STATE FISCAL STABILIZATION FUND PHASE II APPLICATION

PART 1: APPLICATION COVER SHEET

(CFDA No. 84.394)

<table>
<tr><td>Legal Name of Applicant (Office of the Governor):
Office of the Governor
State of South Dakota</td><td>Applicant's Mailing Address:
500 East Capitol Ave.
Pierre, SD 57501</td></tr>
<tr><td colspan="2">State Contact for the Education Stabilization Fund
Name: Jason Dilges
Position and Office: Commissioner of the Bureau of Finance and Management
Contact's Mailing Address:
500 East Capitol Ave.
Pierre, SD 57501
Telephone: 605-773-3411
Fax: 605-773-4711
E-mail address: Jason.Dilges@state.sd.us</td></tr>
<tr><td colspan="2">To the best of my knowledge and belief, all of the information and data in this application are true and correct.</td></tr>
<tr><td>Governor or Authorized Representative of the Governor (Printed Name):
M. Michael Rounds</td><td>Telephone:
605-773-3212</td></tr>
<tr><td>Signature of Governor or Authorized Representative of the Governor:
X M. Michael Rounds</td><td>Date:
1-11-10</td></tr>
<tr><td colspan="2">Recommended Statement of Support from the Chief State School Officer (Optional):
The State educational agency will cooperate with the Governor in the implementation of the State Fiscal Stabilization Fund program.</td></tr>
<tr><td>Chief State School Officer (Printed Name):
Thomas J. Oster</td><td>Telephone:
605-773-5669</td></tr>
<tr><td>Signature of the Chief State School Officer:
X Thomas J. Oster</td><td>Date:
1-11-10</td></tr>
</table>

Form Approved OMB Number: 1810-0695; Expiration Date: 05/31/2010

PART 2: MAINTENANCE-OF-EFFORT INFORMATION

In the SFSF Phase I Application, States were required to submit the following in order to receive the first portion of funds:

- A *Maintenance-of-Effort Assurance* (Part 4, Section A) of maintaining State support for elementary and secondary education and for public institutions of higher education (IHEs) at least at the level of such support in FY 2006 for FYs 2009, 2010, and 2011.
- A *Maintenance-of-Effort Waiver Assurance* (Part 4, Section B). In the event that a State anticipated being unable to comply with one or more of the Stabilization program MOE requirements referenced in the Maintenance-of-Effort Assurance, the State would provide an assurance that it met the eligibility criteria for a MOE waiver.[3]
- A *Maintenance-of-Effort Baseline Data* form.

In order to complete this Phase II Application, States must reaffirm and/or update the MOE baseline data referenced above as requested in Phase I. Part 2A of this application, *Update of Maintenance-of-Effort Data*, asks that a State reaffirm or update the baseline data provided in Phase I (Maintenance-of-Effort Baseline Data), including actual levels of support for FY 2009.

In Part 2B, a Governor or Authorized Representative of the Governor must provide an attestation that the State has met the MOE requirements as was assured in Phase I. If a State cannot meet the MOE requirements, it must submit a Waiver of MOE Requirements or note that it has submitted one already.

Additional information on the MOE requirements can be found in Appendix D—*Instructions for Part 2, Maintenance-Of-Effort.*

[3] Guidance on the Maintenance of Effort Requirements for SFSF and MOE Waiver Form are available at http://www.ed.gov/policy/gen/leg/recovery/statutory/moe-guidance.pdf.

PART 2A: UPDATE OF MAINTENANCE-OF-EFFORT DATA

SPECIAL NOTES:

- In the SFSF Phase I Application, States were required to submit MOE data. The Department is requesting that States reaffirm these data for Phase II, and in particular, to update FY 2009 data to actual levels of State support.
- *For further information, see* Appendix D – Instructions for Part 2: Maintenance of Effort.

1. **Levels of State support for elementary and secondary education** *(the amounts may reflect the levels of State support on either an aggregate basis or a per-student basis):*

   FY 2006 **$280,022,412**

   FY 2009 **$313,280,822**

   FY 2010* **$321,071,116**

   FY 2011* **$323,030,503**

   (* Provide data to the extent that data are currently available.)

