LEAs. This body of data will be entered into the SLDS to allow comparisons of a student's growth in applied learning and content knowledge.

An added dimension will be added by the grant partner, the PAST Foundation that will incorporate an ethnographic data knowledge capture from the participating LEAs and the community of AIII. The data will be published and used to insure that the curricular and assessment models developed reflect the cultural needs of the students and their communities. An important aspect of

the program being established by this grant is the necessity to recognize cultural realities that exist in the under-performing student populations and their communities. This data knowledge capture will insure that this type of information is infused into the overall academic picture and enable educational professionals to make any necessary corrections.

Each summer, adjustments based on the information garnered from the various data collections will be incorporated as professional development is provided for the incoming teachers for AIII and for the teacher cohorts that will go out to participating LEAs. Professional development that is offered to participating LEA administrator and teacher teams will reflect similar changes. Teachers that are already at AIII and out in the participating LEAs will be updated with necessary changes as the year progresses. The staffs of the ESAs throughout the state will be informed, trained as necessary, and assist in the implementation of suggested modifications. Throughout the process, the STEM tea at the state level will be advised of the work being generated at AIII and the participating LEAs, enabling them to make informed decisions as they review programming decisions that will affect the state's other LEAs.

Additionally, the IHE partners will be able to use this information to guide their decisions in training pre-service teachers. The transition to transdisciplinary, project-based STEM teaching and learning using culturally attuned standards will, thereby, be founded in research. It will also be used to develop stronger community support (both in the educational community and the private community) for the transition to this model of learning and teaching as the information is used to illustrate the gains that can be made with historically low-achieving students.

SD believes that effective professional development must include the following elements, articulated by the International Technology Education Association:

- Modeling of teaching practices that teachers will be expected to use in their classroom. (This will be especially important as transdisciplinary, project-based teaching and learning that has been integrated with American Indian standards will present a new challenge to many of the teachers involved.)
- Evaluation of the professional development to ensure teacher needs are being met. (The on-going assessment of students and

the collection of the resulting data will allow the state, the ESAs, the participating LEAs, and AIII to evaluate the effectiveness of the training they implement and make certain teachers' needs are met. In that way students will be more successful. Regular surveys and interviews with teachers and principals will allow those delivering the professional development to be responsive to their needs on a timely and effective basis.)

- Create and implement mentoring activities at both in-service and pre-service levels. (The AIII leadership, especially Stacy Phelps who was awarded the Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring in January, 2010, and the structure of the AIII STEM model recognize the importance of and build in the mentoring capacity, not only for students, but also for pre-service and in-service teachers. In addition, the Bush Foundation grant at USD and a SD Teacher Quality grant that will be collaborating with AIII and its participating LEAs incorporate this important mentoring component.)

All data that is generated as a result of the move to a broader statewide longitudinal data system, and as the result of this grant specifically, will be made available to the public through the LDS and/or the AIII STEM Network. The data that results for the work done through the establishment of this unique 9-14 school will be published and be placed on the AIII STEM Network as it becomes available allowing researchers to access the learnings as they emerge. The premise of the model, as stated previously, is based on the 17 years of work with Native American students, South Dakota's largest and historically lowest performing group. The research will focus on the outcomes for this population, as heavily represented in other subgroups, such as low income and special needs that have also struggled to meet NCLB performance standards. The success of SD GEAR-UP and the American Indian Honors Program lend research-based credence to the formation of this residential academy and the development of the entire Race to the Top program for South Dakota. It will be important to not only this state, but other states in which there are large numbers of American Indians, to follow the successes and challenges as the program progresses. It will be possible to track not only the students who will benefit from the year-round model of the STEM pilot academy, but also the impact of the instructional strategies on students in the participating LEAs and in schools that are impacted by the regional ESAs' training.

<b>Performance Measures</b> Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
(Enter measures here, if any.)					

**(D) Great Teachers and Leaders (138 total points)**

**State Reform Conditions Criteria**

**(D)(1) Providing high-quality pathways for aspiring teachers and principals (21 points)**

The extent to which the State has—

- (i) Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;
- (ii) Alternative routes to certification (as defined in this notice) that are in use; and
- (iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (D)(1)(i), regarding alternative routes to certification for both teachers and principals:

- A description of the State’s applicable laws, statutes, regulations, or other relevant legal documents, including information on the elements of the State’s alternative routes (as described in the alternative route to certification definition in this notice).

Evidence for (D)(1)(ii), regarding alternative routes to certification for both teachers and principals:

- A list of the alternative certification programs operating in the State under the State’s alternative routes to certification (as defined in this notice), and for each:
  - The elements of the program (as described in the alternative routes to certification definition in this notice).
  - The number of teachers and principals that successfully completed each program in the previous academic year.
  - The total number of teachers and principals certified statewide in the previous academic year.

*Recommended maximum response length: Two pages*

ATTACHMENTS RELATED TO THIS SECTION:

- 1 – Alternative Certification Regulation
- 2 – Teach for America Statute

D (1)(i) Legal, statutory, or regulatory provisions the allow for alternative routes to certification for teachers and principals:

Statutory Authority for Alternative Certification

**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.

**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.

### State Approved Route to Alternative Certification

The alternative certification process is administered by the Department of Education. The alternative certification program is limited to content areas issued at the approved education program level. Elementary education programs will not be available in the alternative certification process beginning on July 1, 2003, and thereafter. Applicable to all candidates:

Praxis II is South Dakota's state licensure exam. A candidate must complete both the appropriate content area and pedagogy Praxis II exams with passing scores in order to be considered for full state certification.

Once the candidate has successfully completed all the Alternative Route to Certification Program, including the coursework, the Praxis II examinations, and has received a positive recommendation from his/her on-the-job mentor, the candidate must file an alternative certification application for a five year certificate with the State Department of Education in order to obtain his/her official teaching certificate.

Also noted below with each program are the Race to the Top Pathway characteristics each fulfills:

- (A) Can be provided by various types of qualified providers, including both institutions of higher education and other providers operating independently from institutions of higher education;
- (B) Are selective in accepting candidates;
- (C) Provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching;
- (D) Significantly limit the amount of coursework required or have options to test out of courses; and
- (E) Upon completion, award the same level of certification that traditional preparation programs award upon completion.

Teach For America (TFA) RttT RFP Characteristics: B, C, D, E Total number certified 2009 - 26

**Program Description:** The mission of TFA is to build the movement to eliminate educational inequity by enlisting our nation's most promising future leaders in the effort. They recruit outstanding recent college graduates from all backgrounds and career interests to commit to teach for two years in urban and rural public schools and provide the training and ongoing support necessary to ensure their success as teachers in low-income communities.

Their teachers, also called corps members, go above and beyond traditional expectations to lead their students to significant

academic achievement, despite the challenges of poverty and the limited capacity of the school system. In succeeding with their students, corps members show that students in low-income communities can achieve at high levels, offering further evidence that educational inequity is a solvable problem.

TFA also knows that enlisting additional high-quality teachers is not the ultimate solution, believing that the best hope for ending educational inequity is to build a massive force of leaders in all fields who have the perspective and conviction that come from teaching successfully in low-income communities.

During their two-year commitments, TFA corps members see firsthand that educational inequity is solvable and gain a grounded understanding of how to solve it. Beyond these two years, TFA alumni bring strong leadership to all levels of the school system and every professional sector, addressing the extra challenges facing children growing up in low-income communities, building the capacity of schools and districts, and changing the prevailing ideology through their examples and advocacy.

Career and Technical Education Alternative Certification RttT RFP Characteristics: A, B, C, D, E

**Program description:** The CTE alternative certification program shall consist of participation in and completion of state approved program but allows candidates with less than a bachelor's degree to be accepted into the program. A candidate for CTE alternative certification may receive a two-year provisional certificate upon meeting the initial eligibility requirements. The department may issue a five-year CTE certificate upon completion of the CTE alternative certification program and written recommendation from local administration. Candidate must participate in:

- (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

This program is in its second year of implementation and has no program completers at this time.

- Number of Principals certified statewide 2008 – 265 Number of Principals certified using alternative methods 2008 - 0

- Total Number of teachers certified statewide 2008 – 3,399 Number of Teachers certified using alternative methods - 26

(iii)

**SD Supporting Elements and Strategies for monitoring, evaluating, and identifying areas of teacher and administrator shortage and preparing teachers and principals o fill these areas of shortage.**

## **I. Data and Reporting Systems**

### **A. Inventory of current data reporting systems**

#### **1. Teacher Vacancy Report & No Longer Employed Report**

- a. These data collections are required statutorily:

*SDCL 13-3-60. Department to analyze demographics of public education workforce. The Department of Education shall research and analyze the demographics of South Dakota's public education workforce, with an emphasis on the geographic distribution of K-12 teachers, their years of experience, years until retirement, and their areas of educational expertise. The department shall also research and analyze teacher vacancies by geographic location, areas of expertise, and compensation level.*

- b. **Teacher Vacancy Report:** Public districts are required to complete a teacher vacancy report on a yearly basis that tracks 1) Number of positions that were vacated between school years, 2) Number of vacant teaching positions at the beginning of the school year, 3) Specific position(s) left vacant, and 4) Decisions made regarding the empty position(s).
  - i. This report helps the district to document their hiring decisions and helps SD DOE to monitor individual district progress and projected teacher shortages
- c. **No Longer Employed Report:** Data for this report is collected yearly with the submission of information to the Personnel Records System (PRF). This report collects information regarding reasons for leaving employment at each

district

- i. Data is collated and gives the SD DOE a picture of teacher turnover and projected teacher shortages in the state

## **2. Statistical Digest**

- a. SD DOE has an online searchable statistical database that allows for disaggregation of data by individual school districts or for the entire state that allows for comparisons of critical components regarding salaries, teacher/student ratio, years of experience, advanced degrees, etc. between high and low poverty and minority schools across the state.

## **3. Electronic Teacher Data System (Personnel Record Form- PRF & Certification System)**

- a. Annually school districts submit data online which links teacher qualifications to class assignments
- b. Districts submit teacher data on the PRF yearly
- c. Certification system is updated as teachers renew teaching certificates, add additional preparations, and/or pass content specific Praxis II tests
  - i. New online system allows teachers to apply for initial or renewal certification
  - ii. Linked to Board of Regents for automatic transfer of transcripts and university certification officers
  - iii. Hard copy data is scanned into each teacher's online file

## **4. Highly Qualified Teacher Report**

- a. The SD DOE has created an online "Highly Qualified Teacher" report which is linked directly to the state certification system and the Personnel Record Form (PRF) system. The PRF reflects teacher assignments for all classes

that teachers are assigned to and state certified to teach. This information is then connected to the online database Highly Qualified Teacher Report to reflect all teachers teaching in core content areas.

b. The SD DOE uses the information from the online database to populate the online annual State Report Card on the percentage of classes taught by teachers who are not highly qualified and the percentage of teachers with emergency or provisional credentials, as required by §1111(h)(1)(C)(viii). The SD DOE reports this data for each individual attendance center, the district, and then aggregates the information to the state.

c. The annual State Report Card shows the data for the current year as well as previous years. Data for the 2008-09 school year will be made available in the fall of 2009.

#### **5. Teacher 411**

This online system shows the current status of a teacher's certification, Praxis tests that have been passed, current employment, as well as the classes the teacher is highly qualified to teach. This is based on a merging of the certification and Personnel Record Form systems as well as logic that is built in to determine the HQT status of each teacher.

### **B. How data and reporting systems support SD DOE in achieving 100% of HQT teachers and identifying and correcting inequities in high-poverty/high-minority schools vs. low-poverty/low-minority schools.**

#### **1. Achieving 100% of HQT teachers**

##### **a. LEAs**

Each spring LEAs are required to submit a Consolidated Grant Application to the Department of Education for approval for the coming year's implementation of the following programs: Title I, II, III, IV, V & VI. An integral part of that application is a data-driven comprehensive needs assessment required of all districts

throughout the state. As a part of the comprehensive needs assessment, a district may review its Teacher Quality status. If there is a need, the district may address the need in its goals and objectives, describing activities that the district determines necessary to improve the quality of education and to meet federal and state regulations.

**b. SEA**

- SD DOE is continuing to improve current data collection systems that help to further give the state a better picture of how statewide efforts are affecting student performance through the assurance of having highly qualified teachers in every classroom. An example of this has been the new Teacher 411 online system. This has been a great tool for school districts.

- Data from these systems has helped SDDOE to become partners and to apply for grants that are specific to help to recruit and retain teachers in high needs districts (Dakota ASSETS, Teacher Incentive Fund, Project Select). These projects have completed needs assessments and have implemented building leadership teams that help to determine local and statewide needs for professional development that will support teachers in continuing to meet not only the federal definition of “highly qualified” but to continue to grow professionally in content and professionalism.

**2. Identifying and correcting inequities in high-poverty/high-minority schools vs. low-poverty/low-minority schools**

**a. LEAs and SEA**

- The data collection systems were critical in making the analysis used in the revised state plan as well as in determining the specific needs in our high-poverty/high-minority schools.

- The data collection and reporting systems have directed many of the activities and initiatives that are referenced

below to support schools with high-poverty and minorities.

## **II. Teacher Preparation**

That there is a need in South Dakota to staff our Native American schools with highly qualified teachers has been and will be articulated through this Race to the Top application. As critical, is the lack of Native American teachers to teach in these schools. Additionally, it is challenging to encourage teachers to come to rural and isolated districts if they are not from those communities. These typically have lower salaries, lack of services, and struggling school budgets.

### **A. Inventory of current policies and programs –**

Some of the following programs & initiatives address these issues:

#### **1. Scholarships and tuition reduction:**

a. South Dakota has in place the **Dakota Corps Scholarship** program to encourage teachers of hard-to-fill subjects and others in “critical need” occupations to work in specified high-need geographic areas of the state. Recipients must agree in writing to work in an area of critical need in South Dakota for five years. The scholarship pays full tuition and generally-applicable fees.

b. **Hagen-Harvey memorial scholarship** – specific to Native American students who remain in South Dakota to complete their education. Scholarship pays \$5500 for four years of education.

<http://legis.state.sd.us/statutes/DisplayStatute.aspx?Type=Statute&Statute=13-55-37 to 13-55-46> and ARSD 24:40: 12

c. **Reduced tuition** for teachers at public universities – For certified teachers who must complete coursework for continued employment (renewal in South Dakota). They are eligible for a 50% reduction in fees for up to six credits per year. <http://legis.state.sd.us/statutes/DisplayStatute.aspx?Type=Statute&Statute=13-55-24 to 13-55-28>

2. New rules were approved and effective July 1, 2005 which require passing Praxis II content and pedagogy tests for certification. These tests have provided SD with the assurance of content knowledge for ALL teachers that we certify.

Additionally, these tests may be used for certified teachers to add endorsements upon meeting or exceeding the cut score.

**3. Rewrite of all teacher preparation standards to align with national standards (NCATE Partnership State).**

- a. The SDDOE, in collaboration with the South Dakota Board of Regents and the private and tribal universities rewrote the teacher preparation rules that align with national standards.
  - i. Universities realigned curriculum to match new standards through use of an online tool
  - ii. University faculty participated in Praxis II standard setting and implementation of testing

**4. I LEAD Grant partnership**

- a. Montana State University along with the SD DOE recruited 20 Native American teachers from the reservations to be trained as principals. The two year cohort program intends to train high quality leaders that will return to their school on the reservation to be principals.

**5. Alternative Certification Programs** – SD DOE has worked hard to expand opportunities to welcome second career individuals into the teaching force through alternative routes: The options are described in Section D(1)(ii) of this application.

**6. Online delivery of teacher education program** - The South Dakota teacher preparation programs at the public universities have collaborated to prepare an online secondary certification program. Coursework is taken through online delivery with field experiences planned in the local community. The intention is for districts to be able to “grow their own” in high needs areas.

**7. Special Education endorsement** – The need to fill the pipeline with highly qualified special education teachers was an obvious need in South Dakota. As a result, a task force worked to create a special education endorsement that encouraged practicing teachers to work towards this endorsement. Classes are available online.

**8. Teacher Incentive Fund grant – South Dakota Incentives Plus** South Dakota INCENTIVES*plus* is a financial

incentive system that targets educators in high-need schools in mainly rural areas. The system includes professional development and financial incentives to principals and instructional staff based on gains in student achievement. South Dakota *INCENTIVESplus* is funded by a five-year \$20 million grant from the U.S. Department of Education. Forty-two Title I elementary and secondary schools in 10 South Dakota school districts currently participate in the *INCENTIVESplus* project.

**B. Specific strategies and implementation for ongoing success in teacher preparation**

**1. Ongoing support for all of the above programs:** SD DOE is continuing support for all alternative certification programs through ongoing collaboration with other states and other opportunities

**2. Sustainability through rule promulgation:** SD DOE has written administrative rules which were approved by the Board of Education and Legislative Rules Review over the past three years including:

- i. Certification Only Program
- ii. Teach for America
- iii. Alternative certification
- iv. Teacher certification testing
- v. Teacher preparation standards rewrite

**3. Continual communication with the Deans of Education**

a. DOE staff attend all SDACTE meetings to discuss current issues and concerns in teacher prep

b. DOE staff serve in the role of technical assistance to the universities regarding questions on rules, Praxis testing, and program requirements

**C. Measures South Dakota will use to evaluate and publicly report progress**

On a yearly basis, SDDOE reports to the legislature on the success of the programs they have implemented in the department. Additionally, the grants have strong evaluation components that will track the success and progress of the

initiatives.

The best measure of success has been in the decrease of the number of teachers that are not highly qualified in our highest needs schools. This has been evidenced on the state Report Card which shows that the gap has been narrowed over time with the percent of teachers not HQT in these schools. Additionally, for teachers that are new to the profession, we have put a focus on having strong support through mentoring programs.

### **III. Recruitment and Retention of Experienced Teachers**

**-South Dakota plans to build a critical mass of qualified, experienced teachers willing to work in hard-to-staff schools, in addition to the measures set forth for the AIII STEM Academy initiative:**

- The data is clear – our high needs schools have a much lower retention rate and it is evident in the average years of teaching experience in these districts. Due to the great distances between South Dakota districts and schools, it is sometimes unrealistic to redistribute teachers and thus we are focusing more on attempting to build a core of experienced teachers in the highest-need schools by focusing on mentoring and professional development programs to accelerate the skills of new teachers so that (a) they can become highly effective more quickly, and (b) they will be more likely to remain in these schools and in the profession so that the proportion of inexperienced teachers in the schools will decline.
- We fully recognize that Teach for America is often criticized and scrutinized for placing persons with no teaching experience in high-need schools. While these programs are NOT the answer to building a mass of experienced teachers in hard-to-staff schools, they have provided a much better option than what was previously occurring. The Todd County School District, located on the Rosebud Reservation with a Native American enrollment of over 90% NA, was traditionally beginning its year with anywhere from 30-40 unfilled teaching positions. As a result, short and long term unqualified substitute teachers would move in and out of classrooms, leaving no continuity for students who need it more than most. These individuals come to the classroom with “content” knowledge. The strong mentoring and professional development has taken these Teach for America candidates and helped them to complete the teacher preparation component for full

certification. The AIII academy professional development component, coupled with the commitment of participating LEAs to take Teach for America cohort groups and place them in the same district building and give them 2 year looping assignments, will strengthen the candidates' ability to provide transdisciplinary, project –based STEM , 21<sup>st</sup> Century learning experiences infused with American Indian standards for the students in these schools.

**A. Inventory of current policies and programs**

**1. Recruitment**

**a. Teach for America (TFA)**

**b.** South Dakota has in place the **Dakota Corps Scholarship** program to encourage teachers of hard-to-fill subjects and others in “critical need” occupations to work in specified high-need geographic areas of the state. Recipients must agree in writing to work in an area of critical need in South Dakota for five years. The scholarship pays full tuition and generally-applicable fees.

**2. Retention**

**a. Teacher Incentive Fund grant – South Dakota Incentives Plus** South Dakota *INCENTIVESplus* is a financial incentive system that targets educators in high-need schools in mainly rural areas. The system includes professional development and financial incentives to principals and instructional staff based on gains in student achievement. South Dakota *INCENTIVESplus* is funded by a five-year \$20 million grant from the U.S. Department of Education. Forty-two Title I elementary and secondary schools in 10 South Dakota school districts currently participate in the *INCENTIVESplus* project.

**b. Teacher to Teacher Support Network (TTSN) – Virtual Mentoring Program** The new Teacher to Teacher Support Network (TTSN) is a state-wide virtual mentoring program for new-to-the-profession, first year teachers. Accomplished teachers throughout South Dakota are serving as mentors. In the first year, 2008-09, the program supported about 100 mentees who were mentored by 50 mentors across the state. A summer seminar will be held to

review the data from this year and to plan for the upcoming year which will include first and second year teachers.

**c. Governor Rounds' Teacher Leadership Conference (TLC)** – TLC is held in the fall of the year. Sponsored by SDDOE, there is a mixture of new and experienced teachers across the state. The purpose is to honor as well as educate teachers regarding statewide initiatives and will focus on 21<sup>st</sup> Century Learning skills this year. Mentors and mentees from TTSN are encouraged to attend to build upon their yearlong relationship.

**d. National Board Certification (NBC)** support – Statutory authority was given to the Department of Education to establish a program to reimburse public school teachers for the application and processing fee for the National Board for Professional Teaching Standards certification process. The reimbursement includes any federal funds which may be available through a candidate subsidy program. The reimbursements are paid upon receipt of documentation that the teacher successfully completed all certification requirements and was awarded the credential.

In addition to the reimbursement of fees, a teacher who teaches in a public school and who has obtained certification by the National Board for Professional Teaching Standards receives a payment of two thousand dollars per year for five years. The DOE pays \$1,000 and the teacher's employing district pays the remaining \$1000. Although funding for the stipends for NBC teachers was cut in the 2009 legislative session, SDDOE is encouraging districts to continue to support local teachers with the \$1000 stipend payment. Additionally, SDDOE plans to contract with NBC teachers to support teachers who are participating in the Take One program in our high need districts which are participating in the Teacher Incentive Fund grant.

In collaboration with National Board, SDDOE submitted names for consideration on the DREAM Team project. The purpose of the DREAM Team is to recruit minorities to become National Board Certified Teachers. Two teachers from South Dakota were selected and attended a meeting in DC. These efforts led to a significant number of teachers opting to participate in Take One or full National Board Certification. Over 550 teachers participating in the TIF grant have submitted Take One portfolios for review. SDDOE also supports NBC teachers who are mentoring individuals

going through the certification process. Monthly videoconferencing sessions are held with mentors and mentees.

As a result of the support and efforts of the described activities, NBC numbers have increased from only 13 in 2002 to 67 in 2008. Another 14 teachers are in candidacy, which could potentially bring our total to 81. Focused efforts have been made in high needs schools to recruit and support teachers to obtain NBC certification.

### **Specific strategies and implementation for ongoing success in recruitment and retention of experienced teachers**

By 2010, South Dakota will build its educator base through targeted recruitment, retention and training as outlined below:

*Objective 1: Increase the number of certified teachers teaching in high-need areas by 25 percent.*

Initiatives:

- ✓ Promote alternative routes to certification for high need areas (targeting professionals in other careers)
- ✓ Promote teaching through high school internships
- ✓ Promote more Native American teachers teaching in Native American schools through alternative certification programs

*Objective 2: Increase the retention of teachers across the state by 20 percent.*

Initiatives:

- ✓ Create mentoring model for first- and second-year teachers and administrators
- ✓ Create academy for teachers completing first year of teaching

*Objective 3: Increase the number of teachers that obtain advanced degrees or advanced certification from 20 to 40 percent.*

Initiatives:

- ✓ Continue support activities for National Board Certification
- ✓ Create a statewide master's degree program

As a result of the above 2010E initiative, the SEA is considering:

- a. Exploring the feasibility of offering additional stipends to NBCs who agree to teach in high-needs schools;
- b. Recommending to the legislature to consider legislation that would allow districts to rehire retired teachers without loss of pensions if they work in high-need schools; and
- c. Exploring the feasibility of creating a pilot program in three high need schools in our larger districts (Rapid City and Sioux Falls) to attract experienced teachers in exchange for additional compensation or professional development opportunities (tuition) for an advanced degree.
- d. Due to the great distances between South Dakota districts and schools, it is sometimes unrealistic to redistribute teachers and thus we are focusing more on attempting to build a core of experienced teachers in the highest-need schools by focusing on mentoring and building leadership team approaches to build on quality staff and to accelerate the skills of new teachers so that (a) they can become highly effective more quickly, and (b) they will be more likely to remain in these schools and in the profession so that the proportion of inexperienced teachers in the schools will decline.

**B. Measures South Dakota will use to evaluate and publicly report progress**

1. Baseline data has been established and aligned with the above programs. Progress will be closely monitored and evaluated throughout the next four years.

**South Dakota plans to strengthen skills, knowledge, and qualifications of teachers already working in high-poverty, low-performing schools through:**

**A. Inventory of current policies and programs**

1. **Teacher to Teacher Support Network (TTSN) – Virtual Mentoring Program** The new Teacher to Teacher Support Network (TTSN) is a state-wide virtual mentoring program for new-to-the-profession, first year teachers.

Accomplished teachers throughout South Dakota are serving as mentors. In the first year, 2008-09, the program supported about 100 mentees who were mentored by 50 mentors across the state. A summer seminar will be held to review the data from this year and to plan for the upcoming year which will include first and second year teachers. Teachers in high needs schools were given priority for involvement.

2. **Education Service Agencies (ESAs)** - The Education Service Agencies (ESAs) began as a vehicle to better deliver services to schools. <http://sdesa.k12.sd.us/> In the spring of 2004, seven regional agencies were selected from proposals submitted to the Department of Education. Each agency is responsible for providing services to regional school districts, and serving as a resource for schools. An ESA establishes regional partnerships that provide leadership and services for enhancing the capacity of schools and communities to meet the needs of all learners. Some of the activities sponsored by the ESAs include but are not limited to:

- a. **Data retreats** – analysis of test data to determine possible weak links in the curriculum by item analysis of student achievement on standardized tests.

- b. **Curriculum Mapping** - Curriculum mapping is a monthly process for collecting and maintaining an on-going data base of the operational curriculum in a school and/or a district.

<http://doe.sd.gov/octa/mapping/index.asp>

3. **South Dakota Mathematics and Science Partnership (MSP)**–The primary goal of the South Dakota MSP is to create a focused statewide professional development program designed to build broad-based expertise and leadership for improving student achievement in elementary mathematics instruction. This program will develop a statewide educational community with a cadre of skilled professionals to serve as resources and trainers in the ongoing effort to improve elementary mathematics instruction. The K-5 mathematics professional development project for the Request For Proposal under this program utilizes research based strategies which have been evidenced to be effective with students of diverse backgrounds. It is the intent of this grant that participating teachers complete all components of

the training to effectively impact mathematics instruction. Common assessment tools will be utilized across all projects to assist the state in evaluating and providing feedback on the overall state level project as well as ensure a means to conduct research around all awarded projects.