2. **Levels of State support for public institutions of higher education** *(enter amounts for each year)*:

   FY 2006 **$137,148,371**

   FY 2009 **$151,130,857**

   FY 2010* **$148,864,916**

   FY 2011* **$150,209,416**

   (* Provide data to the extent that data are currently available.)

3. **Additional Submission Requirements**: In an attachment to the application –

   (a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and -

   (b) Identify and describe the data sources used in determining the levels of State support for public IHEs.

STATE OF SOUTH DAKOTA
M. MICHAEL ROUNDS, GOVERNOR

Application for Funding for Phase II of the Education Fund under the State Fiscal Stabilization Fund Program

Additional Submission Requirements

PART 2A: UPDATE OF MAINTENANCE-OF-EFFORT DATA

3. Additional Submission Requirements: In an attachment to the application –

(a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and -

In determining the amount of State funding for State fiscal year 2006 and fiscal year 2009, the actual expenditures and encumbrances made by the State to K-12 public school districts under the State aid to general education funding formula were used. This information was obtained from the South Dakota Central Accounting System (BA20).

In determining the amount of funding for State fiscal year 2010, the projected expenditures by the State for K-12 public school districts under the State aid to general education funding formula were used. This information was obtained from the South Dakota Budget System (RB03).

In determining the amount of funding for State fiscal year 2011, the level of estimated State support for K-12 public school districts under the State aid to general education formula was used. The formula provides for an inflationary adjustment of 1.2% in per student funding resulting in a total state funding need of $323,030,503. However, due to the economic situation, the state does not have sufficient resources to fund K-12 education at this level in State fiscal year 2011. Therefore, the Governor's recommended State fiscal year 2011 budget does not include the statutorily required inflationary 1.2% increase within the elementary and secondary education primary funding formula. As a result, the recommended level of state funding through the K-12 primary funding formula totals $313,431,221. Education State Fiscal Stabilization Funds will be used to restore funding to the greater of fiscal year 2008 or 2009 level. The per student funding for fiscal year 2011 is recommended to be at the same level of funding as fiscal year 2010. This information was obtained from South Dakota state aid to general education formula estimates using the best available data as of December 2009.

(b) Identify and describe the data sources used in determining the levels of State support for public IHEs.

In determining the amount of State funding for State fiscal year 2006 and fiscal year 2009, the actual expenditures and encumbrances made by the State to public institutions of higher education, excluding capital projects, research and development and tuition and fees; were used. This information was obtained from the South Dakota Central Accounting System (BA20).

In determining the amount of State funding for State fiscal year 2010, the projected expenditures budgeted by the State for public institutions of higher education, excluding capital projects, research and development and tuition and fees; were used. This information was obtained from the South Dakota Budget System (RB03).

In determining the amount of funding for State fiscal year 2011, the Governor recommended expenditures for the State for public institutions of higher education, excluding capital projects, research and development and tuition and fees; were used. This information was obtained from the South Dakota Budget System (RB03).

PART 2B: ATTESTATION OF MAINTENANCE-OF-EFFORT COMPLIANCE

The Governor or his/her authorized representative attests to the following:

To the best of his/her knowledge and based on the best available data, the State has met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 (check all that apply):

☒ for elementary and secondary education.

☒ for public Institutions of Higher Education (IHEs).

Governor or Authorized Representative of the Governor (Printed Name): **M. Michael Rounds**	
Signature: M. Michael Rounds	Date: 1-11-10

<u>If a State has not met or cannot meet MOE for either elementary and secondary education or public IHEs, or both, it must complete the following:</u>

The State has not met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 and

(check one):

☐ has already submitted a MOE Waiver Request to the US Department of Education.

☐ is submitting a MOE Waiver Request with this application package.

I. Assurance (a): Achieving Equity in Teacher Distribution

A State must collect and publicly report data and other information on: (1) the extent that students in high- and low-poverty schools in the State have access to highly qualified teachers; (2) the extent that current strategies and efforts to address inequities in the distribution of inexperienced, unqualified, or out-of-field teachers; (3) how teacher and principal performance is evaluated and how performance ratings are used; and (4) the distribution of performance evaluation ratings or levels among teachers and principals.

Indicator (a)(1)	Confirm, for the State, the number and percentage (including numerator and denominator) of core academic courses taught, in the highest-poverty and lowest-poverty schools, by teachers who are highly qualified consistent with section 9101(23) of the Elementary and Secondary Education Act of 1965, as amended (ESEA).	Confirm

Please respond (Yes or No): Are the data related to this indicator at http://www.ed.gov/programs/statestabilization/indicator-a1.xls correct?