4. **PRIME: Promoting Reflective Inquiry in Mathematics Education** – Funded by the National Science Foundation, PRIME includes Black Hills State University, Technology and Innovations in Education (TIE) of the Black Hills Special Services Cooperative, and the Rapid City School District. The project aim is to improve achievement in mathematics for all students in Rapid City schools with a particular goal of reducing the achievement gap between Native American and non-Native American students. Objectives include reducing the number of high school students taking non-college preparatory mathematics, increasing the number of students taking upper level mathematics, and increasing student performance on college entrance exams. The project provides 100 hours of professional development in a combination of content-based workshops at the district level and building-based activities such as modeling of effective lessons, peer mentoring and coaching, and lesson study. Mathematics education and discipline faculty from Black Hills State University are involved with district-wide professional development activities.
5. **Building Leadership Teams – TIF Grant** – Through the leadership of the TIF grant, 10 of the highest needs districts have implemented the “Building Leadership Model” for professional development. Teachers are empowered to determine and set goals.
6. **Leadership Academy – TIF Grant** – Principals that are involved in the TIF grant have participated in a Leadership Academy using the principles of Balanced Leadership. These are the principals in our highest needs schools. Additionally, each principal has been paired with an experienced mentor to support them.

**B. Measures South Dakota will use to evaluate and publicly report progress**

1. Each of the above projects has an evaluation component that is in place at the outset of the project to determine its effect on closing the achievement gap.

2. As referenced in the introduction, a website is frequently updated that will highlight the updates, issue the news releases on improvements on teacher quality and equity issues.

#### **IV. Specialized Knowledge and Skills**

**South Dakota plans to ensure that teachers have the specialized knowledge and skills they need to be effective with the populations of students typically served in high-poverty, low-performing schools in the following ways:**

##### **A. Inventory of current policies and programs**

1. **Math/Science Specialist** – Rules were promulgated in March 2006 giving authority to create a math/science specialist program. South Dakota has focused its energies in the area of reading for years with a reading initiative and has in place a reading specialist endorsement. However, it was obvious that our students were not performing at levels in math that were equitable to the reading performance. Thus both the math initiative and the need for math/science specialists came from that data analysis. K-12 math and science specialists are envisioned to be practicing or former classroom teachers with a deep understanding of the concepts they teach, an awareness of how concepts build from kindergarten through high school and beyond, and a broad vision of what it means for K-12 students to know and be able to do mathematics and/or science. The specialist is expected to be accomplished at evaluating student understanding and diagnosing misconceptions. The specialist should be able to draw upon a wide array of pedagogical strategies and educational research, and to be skilled at facilitating learning among all students. The specialist is also expected to be an instructional leader with expertise in supporting the professional growth of other teachers and in providing guidance for parents, administrators, and the broader community about issues related to the improvement in math and science education.
2. **K-12 Lakota languages education endorsement** – It is important to retain the culture and language of the Lakota tribes. Thus we have created an endorsement that may be a stand-alone preparation or may be added as an additional

authorization on an existing certificate. This has helped many reservations to retain their language.

<http://legis.state.sd.us/rules/DisplayRule.aspx?Rule=24:15:06:29>

**3. K-12 South Dakota Indian studies education program** – This program infuses South Dakota Indian studies into the school districts to maintain the Lakota culture. <http://legis.state.sd.us/rules/DisplayRule.aspx?Rule=24:53:07:24>

**4. Indian Education** - The South Dakota Department of Education is committed to improving the educational opportunities for Native American students in our state. A relationship with Native American educators from South Dakota has begun to develop with the support of Governor Mike Rounds. The first Indian Education Summit was held in Chamberlain in April of 2004 and has continued each year. From that summit, an Indian Education Advisory Council was formed that represents all nine tribes in South Dakota along with Native American educators from all parts of the state. In addition, the Governor secured an Indian Education position in the Department of Education.

**B. Specific strategies and implementation steps to support ongoing specialized knowledge and skills to be effective with diverse populations of students.**

1. The statewide math initiative is supporting the need for math specialists. The master's initiative is allowing individuals to add the math specialist on their master's degree, thus having two initiatives support each other.
2. The Indian Education office is working in collaboration with teacher preparation to create a program to increase the number of Native American teachers in Native American schools. This is in alignment with one of the goals of the 2010E Initiative:

*Objective 1: Increase the number of certified teachers teaching in high-need areas by 25 percent.*

- i. Promote more Native American teachers teaching in Native American schools through alternative certification programs.*

Initial meetings have been held with the tribal university.

3. Ongoing cultural awareness and sensitivity to Native American issues will continue to be supported with the efforts

of the DOE Indian Education Office. The DOE collaborates with the Bureau of Indian Affairs by supplying information and data regarding their test results and teacher qualifications. This application will focus on these collaborative efforts as the AIII Academy grows; teachers are trained and placed in high minority, low performing schools; participating LEAs benefit from the staff development in project-based, transdisciplinary STEM instructional techniques; and ESA professional development takes place across the state.

**C. Measures South Dakota will use to evaluate and publicly report progress**

1. Mentoring data is being collected to determine long-term effect on teacher retention.
2. SDDOE will track through the certification system the number of individuals completing the math/science specialist program.
3. Administrative rules requiring human relations and South Dakota Indian Studies are tracked in the current certification system and required for ongoing renewal to be certified in the state.

A website is updated frequently that will highlight the updates, issue the news releases on improvements on teacher quality and equity issues.

**V. Working Conditions**

**-SD plans to improve the conditions of hard-to-staff schools that contribute to excessively high rates of teacher turnover.**

Again, the data paints a clear picture that hard to staff schools are often those that are found in the sparse, rural areas of the state that have little to offer in the way of living conditions and services to attract teachers. Teachers use these schools as a “jumping ground” as they begin their careers. As a result, there is less continuity of staff. One of the factors that is difficult to measure in the mix, is the quality of leadership in districts across the state. There are some extremely small, isolated districts that maintain solid staff and continue to have strong achievement scores. Some of these have well-known and strong leadership

that isn't a measurable data element.

**A. Inventory of current policies and programs**

1. Districts are required to complete the “**No Longer Employed**” report which gives reasons for teachers leaving the districts.
  
2. **District Accreditation** - On March 22, 2005, the South Dakota Board of Education approved new administrative rules for district accreditation and school improvement. Administrative Rules of South Dakota 24:43 have outlined the process for required school improvement plans for all public and private school districts that wish to seek school state accreditation. The biggest difference in what is currently in place for accreditation and what will now be required is the implementation of district/system school improvement plans and cyclical on-site visits which will assure that districts are meeting minimum standards.
  
3. **Teacher Incentive Fund grant – South Dakota Incentives Plus** South Dakota *INCENTIVESplus* is a financial incentive system that targets educators in high-need schools in mainly rural areas. The system includes professional development and financial incentives to principals and instructional staff based on gains in student achievement. South Dakota *INCENTIVESplus* is funded by a five-year \$20 million grant from the U.S. Department of Education. Forty-two Title I elementary and secondary schools in 10 South Dakota school districts currently participate in the *INCENTIVESplus* project.
  
4. **Teacher to Teacher Support Network (TTSN) – Virtual Mentoring Program** The new Teacher to Teacher Support Network (TTSN) is a state-wide virtual mentoring program for new-to-the-profession, first year teachers. Accomplished teachers throughout South Dakota are serving as mentors. In the first year, 2008-09, the program supported about 100 mentees who were mentored by 50 mentors across the state. A summer seminar will be held to

review the data from this year and to plan for the upcoming year which will include first and second year teachers.

**5. Certified administration** – In 1995, over 500 rules were repealed that left districts with a lot of autonomy for local control. One of those repealed rules was specific to allowing non-certified personnel to be school administrators. Attention was brought to the lack of leadership in some districts and new legislation was passed in 2004, requiring that ALL principals and superintendents need to be properly certified by the year 2008. It seemed appropriate that with the push to have all teachers properly certified and highly qualified, the effort needed to be led by properly certified building leadership. Superintendents and principals were required to submit plans of intent by July 1, 2005, to SDDOE outlining their course of action. As a result, a large number of administrators are now in university programs working on certifications for principalship and superintendency. Strong leadership leads to better working conditions in all schools.

a. We currently have one tribal college, Oglala Lakota College, which offers a Master of Art program. This provides cultural preparation for teachers on the reservation. The college trains Indian individuals as school principals in the Lakota Leadership/Management: Educational Administration project.

**B. Specific strategies and implementation steps will be used to support efforts to improve working conditions in South Dakota?**

1. The SDDOE led a State Aid Task Force which examined funding issues and inequities across school districts.

Specifically the task force looked at:

- a. Current state-aid formula
- b. Sparse districts (needs for additional funding)
- c. Elimination of the small school factor (in place currently based on ADM with no consideration of sparseness)
- d. Other fund sources

This study led to legislation that impacted the consolidation of school districts and resources. A number of

changes were made to the state-aid formula that increased aid to districts that were demographically challenged.

2. SDDOE is closely monitoring the progress of the non-certified administrators. All plans have been submitted and ongoing requirements continue in that districts will need to assure they have a certified administrator.
3. SDDOE has implemented the on-site district accreditation model. Onsite visits assure that all school districts have a school improvement plan in place.

**B. Measures South Dakota will use to evaluate and publicly report progress**

1. The State Aid Task Force recommended legislation in the 2007 session and significant changes were made as a result.
2. The SDDOE monitors and enforces the lack of proper certification by non-certified administrators by notifying districts of their responsibilities to hire properly certified staff.
3. The SDDOE posts district accreditation status on their web site.

**Reform Plan Criteria**

**(D)(2) Improving teacher and principal effectiveness based on performance (58 points)**

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice)—

- (i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; (5 points)
- (ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; (15 points)

(iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; (10 points) and

(iv) Use these evaluations, at a minimum, to inform decisions regarding— (28 points)

- (a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;
- (b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;
- (c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and
- (d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length: Ten pages*

**ATTACHMENTS RELATED TO THIS SECTION:**

- 1 – Proposed Legislation
- 2 - Draft Teacher Evaluation Instrument
- 3 – Draft Principal Evaluation Instrument

The state’s concept of partnering with AIII for the establishment of a transdisciplinary, project-based STEM and health academy has created the opportunity to also develop an assessment instrument that will measure student growth in applied knowledge. The state and AIII will continue to leverage existing assessments of growth of learned knowledge for all of its students

using the Dakota STEP test and the biennial NAEP assessment. The new assessment will add a broader dimension to understanding how the application of this new style of teaching and learning is impacting student achievement and their preparation for college.

Uri Treisan at the University of Texas – Austin, has pioneered the type of assessment that AIII envisions creating for this initiative. His work will inform this project as it develops its assessments for Problem Based Learning. The instruments developed for AIII and participating LEAs will also be built to measure students' growth in mastery of state standards (to be developed after the adoption of the completed work of the CCSSO Core Content Standards initiative.) infused with the transdisciplinary STEM model and the American Indian curriculum being developed as a result of the American Indian Education Act (2007).

During the start up period of grant (Fall 2010 – Spring 2011), one of the first priorities will be the development of these instruments. The first cohort of students at AIII and the students at the participating LEAs who have the first AIII-trained teacher cohorts placed in their systems will be tested to establish baseline data. Each spring thereafter, students will be assessed to measure their individual growth of applied learning. The students will also continue to be tested each spring using the South Dakota NCLB assessment of learning, the Dakota STEP. All assessment results and learnings gleaned from those results will be placed on the AIII-housed STEM Network for public access and to inform the research of others.

As a pilot project-based transdisciplinary STEM and health demonstration school, the learning and growth of the AIII students will be especially important. In a very real sense, they are a captive audience. Therefore, the data emanating from their assessments both for and of learning during the course of the entire year (as it will be a year-round, residential school) will be especially important in informing the professional development and course corrections. Again, information and data collected about lessons learned will be compiled, published and made available over the AIII STEM Network. As data is generated, it will be made available and updated, at a minimum, on a biannual basis.

(ii)

State law currently does not have requirements for **teacher evaluation** nor a common evaluation tool/instrument. Legislation will be taken forward in the January/February 2010 session that requires teacher evaluation.

<b>Milestone</b>		<b>Timeline</b>
1	Legislation put forward requiring teacher evaluation and development of an evaluation instrument	March 2010
2	Convene a group of representative stakeholders who reflect all relevant professional populations to help create a model teacher evaluation. The group will include, but is not limited to: practicing teachers, practicing principals, practicing superintendents, faculty from approved teacher preparation programs.	April 2010
3	Evaluation instrument approved by Board of Education	June 2010
4	Instrument disseminated to districts as an option to use for purposes of collecting information regarding teacher development, compensation, promotion, retention, and removal	June 2010
5	Each LEA to submit to SDDOE as part of Personnel Record Form system to include: 1) Teacher evaluation instrument used by district 2) Description of system to include: -Evaluation rubric(s) and/or weighting formula(e); -Evaluation criteria; -Descriptions of each performance rating or level; -Frequency of evaluations; -Purpose of evaluations; -Methodology; -Participants; -Implementation; and -Feedback protocols. 3) How the LEA uses the results of the evaluation systems described above related to the performance of teachers in decisions regarding teacher development, compensation, promotion, retention, and removal	Data collection occurs September – October 2010
6	Data collated and verified	January 2011
7	State reports LEA results on state website	Summer 2011

SDDOE will develop, execute and have oversight of the plan with the assistance of Educational Testing Services (see below). The department will rely on the Bureau of Information and Technology to assist in creating the system used to collect the necessary data.

**Outside contract services will be providing technical assistance in the development of an instrument which will include:**

- Assisting the SDDOE in 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

**Progress Reporting**

SD DOE will develop a web page to show the progress of the department in the development and implementation of plans to meet all assurances under SFSF Phase II many of which are applicable to this application. Where appropriate, links to data that is completed will be provided. The web page will be updated at least monthly to show the most recent progress of the department in each area.

Key elements of the proposed teacher evaluation instrument:

It is anticipated 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.
- *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.

Similarly, State law currently does not have requirements for **principal evaluation** nor a common evaluation tool/instrument. Legislation will be taken forward in the January/February 2010 session that requires teacher evaluation.

<b>Milestone</b>		<b>Timeline</b>
1	Legislation put forward requiring principal evaluation and development of an evaluation instrument	March 2010
2	<p>Convene a group of representative stakeholders who reflect all relevant professional populations to help create a model principal evaluation tool. The group will include, but is not limited to: practicing teachers, practicing principals, practicing superintendents, faculty from approved principal preparation programs. Develop model for principal evaluation to include but not limited to:</p> <ul style="list-style-type: none"> <li>• A research-based methodology for the evaluation design process</li> <li>• Multiple measures over time</li> <li>• Job-embedded performance activities</li> <li>• 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</li> <li>• Provides feedback to the Principal evaluated</li> <li>• Progress made on the state assessment, or its equivalent</li> </ul>	April 2010
3	Evaluation instrument approved by Board of Education	June 2010
4	Instrument disseminated to districts as an option to use for purposes of collecting information regarding principal development, compensation, promotion, retention, and removal	June 2010
5	Training for districts on requirements specific to using the evaluation model addressing the performance of principals and to support decisions regarding principal development, compensation, promotion, retention, and removal	
6	<p>Each LEA to submit to SDDOE as part of Personnel Record Form system to include:</p> <p>1) Principal evaluation instrument used by district</p> <p>2) Description of system to include:</p> <ul style="list-style-type: none"> <li>-Evaluation rubric(s) and/or weighting formula(e);</li> <li>-Evaluation criteria;</li> <li>-Descriptions of each performance rating or level;</li> <li>-Frequency of evaluations;</li> <li>-Purpose of evaluations;</li> <li>-Methodology;</li> <li>-Participants;</li> <li>-Implementation; and</li> <li>-Feedback protocols.</li> </ul> <p>3) How the LEA uses the results of the evaluation systems described above related to the performance of principals in decisions regarding principal development, compensation, promotion, retention, and removal</p>	Data collection occurs September – October 2010
6	Data collated and verified	January 2011
7	State reports LEA results on state website	Summer 2011

SDDOE will develop, execute and have oversight of the plan with the assistance of Educational Testing Services (see below). The department will rely on the Bureau of Information and Technology to assist in creating the system used to collect the necessary data.

**Outside contract services will be providing technical assistance in the development of an instrument which will include:**

- Assisting the SDDOE in agreeing on a set of frameworks for principal 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

Key elements for the proposed design evaluation include the following:

- 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 completeness 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.

The results of such activities will then provide the means to, once verified:

- Reward Principals 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.

<b>Performance Measures</b> Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).		Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
<b>Criteria</b>	<b>General goals to be provided at time of application:</b>	<b>Baseline data and annual targets</b>				
(D)(2)(i)	Percentage of participating LEAs that measure student growth (as defined in this notice).	100%	100%	100%	100%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.	0%	5%	75%	100%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.	0%	5%	60%	85%	100%
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:					
(D)(2)(iv)(a)	• Developing teachers and principals.	0%	15%	80%	95%	100%
(D)(2)(iv)(b)	• Compensating teachers and principals.	0%	0%	45%	60%	90%
(D)(2)(iv)(b)	• Promoting teachers and principals.	0%	0%	65%	80%	90%
(D)(2)(iv)(b)	• Retaining effective teachers and principals.	0%	0%	75%	85%	100%
(D)(2)(iv)(c)	• Granting tenure and/or full certification (where applicable) to teachers and principals.	0%	0%	55%	75%	95%

(D)(2)(iv)(d)	<ul style="list-style-type: none"> <li>Removing ineffective tenured and untenured teachers and principals.</li> </ul>	0%	15%	60%	80%	95%
[Optional: Enter text here to clarify or explain any of the data]						
<b>General data to be provided at time of application:</b>						
Total number of participating LEAs.		14				
Total number of principals in participating LEAs.		108				
Total number of teachers in participating LEAs.		2,561				
[Optional: Enter text here to clarify or explain any of the data]						
<b>Criterion</b>	<b>Data to be requested of grantees in the future:</b>					
(D)(2)(ii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems.					
(D)(2)(iii) <sup>4</sup>	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year.					
(D)(2)(iii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year.					
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year.					

<sup>4</sup> Note that for some data elements there are likely to be data collection activities the State would do in order to provide aggregated data to the Department. For example, in Criteria (D)(2)(iii), States may want to ask each Participating LEA to report, for each rating category in its evaluation system, the definition of that category and the number of teachers and principals in the category. The State could then organize these two categories as effective and ineffective, for Department reporting purposes.

(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year.	
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year.	
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year.	
(D)(2)(iv)(d)	Number of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year.	

**(D)(3) Ensuring equitable distribution of effective teachers and principals** (25 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to—

- (i) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students; (15 points) and
- (ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA. (10 points)

Plans for (i) and (ii) may include, but are not limited to, the implementation of incentives and strategies in such areas as recruitment, compensation, teaching and learning environments, professional development, and human resources practices and processes.

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (D)(3)(i):

- Definitions of high-minority and low-minority schools as defined by the State for the purposes of the State’s Teacher Equity Plan.

*Recommended maximum response length: Three pages*

The state defines high minority and low minority in the following manner:

“In comparison to many states, SD has a relatively small minority population totaling 15.72% of the total public school enrollment. As such, it has been determined that a high minority school will be one that has an enrollment of 25% or higher. A low minority school is one that has a minority enrollment of 10% or less.”

As indicated in greater detail in Section D(1)(iii), the four factors have a large impact on the recruitment and retention of highly qualified teachers across South Dakota: 1) Sparsity and isolation, 2) Low income, 3) Minorities primarily on the Indian reservations, and 4) The need to be highly qualified in multiple subjects. These factors are often compounded together as many of the sparse districts are in low income areas. Of key importance to the plan of action developed for this application as it impacts the largest population of low achieving students, our heavy Native American populations are located on the reservations in sparse, low income communities.

The poverty rate on the reservations is as much as four times the state’s average and unemployment may exceed 70%. Many of these districts are forced to pay higher salaries; however, living conditions and location do not attract teachers. Although South Dakota has a relatively small minority population totaling 15.72% of the total public school enrollment, of that number, 11.3 % are

Native Americans who live in the lower income school districts across the state.

In addition to the Native American population in the public school system, South Dakota also has a number of Bureau of Indian Education (BIE) and Tribal schools which are not under the South Dakota Department of Education's authority. However, efforts are being made to collaborate with these schools recognizing that these are still "South Dakota students"! (Many of the programs and activities designed for this Race to the Top initiative will be directed at the students in those schools. The leadership of the state DOE and AIII have reached out to the nine tribal leaders who have signed preliminary agreement relative to participation in the Race to the Top initiatives and AIII programming.

More discouraging news, the Native American population scores are significantly lower on the Dakota STEP NCLB measure of proficiency as detailed in Section A(3)(ii). To add to the issue is the high percentage of special needs students within this subgroup. Finally, small rural districts often require teachers to have multi-subject certification along with the extra requirements for highly qualified. These individuals are at even more of a disadvantage due to the long distances from colleges and universities where they can continue to advance themselves professionally and to obtain additional professional development. In sum, student performance, poor living conditions on the reservations, isolation, and low salaries all add to the equation of difficulties in attracting and retaining teachers in these school districts.

The state has worked to address the inequities that exist by optimizing the use of the computer and satellite technology that was installed in all State public LEAs over the past ten years. The department continues to operate/oversee the South Dakota Virtual School, which is a clearinghouse of distance courses that have been approved by the state Department of Education (providers approved and individual courses approved). The Virtual School features seven providers and a menu of about 235 courses. Students can use the Virtual School to take courses not available in their school, when they have scheduling conflicts, for credit recovery, for Advanced Placement courses. Students can get nearly every course they need to graduate. The Virtual School is a resource for districts that may be struggling to provide opportunities such as AP, or when a district can't hire a particular teacher (Spanish, for example). Not only does the school help to address the needs of schools that cannot fill critical positions, in tough economic times,

Virtual School offers districts another option to provide quality courses.

SD DOE is also using a variety of other programs in place from which these schools will benefit:

1) Teacher Incentive Fund Grant – SDIF+ - South Dakota INCENTIVES<sup>plus</sup> is a financial incentive system that targets educators in high-need schools in mainly rural areas. The system includes professional development and financial incentives to principals and instructional staff based on gains in student achievement. Professional development is focused on 42 Title I elementary and secondary schools in 10 South Dakota school districts currently participating in the INCENTIVES<sup>plus</sup> project. One of the objectives of the grant is to increase the percentage of HQT teachers in our hard to fill areas. The goal states: “Annually (100%) participating schools will increase the number of instructional staff recruited and retained in hard to fill positions such that the percentage of highly qualified staff reaches 100% by the end of the project period.”

2) Educational Service Agencies (ESAs) – ESAs were established in 2004. One of their primary focuses is to assist schools by delivering educational services and technical assistance in a sustainable format. School Improvement Specialists provide leadership and support in the areas of federal and state legislative mandates, data analysis, school improvement, and professional development to LEAs that have not met AYP.

3) Virtual Mentoring Program – Teacher to Teacher Support Network. The new Teacher to Teacher Support Network (TTSN) is a state-wide virtual mentoring program for new-to-the-profession, first year teachers. Accomplished teachers throughout South Dakota will serve as mentors. The program began in the fall of 2008. This program intends to focus on teachers from schools that are not making AYP.

In 2007, the department lobbied to pass the Indian Education Act, which in essence, formalized the state's commitment to education of American Indian students. It officially established an Office of Indian Education in the Department of Education and an Indian Education Advisory Council. These steps should help to ensure that, as a state, we don't lose sight of the importance of educating our Native American population, which makes up over 10% of our public school student population. An outgrowth of this act is the curriculum work that is being completed to write culturally relevant information and strategies into standards across the

curriculum. This will be an important piece of work as the residential demonstration STEM academy, AIII, develops its STEM and health based, transdisciplinary programming and pushes the work out across the schools in the grant's participating LEAs.

The DOE remains committed providing state support to the GEAR UP program that has been instrumental in the generation of the AIII vision. Through the process being developed by the Race to the Top program for South Dakota, this teacher and principal deficit is being addressed head on. It is clear from the data that the efforts to date have not accomplished all that needs to be done. The model from which AIII was developed has a proven track record of developing students with in this population that can achieve after attendance at a 6-week residential camp that puts them through a rigorous, accelerated STEM program. The learnings from this 17-year program have been distilled to create the following model that will place qualified teachers and administrators in front of Native American students as well as others in high need, low performing LEAs:

After the awarding of the Race to the Top funding,

**SD DOE will:**

1. Develop a State STEM team and charge them with creating the necessary conditions for infusing STEM standards and curriculum based on the AIII transdisciplinary, project-based model, infused with American Indian Education Act standards, in LEAs across the state
2. Examine the body of work created by the CCSSO Common Core standards; inform state LEAs about those standards and the process that will be undertaken to revise existing state standards to include that work; involve all stakeholders from the government, education, and private sectors in moving the standards out into the classroom.
3. Bring together regional ESA leaders and their professional development providers to finalize the methods by which their training can be accomplished through the AIII Academy in order to keep the transdisciplinary, project-based STEM instructional methods delivered to involved LEAs, their administrators and faculty uniform across the state.
4. Develop a schedule of professional development activities to take place over the course of the course of the grant that will, then, be sustainable after the grant period:

- Train teachers and administrators across the state in transdisciplinary, project-based STEM instructional methods;
- Train teachers and administrators across the state in how to infuse the standards resulting from the American Indian Education Act.
- Provide mentoring and on-going support as teachers work with these new instructional methods and infuse the new standards;
- Develop summer institutes at which teachers from across the state, and potentially the nation, can come together to learn about and share best practices in raising achievement levels of struggling student populations;
- Underwrite SD DOE STEM team, ESA personnel and LEA administrators and staff in attending conferences across the country to better inform them of effective practices elsewhere in the nation; and
- Provide the SD DOE STEM team and ESA staff with on-going professional development to maintain their expertise and create their own professional learning community to facilitate sustainability after funds from this grant are gone.

**American Indian Institute for Innovation will:**

1. Bring together its lead team and begin to recruit its lead teacher who will assist in: (as soon as notified of the receipt of the grant, through the first year and on a continuous basis)
  - Creating the rigorous, transdisciplinary, STEM and health curriculum that will be used at the academy;
  - Developing assessments of applied learning to evaluate the effectiveness of the curriculum and the instructional design; and
  - Developing bridge modules that can be used by AIII trained teachers at the participating LEAs.
2. Implementing the professional development that will train teacher cohorts who will use the AIII curricular content and instructional model in participating LEA schools. These teachers will be placed as cohort groups in high poverty and/or high minority schools in participating LEAs and given 2-year looping assignments. This will ensure that their student groups will have the benefit of highly trained instructors and rigorous curriculum over a sustained period. ((Beginning in the spring of 2011 and continuing through grant years 2,3,4)
3. Recruit highly effective teachers for the Academy student cohorts (Beginning in the spring of 2011 and continuing through grant years 2,3,4)
4. Offer professional development to administrator/teacher teams from participating LEAS both during the summer (at AIII) and

during the school year (on-site) in the AIII STEM model for implementation local districts. The MOU requires that such teams attend from all participating LEAs and that the makeup of the team include the building principal and a majority of the building teachers.(Spring 2011-2014)

4. Open the professional development opportunities to administrator/teacher teams LEAs across the state, and potentially the nation, after the first full year Academy operation. (2012 – on)

(ii) The model explained above will place higher numbers of effective teachers in hard-to-staff subjects and specialty areas. Teachers being trained at AIII and sent to participating LEAs will be placed in the areas of highest need, based upon their qualifications, but will have the additional benefit of the transdisciplinary instruction training. The concentration of highly effective teachers, together with graduate students from content areas informing the development and infusion of global standards for STEM and health careers at AIII, will create a critical mass of professionals to continue driving the envisioned reforms.