[1] ☐ Yes, the data are correct.

[2] ☒ No, the data are not correct.

If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:[3] http://doe.sd.gov/nclb/statepreformancereport.asp.

Please respond (check only one):

[4] ☒ The State makes the data *publicly available* and updates the data *annually* on a website.

➔ Provide the State website where the data are provided by the State to the public:[5] http://doe.sd.gov/nclb/statepreformancereport.asp

[6] ☐ The State makes the data *publicly available* on a website but updates it *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Provide the State website where the most recently updated data are provided by the State to the public: [7] Click here to enter text.

[8] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(2) **Confirm whether the State's Teacher Equity Plan (as part of the State's Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (as required in section 1111(b)(8)(C) of the ESEA).** Confirm

Please respond (Yes or No): Is the State's Teacher Equity Plan located at http://www.ed.gov/programs/teacherqual/hqtplans/index.html correct?

[1] ☐ Yes, the information is correct.

[2] ☒ No, the information is not correct.

→ If checked, provide below or in an attachment the State's most updated Teacher Equity Plan. A URL linking to the correct data on the State's website is also sufficient:[3] http://www.ed.gov/programs/teacherqual/hqtplans/sdeprevised.doc

Please respond (check only one):

[4] ☒ The State makes the information *publicly available* and updates the information *annually* on a website.

→ Provide the State website where the information is provided by the State to the public:[5] http://www.ed.gov/programs/teacherqual/hqtplans/sdeprevised.doc

[6] ☐ The State makes the information *publicly available* on a website but updates it *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 2B. Cite "Indicator (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Provide the State website where the most recently updated information is provided by the State to the public:[7] Click here to enter text.

[8] ☐ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating the information annually on a website in Part 3B. Cite "Indicator (a)(2)" in the Plan Element Verification chart in Part 4B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (a)(1)	Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.

Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of teachers?

[1] ☐ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information are provided by the State to the public: [5] Click here to enter text.

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Please respond (check Yes or No): Does the State collect a description of the manner in which each 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?

[8] ☐ Yes, the State collects this information.

If Yes, please respond (check one):

[9] ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[10] Click here to enter text.

[11] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information are provided by the State to the public: [12] Click here to enter text.

[13] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[14] ☒ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(3)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.

Please respond (check Yes or No): Does the State request information on whether the system each LEA uses to evaluate the performance of teachers includes student achievement outcomes or student growth data as an evaluation criterion?

[1] ☐ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:
[5] Click here to enter text.

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(4)	Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.

Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level?

[1] ☐ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated data are provided by the State to the public: [5] Click here to enter text.

[6] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(5)	Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.

Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level?

[1] ☐ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column. Provide the State website where the most recently updated data are provided by the State to the public:[5] Click here to enter text.

[6] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (a)(2)	**Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.**

Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of principals?

1 ☐ Yes, the State collects this information.

If Yes, please respond (check one):

2 ☐ The State makes the information *publicly available* and updates it *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:[3] Click here to enter text.

4 ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public: [5] Click here to enter text.

6 ☐ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

7 ☒ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Please respond (check Yes or No): Does the State collect a description of the manner in which each 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?

[8] ☐ Yes, the State collects this information.

If Yes, please respond (check one):

[9] ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:[10] Click here to enter text.

[11] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public: [12] Click here to enter text.

[13] ☐ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[14] ☒ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(6)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.

Please respond (check one): Does the State collect information on whether the system each LEA uses to evaluate the performance of principals includes student achievement outcomes or student growth data as an evaluation criterion?

[1] ☐ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates it *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the information *publicly available* on a website and updates it *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public: [5] Click here to enter text.

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(7)	**Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.**

Please respond (check one): Does the State collect and publicly report, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage of principals rated at each performance rating or level?

[1] ☐ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public: [5] Click here to enter text.

[6] ☐ The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

II. Assurance (b): Improving Collection and Use of Data

A State must collect and publicly report information on the elements of its statewide longitudinal data system, on whether teachers receive data on student growth in a manner that is timely and informs instructional programs, and on whether the State provides teachers with reports of individual teacher impact on student achievement.