<b>Performance Measures for (D)(3)(i)</b>  <i>Note: All information below is requested for Participating LEAs.</i>	Actual Data: Baseline (Current school year or	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
<b>General goals to be provided at time of application:</b>	<b>Baseline data and annual targets</b>				
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	NA	NA	60	75	90
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	NA	NA	60	75	90
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	NA	NA	55	25	5

Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	NA	NA	40	25	5
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	NA	NA	60	75	85
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	NA	NA	60	75	85
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	NA	NA	25	10	0
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	NA	NA	25	10	0
<p>The state and its LEAs currently do not collect this type of data. Under the proposed SLD, Data collection, teacher evaluation, and principal evaluation, this would be collected and reported.</p> <p>Additionally, it is felt that a goal of 0% percent for teachers in low-poverty, low minority schools and high poverty, high minority who are ineffective may be extremely difficult as there will always be a first year teacher or first year hire who turns out to be ineffective. Therefore, a realistic goal was set at 5%, though schools will always seek to arrive at 0%. It is a bit easier to terminate principals who are ineffective.</p>					
<b>General data to be provided at time of application:</b>					
Total number of schools that are high-poverty, high-minority, or both (as defined in this notice).	88				
Total number of schools that are low-poverty, low-minority, or both (as defined in this notice).	188				
Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice).	3,491				
Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice).	9,871				
Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice).	173				
Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice).	463				

[Optional: Enter text here to clarify or explain any of the data]

**Data to be requested of grantees in the future:**

Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.

Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.

Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.

Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.

**Performance Measures for (D)(3)(ii)**

*Note: All information below is requested for Participating LEAs.*

Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
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**General goals to be provided at time of application:**

**Baseline data and annual targets**

Percentage of mathematics teachers who were evaluated as effective or better.	NA	NA	60	75	90
Percentage of science teachers who were evaluated as effective or better.	NA	NA	60	75	90
Percentage of special education teachers who were evaluated as effective or better.	NA	NA	60	75	90
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.	NA	NA	60	75	90

<b>General data to be provided at time of application:</b>	
Total number of mathematics teachers.	2,879
Total number of science teachers.	3,571
Total number of special education teachers.	2,840
Total number of teachers in language instruction educational programs.	11,771
[Optional: Enter text here to clarify or explain any of the data]	
<b>Data to be requested of grantees in the future:</b>	
Number of mathematics teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of science teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of special education teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of teachers in language instruction educational programs in participating LEAs who were evaluated as effective or better in the prior academic year.	

**(D)(4) Improving the effectiveness of teacher and principal preparation programs (14 points)**

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

- (i) Link student achievement and student growth (both as defined in this notice) data to the students’ teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and
- (ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals,*

*activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length: One page*

Elements of the proposed South Dakota SD-LDS advisory committee crafted a vision Dakota SLDS will help to address effectiveness in teacher and principal preparation programs at our post-secondary institutions. The vision of the system is: *The South Dakota – Educational Data System (SD-EDS) will be a robust, efficient, interoperable, reliable and user-friendly longitudinal K-21 data system that 1) supports analysis of informed decision making focused on improving student/teacher performance and 2) ensures timely and accurate reporting.*

Two overarching objectives have been identified to make this a working vision:

- **Objective I: Develop, implement and maintain a statewide longitudinal data system that provides student and teacher data over time and allows for efficient and effective sharing of data between K-12 and post-secondary.** With a unique identifier in place, student and staff data will be linked and tracked across time, courses and programs. The Longitudinal Data System will be aligned with post-secondary data systems to ensure communications that benefits both entities such as transcribing, student transition success rates and preparedness.
- **Objective II: Develop, implement and maintain a statewide longitudinal data system that allows for efficient and effective reporting to federal officials, decision making by state policymakers and assessment and research by educators.** Policy makers, SD DOE officials, educators and researchers need access to longitudinal data to identify trends and make informed decisions about how to close achievement gaps and improve student, teacher and school performance. The type of information provided by the system will allow for the identification and support of struggling schools, one of the four assurances under the State Fiscal Stabilization Fund. Records that match unique student identifiers with unique teacher identifiers will facilitate and improve the quality of decision making about programs, curricula, teacher preparation and teacher professional development.

For instance, comparisons could be made between student performance related to teachers who are trained in cognitively-guided math instruction and teachers who are trained in direct math instruction techniques. Public reporting that protects confidentiality will provide parents and other community members with more accurate and more detailed information.

This type of data will also be used to link the teachers being trained at our in-state university programs to the performance of the students that they teach, once placed. The data can be analyzed and reported back to these programs to make decisions about what is and is not effective in their pre-service teacher program elements.

(ii) This initiative will make use of such programs as Teach For America at levels not seen before in the state. Because of the MOUs entered into between the State and the participating LEAs, members of TFA will be placed in cohort groups in at these schools and given 2-year looping assignments. The professional development they receive prior to beginning this 2-year assignment and the follow up mentoring they receive after being placed will ensure they are effective not only in the classroom, but that they can create learning communities within those buildings that encourage others to become more effective. These cohorts will be recruited by AIII, with advice from the State DOE, beginning in the Spring of 2011 and throughout the course of the grant for each traditional academic year at the participating LEA. Their training will occur before placement, with mentoring during the school year and additional professional development during the intervening summer.

Additionally, new grant and foundation initiatives in the state are going to be producing highly effective, well-trained teachers using 21<sup>st</sup> century models. The Bush Foundation grant through the University of South Dakota will:

- Recruit 200 quality students/year and establish targeted recruiting and admissions, especially American Indians
- Develop freshman Honors admission group
- Increase scholastic standing of teacher education candidates
- Clearly align content courses, pedagogy and clinical experience
- Emphasize on 21<sup>st</sup> century skills, Project Based Learning and diverse learners – emphasis on American Indian and ELL students
- Quality field supervisor training, clinical PK-12 on-site faculty, ongoing professional development and development of

teaching/learning electronic repository

- Develop progressive four year program to provide clinical experiences
  - Year One – Decision to Teach - Observation of master teachers
  - Year Two – Reason to Teach- Community Service and Study
  - Year Three – Preparation to Teach - Focused observation and extensive teaching
  - Year Four – Commitment to Teach - Full year Educational Residency with embedded coursework and 12 week Externship
- Establish New Certificate Programs:
  - Educating American Indian Students
  - English Language Learners
  - Project Based Learning
  - Inquiry Based learning

Another initiative that will support teacher training that produces highly effective teachers and places them in high needs districts is The South Dakota Partnership for Teacher Quality (SDPTQ) which is an unprecedented partnership effort in the State of South Dakota to 1) develop highly qualified teachers, and place and retain these teachers within high-need elementary and secondary South Dakota schools, and 2) develop and implement an innovative collaboration between an IHE, high-need LEAs, and the rural communities served by these LEAs.

Ultimately, the objective of the TQP Grant is to increase student achievement in K-12 schools by developing highly qualified teachers. The program will serve a diverse population of K-12 students with 73 percent being Native American. Over five years (2009-2014), SDPTQ will prepare 75 teachers to serve in 49 high-need schools located within 19 South Dakota school districts.

Performance Measures	Actual Data: Baseline (Current school year or most recent)	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
<b>General goals to be provided at time of application:</b>	<b>Baseline data and annual targets</b>				
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0	30	100	100	100
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0	30	100	100	100
If the State's application for a SLD system grant is approved, the above timeline will be implemented. If not, the timeline will have to be extended					
<b>General data to be provided at time of application:</b>					
Total number of teacher credentialing programs in the State.	11				
Total number of principal credentialing programs in the State.	7				
Total number of teachers in the State.	9,003				
Total number of principals in the State.	532				
[Optional: Enter text here to clarify or explain any of the data]					
<b>Data to be requested of grantees in the future:</b>					
Number of teacher credentialing programs in the State for which the information (as described in the criterion) is publicly reported.					
Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.					

Number of principal credentialing programs in the State for which the information (as described in the criterion) is publicly reported.	
Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.	
Number of teachers in the State whose data are aggregated to produce publicly available reports on the State’s credentialing programs.	
Number of principals in the State whose data are aggregated to produce publicly available reports on the State’s credentialing programs.	

**(D)(5) Providing effective support to teachers and principals (20 points)**

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for its participating LEAs (as defined in this notice) to—

- (i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and
- (ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice).

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length: Five pages*

As indicated in D (3) (i) the Race to the Top proposal as envisioned in South Dakota will be driven from two ends. At the State level, and in the macrocosm, the SD DOE will create a STEM team that is dedicated to infusing the work of the CCSSO

Common Standards initiative and the equally important American Indian Education Act standards, into the curriculum across the state. The only way this can be done successfully is through a sustained professional development protocol that reaches to every classroom in the state. To accomplish that, the DOE team will convene the appropriate personnel from regional Educational Service Agencies to develop a method to move the initiative into the schools. That plan that ensues will

- Train teachers and administrators across the state in transdisciplinary, project-based STEM instructional methods;
- Train teachers and administrators across the state in how to infuse the standards resulting from the American Indian Education Act.
- Provide mentoring and on-going support as teachers work with these new instructional methods and infuse the new standards;
- Develop summer institutes at which teachers from across the state, and potentially the nation, can come together to learn about and share best practices in raising achievement levels of struggling student populations;
- Underwrite SD DOE STEM team, ESA personnel and LEA administrators and staff in attending conferences across the country to better inform them of effective practices elsewhere in the nation; and
- Provide the SD DOE STEM team and ESA staff with on-going professional development to maintain their expertise and create their own professional learning community to establish sustainability after grant funds are gone.

As importantly, any modifications made to this protocol will be driven by data that will be coming out of AIII STEM Academy, the demonstration school; and the LEAs that are participating in the grant. The analysis of the formative assessments (to be published at least two times a year on the AIII STEM Network), and the summative assessments (of both applied learning and knowledge to be taken each year) will provide the information necessary to align professional development to the needs for the teachers and their students.

The ESAs have been very effective since their inception in 2004 in conducting data retreats for LEA staffs. These retreats have trained teachers and administrators how to use the data that is generated by the NCLB test, Dakota STEP. Teachers have been able to effectively identify the strengths and weaknesses of their instruction at the building level and the classroom level. Specific students have been targeted for interventions, remedial and accelerative, based on the information and understanding derived through such data analysis. This type of training would be intensified and the body of data would grow with the institution of the multitude of data sets to now be available. The first step would be to train all appropriate ESA staff in the use of the new data sets of

student growth in applied learning and then the training would move out to the LEAs as they implement more 21<sup>st</sup> Century, project-based instruction through the other professional development being delivered by the ESAs in STEM curriculum.

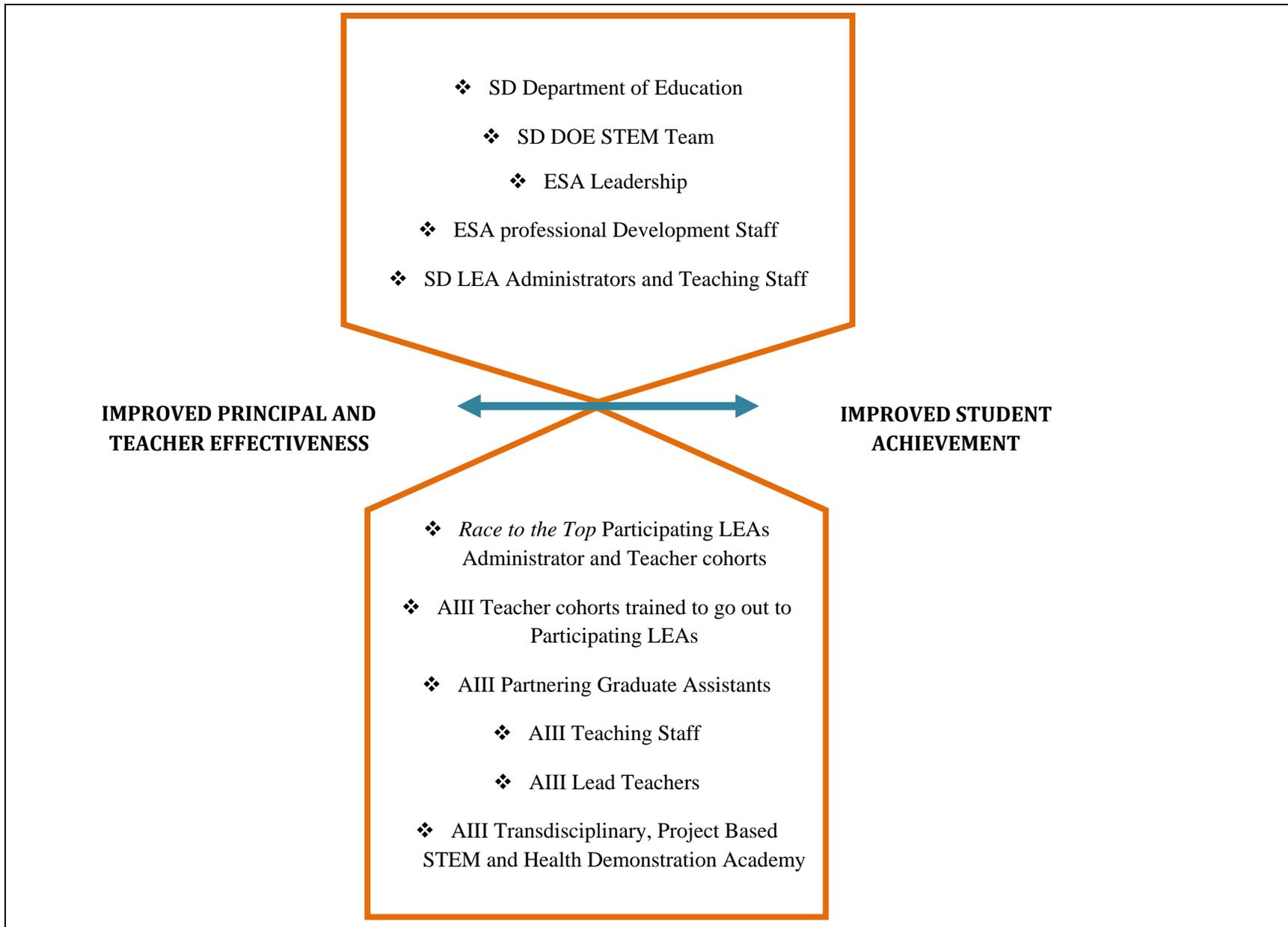
This scope of ESA involvement would encompass on-going support and mentoring for the administrators of these schools and the teachers as they implement in the classroom.

In the microcosm, AIII will be the developer of the transdisciplinary, project-based STEM and health programming in both instruction and learning. It will be the work that is created at this demonstration school that will inform the work done across the rest of the state. The residential model of this school, the fact that it will focus on serving the highest need population in the state, will provide a learning ground for how all the necessary standards (both academic and cultural) can successfully be combined to raise the level of success for this population.

The administrators, faculty, and core content graduate assistants will be provided with continuous opportunities to interact with one another and the students as the programming is developed and refined from the first year of the school (2010) on. Their work will be informed by best practices in the field, the data that comes from the instruction and learning of each student cohort (beginning in 2011) at the academy and from the participating LEAs as they infuse the instructional and learning model on their campuses.

In the first year of the grant, 2010-2011, the lead teachers and administration will travel to successful, established STEM academies around the country. (This might include High Tech High in San Diego, CA and Morriss Math and Engineering Elementary School, Texarkana, TX) They will distill the knowledge obtained and determine what aspects of each might be incorporated into the AIII model and what elements should remain unique (e.g. American Indian Education standards).

Thereafter, during this first year, the lead team will develop the instructional model to be used at the academy and by the teachers they train to be placed in participating LEAs. With that, they will create a professional development protocol that can be used to train these professionals as well as their own academy teachers. They will work with the SD DOE STEM team and ESA leaders to implement a 'training of trainers' model for the ESAs.



By creating a staff development protocol that interconnects the work at the state level with the work coming out of AIII, this process is building a sustainable model. The cutting edge work that is being accomplished at the demonstration school will be shared with all LEAs throughout the state as the work develops. By the second year of the grant, the year in which the first cohort is enrolled at AIII, the staffs of each ESA will be well trained and able to begin their work at other SD school districts.

It is the manifest intention of this proposal to collect, analyze, and publish data as it is collected from student assessments of learning and for learning and of applied knowledge. The data will be used to make course corrections in throughout the period of the grant and beyond. Decisions about teacher and administrator effectiveness will also be made based on this data. Teacher feedback will also be factored in to ensure the needs of those professionals who are facilitating the delivery of this model are being met. It is recognized that most in-service teachers do not have the necessary background to take a transdisciplinary, project-based model of instruction and learning such as this into the classroom and be successful without built in supports. Therefore, such supports will be developed, provided, and evaluated at regular intervals during the school year and during the summers. It is a main impetus in providing budgetary support for professional development opportunities throughout the year and in the summer to allow teachers to build their own capacity and develop sustainable professional learning communities.

<b>Performance Measures</b> Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
(Enter measures here, if any.)					

**(E) Turning Around the Lowest-Achieving Schools (50 total points)**

**State Reform Conditions Criteria**

**(E)(1) Intervening in the lowest-achieving schools and LEAs (10 points)**

The extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State’s persistently lowest-achieving schools (as defined in this notice) and in LEAs that are in improvement or corrective action status.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (E)(1):

- A description of the State’s applicable laws, statutes, regulations, or other relevant legal documents.

*Recommended maximum response length: One page*

**The extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State’s persistently lowest-achieving schools and in LEAs that are in improvement or corrective action status.**

**SDCL 13-3-1.4.** General supervision of accredited elementary and secondary schools and postsecondary technical institutes. Subject to policies established by the South Dakota Board of Education, the secretary of the Department of Education has general supervision over all accredited elementary and secondary schools and postsecondary technical institutes in the state, including adult education, kindergarten, preschool, and summer schools.

**Source:** SDC 1939, § 15.0902; SL 1955, ch 41, ch 2, §§ 1, 5; SL 1957, ch 52, § 1; SDC Supp 1960, §§ 15.0901, 15.0905 (16); SDCL, §§ 13-1-25, 13-1-40; SL 1975, ch 128, § 9; SL 1996, ch 8, § 27; SL 2003, ch 272, § 63.

**SDCL 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.

**SDCL 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.

**SDCL 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.

**ARSD 24:42:04:12. Public school audit.** For public schools identified at levels 4 and 5, the public school district will conduct an audit of the school, using an audit tool provided by the department, to determine areas of need. An audit team, consisting of public school district personnel, a school support team member assigned by the department, and outside experts identified by the public school district or department, will conduct the audit. The audit team will report its findings and recommendations to the department.

**Source:** 30 SDR 181, effective May 20, 2004.

**General Authority:** SDCL 13-3-69.

**Law Implemented:** SDCL 13-3-69(13).

**ARSD 24:42:04:13. Department to review audit.** Department representatives will review public school audit findings and recommendations. If the department does not agree with public district audit findings and recommendations, the department will issue its own findings and recommendations, which will be binding on the public school.

**Source:** 30 SDR 181, effective May 20, 2004.

**General Authority:** SDCL 13-3-69.

**Law Implemented:** SDCL 13-3-69(13).

**ARSD 24:42:04:14. State levels and consequences for public school districts.** The department shall implement the following public school district designation levels and consequences:

(1) District alert status, fails to meet adequate yearly progress for one year. There are no consequences for alert status;

(2) District improvement, level 1; public school district fails to meet adequate yearly progress two years in a row from the 2002-2003 school year. The district must submit a two-year district school improvement plan to the department. The department will provide technical assistance if requested;

(3) District improvement, level 2; public school district fails to meet adequate yearly progress an additional year after level 1. The district evaluates the implementation and effectiveness of the district school improvement plan, and continues to implement the plan;

(4) District improvement, level 3; public school district fails to meet adequate yearly progress an additional year after level 2. The school district will receive an audit from the department and implement its recommendations. The department will establish a monitoring plan with the district.

**Source:** 30 SDR 181, effective May 20, 2004.

**General Authority:** SDCL 13-3-67, 13-3-69.

**Law Implemented:** SDCL 13-3-67, 13-3-69(8).

**ARSD 24:43:02:01. Public school districts required to maintain state accreditation.** A South Dakota public school district must maintain state accreditation during the previous school fiscal year to be eligible to receive state aid to education per SDCL 13-13-18.

**Source:** 31 SDR 178, adopted May 4, 2005, effective July 1, 2005.

**General Authority:** SDCL 1-45-13, 13-1-12.1, 13-3-1.4, 13-3-47.

**Law Implemented:** SDCL 13-13-18.

**ARSD 24:43:02:02. State accreditation system defined.** For purposes of this article, the term state accreditation system, means a system established by the state to ensure that all public and non public school districts and public and non public schools comply with state law, administrative rule, and Department of Education policy in order that a uniform and free system of public education is maintained and open to all. The accreditation status of all public school districts shall be available to the public in department publications and on the department website.

**Source:** 31 SDR 178, adopted May 4, 2005, effective July 1, 2005; 34 SDR 127, effective November 14, 2007.

**General Authority:** SDCL 1-45-13, 13-1-12.1, 13-3-1.4, 13-3-47, 13-13-18.

**Law Implemented:** SDCL 13-1-12.1, 13-3-47.

**ARSD 24:43:02:03. Eligibility for state accreditation -- Compliance with regulations and district improvement plan.** To be eligible for state accreditation, the school board of a public school district, or of a nonpublic school seeking accreditation, shall:

(1) Submit annual regulatory reports and assurances as required by the Department of Education, and in compliance with timelines set and made known by the department; and

(2) Establish, implement, and annually review an approved five-year district improvement plan. The contents and format of a public school district, or a nonpublic school, improvement plan, and the timelines for submission, shall be specified and made known by the Department of Education, and shall include all schools, attendance centers, and programs in the public school district or nonpublic school that are registered with the department and counted in the public school district or nonpublic school's annual ADM calculations.

**Source:** 31 SDR 178, adopted May 24, 2005, effective July 1, 2005; 33 SDR 55, effective October 2, 2006.

**General Authority:** SDCL 1-45-13, 13-1-12.1, 13-3-1.4, 13-3-47.

**Law Implemented:** SDCL 13-1-12.1.

**ARSD 24:43:02:06. Onsite review.** At the conclusion of the five-year cycle, at a time mutually agreed upon, any public school district or nonpublic school that is eligible for continued state accreditation shall host a team of state reviewers who shall conduct a comprehensive site visit to:

- (1) Assess progress with the comprehensive improvement plan;
- (2) Review the public school district or nonpublic school's performance during the preceding five years, including the documented academic performance of its students;
- (3) Provide a general assessment of educational practices;
- (4) Make recommendations regarding the review findings for the purpose of improving educational practices beyond the level of minimum compliance to foster practices of continuous improvement; and
- (5) Determine that the public school district or nonpublic school, including all related schools and programs, is in compliance with state laws and administrative rules.

**Source:** 31 SDR 178, adopted May 4, 2005, effective July 1, 2005; 33 SDR 55, effective October 2, 2006.

**General Authority:** SDCL 13-1-12.1, 13-3-1.4, 13-3-47, 13-13-18.

**Law Implemented:** SDCL 13-1-12.1.

**ARSD 24:43:07:03. Warning and plan of corrective action.** An accredited public school district or approved nonpublic entity that is found in violation of a state law or administrative rule required for the accredited or approved status will be issued a letter of warning by the secretary of education. The letter will cite the law or administrative rule or both and state the alleged violation that caused the warning to be issued, and will set forth timelines for submission of a plan of corrective action.

**Source:** 31 SDR 178, adopted May 4, 2005, effective July 1, 2005.

**General Authority:** SDCL [1-45-13](#), [13-1-12.1](#), [13-3-1.4](#), [13-3-47](#).

**Law Implemented:** SDCL [13-3-47](#).

**ARSD 24:43:07:04. Suspension or revocation for uncorrected violations.** An accredited public school district or approved nonpublic entity that does not present a plan of corrective action that corrects the violation within stated timelines, or that fails to implement a plan of corrective action with stated timelines, shall be recommended to the secretary of education for the status of "on probation" until a final determination is made or until satisfactory evidence of correction of the violation is presented to the Department of Education.

**Source:** 31 SDR 178, adopted May 24, 2005, effective July 1, 2005.

**General Authority:** SDCL [1-45-13](#), [13-1-12.1](#), [13-3-1.4](#), [13-3-47](#).

**Law Implemented:** SDCL [13-3-47](#).

**ARSD 24:43:07:07. Final determination.** Following the hearing described in § 24:43:07:06, the secretary will make a final determination of suspension, revocation of the accreditation, or approval status. The length of the suspension will be set by the secretary and cannot exceed the balance of the current school year. The public school district or the nonpublic entity will be notified in writing by the secretary of the final decision within 30 days of the hearing. The South Dakota Board of Education shall be informed of the change in status at its next regularly scheduled meeting. Department publications and the department's website shall indicate the district's or nonpublic entity's suspended or revoked status.

**Source:** 31 SDR 178, adopted May 4, 2005, effective July 1, 2005.

**General Authority:** SDCL [13-1-12.1](#), [13-3-1.4](#), [13-3-47](#).

**Law Implemented:** SDCL [13-3-47](#).

**ARSD 24:43:07:09. Effect of suspension or revocation on public school district.** All public school districts are required by SDCL [13-13-18](#) to operate only accredited public schools during the previous school fiscal year to be eligible to receive state aid to

education. A public school district that has not regained its state-accredited status will become ineligible to receive state aid to education at the beginning of the next school fiscal year on July 1. If the secretary determines that there is no plan of corrective action in place to correct the violation and restore the district's accreditation, the secretary shall inform the commissioners of the majority county as set forth in SDCL 13-5-14 that the district is subject to loss of authority and the lands are subject to reassignment according to the procedures set forth in SDCL chapter 13-6.

**Source:** 31 SDR 178, adopted May 4, 2005, effective July 1, 2005.

**General Authority:** SDCL 13-3-47, 13-13-18.

**Law Implemented:** SDCL 13-3-47, 13-13-18.

## Reform Plan Criteria

### **(E)(2) Turning around the lowest-achieving schools** *(40 points)*

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

- (i) Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and *(5 points)*
- (ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools). *(35 points)*

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (E)(2) (please fill in table below):

- The State's historic performance on school turnaround, as evidenced by the total number of persistently lowest-achieving schools (as defined in this notice) that States or LEAs attempted to turn around in the last five years, the approach used, and the results and lessons learned to date.

*Recommended maximum response length: Eight pages*

As part of the state's process to develop its application for the School Improvement Grant (SIG) funds made available under the American Recovery and Reinvestment Act of 2009 (ARRA, PL 111-5) and the Department of Education Appropriations Act, 2009 (PL 111-8), the SEA will identify both Title I schools in improvement (Tier I) and Title I-eligible high schools (Tier II) that are considered persistently lowest-achieving schools.

Discussions were held within the DOE when the notice of rulemaking was issued. The department consulted with its Committee of Practitioners and School Support Team. Information was sent to all districts with schools in improvement. Once the regulations were finalized, the DOE again met to discuss identification of its Tier I, II, and III schools. A conference call will be held with all interested districts, the state's School Support Team and Committee of Practitioners to present the proposed definition and initial identification methods. Another call with the Committee of Practitioners will be held to take input prior to the state's final determination. The state's definition and list of identified schools in each tier will be included in the state's application for school improvement funds under 1003(g) of the ESEA, to be submitted by February 8, 2010, and they be will be posted on the department's website.

<b>Milestone</b>		<b>Timeline</b>
1	DOE internal discussion	Fall 2009
2	Information presented to Committee of Practitioners (COP).	September 2009
3	Information emailed to districts with schools in improvement and the state's School Support Team (SST).	Fall 2009
4	Internal DOE discussion to consider draft list of schools for each tier.	December 2009
5	Conference call with districts, COP, and SST.	January 2010
6	Definition finalized.	January 2010

The SD DOE sees no obstacles in the completion of this task.

**Responsible Agencies**

Responsibility for this requirement will be shared between the Office of Finance Management and the Office of Educational Services and Support. Additionally, the department's Committee of Practitioners and School Support Team have been contacted for input and recommendations.

**Progress Reporting**

SD DOE will develop a web page to show the progress of the department in the development and implementation of plans to meet these assurances. The state's definition of persistently lowest-achieving schools and its list of identified school for Tier I, II, and III will be submitted to the federal Department of Education through its School Improvement Grant application. At the time when the SD DOE identifies the Title I schools in improvement, corrective action, or restructuring, the department will review each school's school improvement plan to determine if any of the four reform strategies have been implement during the past year. These schools will be posted on the state's website and also identified in the state's SIG application.

E(2) (ii) LEAs that apply for the School Improvement Grant funds will indicate which of the four models it will use for each of its

Tier I and II schools. The SEA will use its administrative funds to support, guide, and evaluate LEA efforts.

There are currently nine schools in Level 4 and 30 schools in Level 5 (implementing restructuring plans) of improvement in the state, counting both Title I and non-title I schools. Title I schools are required to implement restructuring requirements of Title I section 1116 while non-Title I schools are held to less rigorous requirements.

All Level 4 schools, Title I and non-Title I, must receive a school audit facilitated by an outside consultant who leads a team in the established process. Results of the audit are to be used to inform the restructuring plan for Title I schools and the school improvement plan for non-Title I schools. Many of the Title I schools in level 5 have been so for multiple years as a result of multiple student populations that are diverse and difficult to move toward AYP. While some of these schools have made tremendous gains, it has not been enough to ensure that each student group makes AYP for two consecutive years. Without that accomplishment, these schools cannot warrant removal from School Improvement status. It is anticipated that some of these schools will be identified as the state's Tier I schools. The SEA supports and welcomes the opportunity for increased interventions and support for these schools in order to make the substantial changes needed for these schools to make AYP. Non-Title I schools in level 5 have not been required to take substantial changes in their school systems and may benefit from these stronger interventions as Tier II schools.

The state has experienced success through its school improvement system. For example, based upon the assessments given in 2008-09, 14 schools (both Title I and non-Title I) made AYP for the second consecutive year and were removed from school improvement status. Each year the state celebrates these successes and uses this information to encourage other schools to apply the school improvement process with fidelity to improve student achievement.

While the major work in school improvement is focused on individual schools within districts, the SEA is also gaining experience in working with districts in improvement. Five districts were identified for improvement in 2004 and have progressed to Level 3, Corrective Action. Another district was added this year in Level 1.

District level audits are conducted for each of the districts entering corrective action and the results are used to inform the

corrective action taken by the SEA. Two of the districts are working under the direction of a technical advisor and with the assistance of a consultant to support the district's improvement plan. The other three districts are implementing a new curriculum and providing professional development to increase teacher knowledge and effectiveness.

As is the case with their schools, these districts have diverse populations and difficult issues to address. It is likely that the Tier I and II schools will come from at least some of these districts. Not only will the schools benefit from the additional support, guidance, and oversight; but the district will also find support in meeting its district goals for higher student achievement.

**Evidence**

Approach Used	# of Schools Since SY2004-05	Results and Lessons Learned
Restart model	3	<p>These three schools in Level 4 restructured in such a way that the school was divided into two schools, each with its own principal. Because these schools were new schools, AYP started anew in 2007-08. Each of the six new schools is now in Level 1 of school improvement.</p> <p>An important lesson learned is that opening a new school without other accompanying changes and supports may not lead to substantial enough gains for the school to make AYP.</p>

Performance Measures	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
The number of schools for which one of the four school intervention models (described in Appendix C) will be initiated each year.	5 Tier I  5 Tier II schools				
As the State gathers information from schools in support of the goals of its School Improvement Grant, the goals for years 2010-2014 will be developed by SD DOE personnel working together with LEAs across the state and other stakeholders in the effort to turn around our struggling schools					

**(F) General (55 total points)**

**State Reform Conditions Criteria**

**(F)(1) Making education funding a priority (10 points)**

The extent to which—

- (i) The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008; and
- (ii) The State’s policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (F)(1)(i):

- Financial data to show whether and to what extent expenditures, as a percentage of the total revenues available to the State (as defined in this notice), increased, decreased, or remained the same.

Evidence for (F)(1)(ii):

- Any supporting evidence the State believes will be helpful to peer reviewers.

*Recommended maximum response length: Three pages*

**ATTACHMENTS RELATED TO THIS SECTION:**

**1 – School Funding Formula**

**Levels of State Support to Elementary, Secondary and Postsecondary Education**

A	Level of State support for elementary and secondary education in FY 2008 provided through the State's primary elementary and secondary education funding formulae	\$318,511,828.00
B	Level of state support for public IHEs in FY 2008	\$170,010,033.00
C	Level of state support for elementary and secondary education in FY 2009 provided through the State's primary elementary and secondary education funding formulae	*\$336,669,733.00 \$314,600,171.00
D	Level of state support for public IHEs in FY 2008	*\$175,964,730.00 \$165,702,674.00
E	Amount of the state's total Education Stabilization Fund used to restore the level of Sate support for elementary and secondary education	\$22,069,562.00
F	Amount of the state's total Education Stabilization Fund used to restore the level of Sate support for public IHEs in FY 2009	\$10,262,056

\*prior enacted

Prior to October 1, 2008, the state approved formula increases to support elementary and secondary education for FY 2010 or 2011, or to phase in state equity and adequacy adjustments.

(ii) The State's policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.

**(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools (40 points)**

The extent to which—

- (i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools;
- (ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools;
- (iii) The State's charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues;
- (iv) The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools; and

(v) The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (F)(2)(i):

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents.
- The number of charter schools allowed under State law and the percentage this represents of the total number of schools in the State.
- The number and types of charter schools currently operating in the State.

Evidence for (F)(2)(ii):

- A description of the State's approach to charter school accountability and authorization, and a description of the State's applicable laws, statutes, regulations, or other relevant legal documents.
- For each of the last five years:
  - The number of charter school applications made in the State.
  - The number of charter school applications approved.
  - The number of charter school applications denied and reasons for the denials (academic, financial, low enrollment, other).
  - The number of charter schools closed (including charter schools that were not reauthorized to operate).

Evidence for (F)(2)(iii):

- A description of the State's applicable statutes, regulations, or other relevant legal documents.
- A description of the State's approach to charter school funding, the amount of funding passed through to charter schools per student, and how those amounts compare with traditional public school per-student funding allocations.

Evidence for (F)(2)(iv):

- A description of the State's applicable statutes, regulations, or other relevant legal documents.
- A description of the statewide facilities supports provided to charter schools, if any.

Evidence for (F)(2)(v):

- A description of how the State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

*Recommended maximum response length: Six pages*

**ATTACHMENTS RELATED TO THIS SECTION:**

**1 – Proposed Charter School Legislation**

The state of South Dakota does not have a law or statute that specifically charters schools. The DOE has proposed charter school legislation as South Dakota Senate Bill 63. The current legislative session in South Dakota ends on March 29, 2010 and the DOE will know at that time whether the legislation will pass.

However, South Dakota does allow for some innovation in public schools. One example is a number of schools that fall under the auspices of a local LEA for the Hutterite community in our state.

An example of schools that fall outside the South Dakota public school system would be those that are run by the BIS/BIE on Lakota, Dakota, and Nakota Indian reservations that lie within the state. These are not under the control of the state of South Dakota, but as this grant points out, every effort will be made to involve their administrators, teachers and students in the activities of this grant.

The language of a statute which allows innovation in schools is as follows:

13-5-34. Application procedure by school district for waiver from compliance with administrative rules--School reform plan.

School districts may apply for waivers from compliance with state administrative rules which a majority of the local school board agrees limit its ability to make specified reforms and are unnecessary for maintaining the quality of education within the school district. Prior to applying for the waivers, the school district shall hold a public hearing within the district to seek public comment on its school reform plan and the waivers being sought. A list of the waivers being sought and justification for each shall be submitted to the Department of Education at least sixty days before the date that waivers are to occur. The request for waiver shall provide a method for evaluation which includes the involvement of students, parents, teachers, and administrators. The

secretary of the Department of Education may approve waivers of up to four years. Any district which is aggrieved by a decision of the secretary of the Department of Education may, within thirty days, appeal to the South Dakota Board of Education pursuant to chapter 1-26.

The South Dakota Board of Education may promulgate rules, pursuant to chapter 1-26, to establish standards for waivers, reform plans, approval process, and rescission procedures.

**Source:** SL 1990, ch 122, § 8; SL 1993, ch 123; SL 2003, ch 272, § 63.

There are two schools within the borders of the state that did get exceptions for their educational programming following the guidelines within the statute, but neither can be considered a true charter. The State recognizes that charter school legislation could provide a beneficial alternative to the failing schools in the state. In many cases, such as in very rural areas, the charter alternative is difficult to accomplish. This is, perhaps, why a specific charter school law has never been seen as a necessity before.

In examining the vision behind the AIII STEM and health demonstration school, however, it has become clear that there are models which break the traditional mold and have potential for bringing success where little success has existed before. It is for this reason that, as referenced above, legislation is being proposed to establish a process by which educational entities can apply for and obtain a charter in South Dakota.

**(F)(3) Demonstrating other significant reform conditions (5 points)**

The extent to which the State, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, other conditions favorable to education reform or innovation that have increased student achievement or graduation rates, narrowed achievement gaps, or resulted in other important outcomes.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (F)(3):

- A description of the State’s other applicable key education laws, statutes, regulations, or relevant legal documents.

*Recommended maximum response length: Two pages*

ATTACHMENTS RELATED TO THIS SECTION:

1 – AIII Time Line

2- Sample Programming AIII

“Over the past 25 years, high-profile school reform efforts have addressed false problems with flawed solutions. By imposing blanket reforms on varying local circumstances, policymakers have stifled educational ingenuity. To actually improve the education of America’s children, state and federal policymakers should formulate and implement policies that provide incentives for problem-solving in local settings.

To do this, they will first need to recognize that some of the “problems” our public schools are called upon to solve are problematic in themselves. These include claims that U.S. productivity lags behind that of other countries, that students’ achievement here is far eclipsed by their international peers’, that academic achievement translates into worker productivity, and that we have a shortage of workers with math and science skills.

Equally problematic is the fact that the principal “solutions” offered to address these false problems—centralization of curriculum, high-stakes testing, single-score decisions about pupils, and the imposition of a business model of organizational improvement—are in fact flawed practices that, if experience and research are any indication, are not likely to improve student learning.

Most troubling of all, the standards-and-accountability movement assumes that when all locales implement the same standards, using the same practices, every student everywhere will be able to meet them. This one-size-fits-all approach to school improvement ignores the reality of unique circumstances in different settings.

*Both research on and experience with curriculum development indicate that the most effective way to improve learning is to identify and solve actual problems in local settings that impede effective teaching and learning.*

How might this work in practice? *Local educators would first need to identify their real, and particular, educational problems.* There are at least two ways for them to do this. One is to look for local manifestations of wider problems identified in research.

Research on testing, for example, has found that when high-stakes tests obtain, educators tend to teach to them. Other things typically happen as well: The curriculum narrows to what is tested, instruction narrows to test-prep skill-drill, and students previously disaffected with academic studies become even more so, as they suffer through more skill-drill work, and consequently tend to drop out. These are usually kids from low-socioeconomic backgrounds.

...[Another way] to identify real educational problems to solve in a particular school or school system is obviously to examine local data sets in search of opportunities to improve student learning. Local problems, such as a high dropout rate, a difficult transition from middle school to high school, high student absenteeism, and so forth, can be similar from setting to setting, but also can vary. Likewise, a solution to a problem that works in one setting may not work in another. Public schools are such complex organizations, and communities are so variable, that silver bullets and uniform approaches to reform are ill-advised and usually ill-fated. Solutions must be tailored to, and demonstrated to work in, the local educational setting.

Here are some suggestions for enlightened state and federal policymakers for devising policies that will facilitate and incentivize local educational problem-solving:

- Create grant programs that enable local school systems to develop processes for identifying and solving their locally based educational problems;
- Support professional development for teachers and administrators that will aid them in the identification and resolution of their local problems;
- ... [Provide resources] and technical expertise to assist schools in the identification and resolution of such problems; and
- Recognize and reward schools and schools systems that document that they have identified and solved their singular educational problems.

We can best improve public education not by focusing reform on false problems and flawed solutions, but by applying real solutions to real educational problems. Education policy at all levels should encourage—even compel—local educators to identify the problems specific to their school settings, and then support their efforts to resolve them.”

The excerpt above, from an article in EdWeek - *Incentivizing Educational Ingenuity: A Call for More Problem-Solving at the Local Level*, by William G. Wrag, may seem blasphemous at first glance. However, it sums up the formula behind the concept of the AIII STEM and Health Academy. Stacy Phelps recognizes that in order to bring meaningful change to the Native American students, and students from other populations that are not succeeding in the present system, a basic sea change must take place. The State of South Dakota has put its support behind this initiative because we, too, recognize that innovation must be employed to get results in areas in which they have been slow in coming. The intention is not to throw the baby out with the bath water. The importance of maintaining the testing that has been taking place since 2003 to determine whether or not students are proficient in basic content still needs to be done. It provides a snapshot in time that is valuable in adjusting instruction at the building and classroom level. It has shown that there are populations that are not benefitting from the current interventions.

The results of that snapshot have led to the acceptance of the impetus behind AIII. There is not better laboratory for developing real life issues to address in the school setting than realities of life on the reservations. These problems can be addressed by employing the force behind young people who become immersed in STEM and health programming and who come from or have firsthand knowledge of that environment.

AIII will target that population, place them in a residential grades 9-14 residential, year-round school setting and immerse them in transdisciplinary project-based STEM and health curriculum. They will learn in an environment that incorporates and respects their cultural heritage. They will be surrounded by master teachers and others who are experts in the STEM and health fields. They will move through their academic careers supported by mentors who understand not only their academic needs, but also the realities of the lives they and their communities face. They will be placed in internship positions to get experience in the work world. They will return to their home communities throughout school to engage in service learning and mentoring opportunities

themselves. They will be well prepared to enter college and be successful as they will move through years 13 and 14 in this same supportive environment. They will, then, achieve at levels in technical schools, college and graduate schools that break the mold for Native American statistical norms – until now.

The manner in which the State will support this endeavor by using the body of knowledge to be developed at AIII and spread it to many other classrooms across the state through the regional ESAs will foster a change for countless others in South Dakota. The partnerships that have already been created with the Regents institution, the major health care providers and the cutting edge DUSEL deep earth research project will serve all of the state. It especially holds promise for the reservations and solving the real world problems faced there daily, problems that are not addressed with a test providing a snapshot of one day.

## V. COMPETITION PRIORITIES

### **Priority 1: Absolute Priority -- Comprehensive Approach to Education Reform**

To meet this priority, the State's application must comprehensively and coherently address all of the four education reform areas specified in the ARRA as well as the State Success Factors Criteria in order to demonstrate that the State and its participating LEAs are taking a systemic approach to education reform. The State must demonstrate in its application sufficient LEA participation and commitment to successfully implement and achieve the goals in its plans; and it must describe how the State, in collaboration with its participating LEAs, will use Race to the Top and other funds to increase student achievement, decrease the achievement gaps across student subgroups, and increase the rates at which students graduate from high school prepared for college and careers.

*The absolute priority cuts across the entire application and should not be addressed separately. It is assessed, after the proposal has been fully reviewed and evaluated, to ensure that the application has met the priority.*

### **Priority 2: Competitive Preference Priority -- Emphasis on Science, Technology, Engineering, and Mathematics (STEM). (15 points, all or nothing)**

To meet this priority, the State's application must have a high-quality plan to address the need to (i) offer a rigorous course of study in mathematics, the sciences, technology, and engineering; (ii) cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and (iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

*The competitive preference priority will be evaluated in the context of the State's entire application. Therefore, a State that is responding to this priority should address it throughout the application, as appropriate, and provide a summary of its approach to addressing the priority in the text box below. The reviewers will assess the priority as part of their review of a State's application and determine whether it has been met.*

*Recommended maximum response length, if any: One page*

The State of South Dakota will purposefully address the STEM priority in several ways:

- Create a STEM team that will be directed by the SD DOE to work with the pre-K – 20 Education system in the state to develop curriculum, assessment and relevant opportunities for our state's students and create a solid educational platform from which they may enter

into 21<sup>st</sup> century STEM careers and post-secondary education opportunities. This will also involve working with partners in the private sector to ensure that business and industry have a place at the table when discussing how students need to be prepared to take on 21<sup>st</sup> century challenges and that these partners support the growth of STEM educational opportunities within their own organizations.

- Direct the regional Educational Service Agencies in acquiring the necessary training so those professionals can work with the administration and teachers in LEAs across the state as they adopt the CCSSO standards and assessments and incorporate more rigorous academic standards in the STEM areas.
- The SD DOE will continue to support the development of the state's technology infrastructure that serves the schools
- The state will put in place the necessary route through which to establish the American Indian Institute of Innovation (AIII) Academy for STEM and health. This demonstration school, founded on the principles that have proven successful with the state's lowest performing student population through rigorous STEM curriculum, will develop a model residential, grades 9-14 academy that will be built entirely on project-based, transdisciplinary STEM and health programming.
- The AIII Academy will develop curriculum modules and assessments that will be Beta tested and then incorporated in the Race to the Top participating LEAs as well.
- The Academy will partner with state Regents universities to recruit graduate students in the STEM and health core content to work with the development of the Academy programming, its students and its professional development program throughout the course of the grant.
- AIII and the Academy will work with the PAST Foundation, an organization that has successfully worked with the inception of several STEM academies in the nation, as they develop the STEM concepts to be applied at AIII and , then across the state. The work done in this regard will pave the way for replication of this STEM model to other states across the nation experiencing similar achievement disparities.
- Teacher cohorts recruited through such organization as Teacher for America will be trained in the transdisciplinary, project-based STEM and health curriculum instructional model. They will, in turn, take this training and information into the participating LEAs.

- Participating LEAs will bring teams of teachers (a majority is required) and principals to AIII for similar training in the transdisciplinary, project-based STEM and health instructional and learning techniques
- AIII will provide the professional development for the regional ESA professional development providers. This will complete the circle as all involved personnel, all participating LEAs and all involved LEAs across the state will have a very similar training foundation
- All of this work will be supported by mentoring from expert personnel from AIII and the state DOE.

**Priority 3: Invitational Priority – Innovations for Improving Early Learning Outcomes**

*(not scored)*

The Secretary is particularly interested in applications that include practices, strategies, or programs to improve educational outcomes for high-need students who are young children (prekindergarten through third grade) by enhancing the quality of preschool programs. Of particular interest are proposals that support practices that (i) improve school readiness (including social, emotional, and cognitive); and (ii) improve the transition between preschool and kindergarten.

*The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length, if any: Two pages*

(Enter text here.)

**Priority 4: Invitational Priority – Expansion and Adaptation of Statewide Longitudinal Data Systems** *(not scored)*

The Secretary is particularly interested in applications in which the State plans to expand statewide longitudinal data systems to include or integrate data from special education programs, English language learner programs, early childhood programs, at-risk and dropout prevention programs, and school climate and culture programs, as well as information on student mobility, human resources (*i.e.*, information on teachers, principals, and other staff), school finance, student health, postsecondary education, and other relevant areas, with the purpose of connecting and

coordinating all parts of the system to allow important questions related to policy, practice, or overall effectiveness to be asked, answered, and incorporated into effective continuous improvement practices.

The Secretary is also particularly interested in applications in which States propose working together to adapt one State's statewide longitudinal data system so that it may be used, in whole or in part, by one or more other States, rather than having each State build or continue building such systems independently.

*The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length, if any: Two pages*

(Enter text here.)

**Priority 5: Invitational Priority -- P-20 Coordination, Vertical and Horizontal Alignment**

*(not scored)*

The Secretary is particularly interested in applications in which the State plans to address how early childhood programs, K-12 schools, postsecondary institutions, workforce development organizations, and other State agencies and community partners (e.g., child welfare, juvenile justice, and criminal justice agencies) will coordinate to improve all parts of the education system and create a more seamless preschool-through-graduate school (P-20) route for students. Vertical alignment across P-20 is particularly critical at each point where a transition occurs (e.g., between early childhood and K-12, or between K-12 and postsecondary/careers) to ensure that students exiting one level are prepared for success, without remediation, in the next. Horizontal alignment, that is, coordination of services across schools, State agencies, and community partners, is also important in ensuring that high-need students (as defined in this notice) have access to the broad array of opportunities and services they need and that are beyond the capacity of a school itself to provide.

*The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length, if any: Two pages*

(Enter text here.)

**Priority 6: Invitational Priority -- School-Level Conditions for Reform, Innovation, and Learning** *(not scored)*

The Secretary is particularly interested in applications in which the State’s participating LEAs (as defined in this notice) seek to create the conditions for reform and innovation as well as the conditions for learning by providing schools with flexibility and autonomy in such areas as—

- (i) Selecting staff;
- (ii) Implementing new structures and formats for the school day or year that result in increased learning time (as defined in this notice);
- (iii) Controlling the school’s budget;
- (iv) Awarding credit to students based on student performance instead of instructional time;
- (v) Providing comprehensive services to high-need students (as defined in this notice) (e.g., by mentors and other caring adults; through local partnerships with community-based organizations, nonprofit organizations, and other providers);
- (vi) Creating school climates and cultures that remove obstacles to, and actively support, student engagement and achievement; and
- (vii) Implementing strategies to effectively engage families and communities in supporting the academic success of their students.

*The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found. Recommended maximum response length, if any: Two pages*

(Enter text here.)

## **VI. BUDGET**

**(Evidence for selection criterion (A)(2)(i)(d))**

Applicants should use their budgets and budget narratives to provide a detailed description of how they plan to use their Federal grant funds, and how they plan to leverage other Federal (*e.g.* School Improvement Grant, Statewide Longitudinal Data Systems grant, Teacher Incentive Fund grant, Title I), State, and local funds to achieve their reform goals. The budget narrative should be of sufficient scope and detail for the Department to determine if the costs are necessary, reasonable, and allowable. For further guidance on Federal cost principles, an applicant may wish to consult OMB Circular A-87. (See [www.whitehouse.gov/omb/circulars](http://www.whitehouse.gov/omb/circulars)).

For the purpose of the budget, we expect that the State will link its proposed reform plans to projects that the State believes are necessary in order to implement its plans. Providing additional budget detail through a project-level table and narrative will allow the State to specifically describe how its budget aligns with its reform plans in all four areas and how its budget supports the achievement of the State's goals. Some projects might address one Reform Plan Criterion, while others might address several similarly-focused criteria as one group. For example, the State might choose to have one "management project" focused on criterion (A)(2), Building Strong Statewide Capacity. It might have another "human capital project" that addresses criteria (D)(2) through (D)(5) in the Great Teachers and Leaders section.

To support the budgeting process, the following forms and instructions are included:

1. **Budget Summary**
  - a. **Budget Summary Table**. This is the cover sheet for the budget. States should complete this table as the final step in their budgeting process, and include this table as the first page of the State's budget. (See Budget Part I: Budget Summary Table.)
  - b. **Budget Summary Narrative**. A budget narrative that accompanies the Budget Summary Table should provide an overview of the projects that the State has included in its budget. The State should also describe how other Federal, State, and local funds will be leveraged to further support Race to the Top education reform plans. (See Budget Part I: Budget Summary Narrative.)
  
2. **Project-Level Detail**. This is the supporting, project-level detail required as back-up to the budget summary. For each project that the State is proposing in order to implement the plans described in its application, the State should complete the following:
  - a. **Project-Level Budget Table**. This is the budget for each project, by budget category and for each year for which funding is requested. (See Budget Part II: Project-Level Budget Table.)
  - b. **Project-Level Budget Narrative**. This is the narrative and backup detail associated with each budget category in the Project-Level Budget. (See Budget Part II: Project-Level Budget Narrative.)

### Budget Part I: Budget Summary Table

**Instructions:**

In the Budget Summary Table, the State should include the budget totals for each budget category and each year of the grant. These line items are derived by adding together the line items from each of the Project-Level Budget Tables.

<b>Budget Part I: Summary Budget Table</b> (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	\$2,208,905
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	\$6,177,346	\$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
<p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.            Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.            Column (e): Show the total amount requested for all project years.            *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.            Note that indirect costs are not allocated to lines 11-12.</p>					

## **BUDGET PART I: BUDGET SUMMARY NARRATIVE**

### **Instructions:**

Describe, in an Appendix, the overall structure of the State's budget for a Race to the Top grant, including the list of projects for which there is a project-level budget, and a rationale for how these will be organized and managed.

The State should also describe how other Federal (*e.g.* School Improvement Grant, Statewide Longitudinal Data Systems grant, Teacher Incentive Fund grant, Title I), State, and local funds will be leveraged to further support Race to the Top education reform plans.

The State must include, on Line 14 of the Budget Summary Table, the amount of funding to be subgranted to its participating LEAs based on their relative shares of funding under Part A of Title I of the ESEA for the most recent year (that is, FY 2009), as required under section 14006(c) of the ARRA. States are not required to provide budgets for how the participating LEAs would use their funds. However, the Department expects that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that participating LEAs spend these funds in accordance with the State's plan and the scope of work described in the agreement between the State and the participating LEA.

## Budget Part II: Project-Level Budget Table

**Instructions:**

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

<b>Budget Part II: Project-Level Budget Table</b>					
<b>Project Name:</b> [fill in the project name the State has assigned to this work] <b>Associated with Criteria:</b> [fill in the designations of the criteria associated with this project] <b>(Evidence for selection criterion (A)(2)(i)(d))</b>					
<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual					
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)					
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)					
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

**Budget: Indirect Cost Information**

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES  X  
NO  O

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):  
From: 7/01/2009 To: 6/30/2010

Approving Federal agency:  ED  Other  
(Please specify agency): \_\_\_\_\_

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
2. If “No” is checked, ED generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
  - (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after ED issues a grant award notification; and
  - (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.
3. If “Yes” is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, another Federal agency (Other) issued the approved agreement. If “Other” was checked, specify the name of the agency that issued the approved agreement

## VII. APPENDIX TABLE OF CONTENTS

The Appendix must include a complete Table of Contents, which includes the page number or attachment number, attachment title, and relevant selection criterion. A sample table of contents form is included below. Each attachment in the Appendix must be described in the narrative text of the relevant selection criterion, with a rationale for how its inclusion supports the narrative and the location of the attachment in the Appendix.

Attachment Title	Relevant Selection Criterion	Page #
American Indian Institute for Innovation (AIII) Summary	A(1)	10
GEAR UP South Dakota Evaluation	A(1)	10
Participating LEA MOU	A(2)	33
Budget Narrative	A(2)	33
Tribal Agreement	A(2)	38
Letters of Support; Sen. Tim Johnson Sen. John Thune Rep. Stephanie Herseth-Sandlin National Indian Education Assn. Teach for America South Dakota Board of Regents University of South Dakota SD State Chamber of Commerce Sanford Lab Dusel Project/Stanford University Avera McKennan Health Sanford Health	A(2)	38
Resume: Stacy Phelps	A(2)	38
The PAST Foundation Description and STEM work examples	A(2)	38
Raw Achievement Data NAEP 2003-2009 Dakota STEP 2003-2009	A(3)	44
Council of Chief State School Officers Core Content Standards/Assessments MOU	B(1) (ii)	56
Sample Standards	B(1) (ii)	56
Legal Standards for the Adoption of Standards	B(1) (ii)	56
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Proposed Teacher Evaluation Legislation	D(2) (ii)	109
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Sample Programming AIII	F(3)	155