Indicator (b)(1)	**Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal data system.**

Instructions: Please indicate which of the 12 elements of the America COMPETES Act are included in the State's statewide longitudinal data system.

Please respond (check Yes or No): For pre-K through postsecondary education, does the State's statewide longitudinal data system include the following elements:

(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system?

- ☒ Yes.
- ☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #1 in the Plan Element Verification Chart in Part 3B, Section II.

(2) Student-level enrollment, demographic, and program participation information?

- ☒ Yes.
- ☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #2 in the Plan Element Verification Chart in Part 3B, Section II.

(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete pre-K through postsecondary education programs?

- ☒ Yes.
- ☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #3 in the Plan Element

Verification Chart in Part 3B, Section II.

4) The capacity to communicate with higher education data systems?

☐ Yes.
☒ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #4 in the Plan Element Verification Chart in Part 3B, Section II.

(5) An audit system assessing data quality, validity, and reliability?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #5 in the Plan Element Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For pre-K through grade 12 education, does the State's statewide longitudinal data system include the following elements:

(6) Yearly State assessment records of individual students?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #6 in the Plan Element Verification Chart in Part 3B, Section II.

(7) Information on students not tested, by grade and subject?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #7 in the Plan Element Verification Chart in Part 3B, Section II.

(8) A teacher identifier system with the ability to match teachers to students?

☐ Yes.
☒ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #8 in the Plan Element

Verification Chart in Part 3B, Section II.

(9) Student-level transcript information, including on courses completed and grades earned?

- ☒ Yes.
- ☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #9 in the Plan Element Verification Chart in Part 3B, Section II.

(10) Student-level college readiness test scores?

- ☒ Yes.
- ☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #10 in the Plan Element Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For postsecondary education, does the State's statewide longitudinal data system include the following elements:

(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework?

- ☐ Yes.
- ☒ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #11 in the Plan Element Verification Chart in Part 3B, Section II.

(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education?

- ☐ Yes.
- ☒ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #12 in the Plan Element Verification Chart in Part 3B, Section II.

Indicator (b)(2)	Indicate whether the State provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs.

Please respond (check Yes or No): Does the State provide student growth data on their current students and the students they taught the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs?

☒ Yes. You are not required to provide further information. In Part 3B, Section III, check "Not Applicable."

☐ No. Provide a plan for providing this information to teachers in Part 3B, Section III.

Indicator (b)(3)	Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.

Please respond (check Yes or No): Does the State provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments?

☒ Yes. You are not required to provide further information. In Part 3B, Section IV, check "Not Applicable."

☐ No. Provide a plan for providing this information to teachers in Part 3B, Section IV.

III. Assurance (c): Standards and Assessments

A State must collect and publicly report data and other information on whether students are provided high-quality State assessments; whether students with disabilities and limited English proficient students are included in State assessment systems; whether the State makes information available regarding student academic performance in the State compared to the academic performance of students in other States; and on the extent to which students graduate from high school in four years with a regular high school diploma and continue on to pursue a college education.

Indicator (c)(1)	**Confirm the approval status, as determined by the Department, of the State's assessment system under section 1111(b)(3) of the ESEA with respect to reading/language arts, mathematics, and science assessments.**	Confirm

Please respond (check one): Is the status of the Department's approval, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls, correct?

[1] ☐ Yes, the status is correct.

→ [2] ☒ No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: [3] *The approval letter is on the DOE websites:*

→

→ *http://doe.sd.gov/octa/assessment/dakSTEP/index.asp*

→

→ *http://doe.sd.gov/oess/specialed/news/altassessment.asp*

Please respond (check one):

[4] ☒ The State makes the status information *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the status is provided by the State to the public:[5] The approval letter is on the DOE websites:

→

→ http://doe.sd.gov/octa/assessment/dakSTEP/index.asp

→

→ http://doe.sd.gov/oess/specialed/news/altassessment.asp

South Dakota is still "In Progress" for Science. The letter will be made available when received.

[6] ☐ The State makes the status information *publicly available* on a website but *does not keep it up-to-date*.

→ If checked, provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public: [7] Click here to enter text.

[8] ☐ The State does not make the status information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(2)	Confirm whether the State has developed and implemented valid and reliable alternate assessments for students with disabilities that are approved by the Department.	Confirm

Please respond (Yes or No): Is the information related to this indicator, available at http://www.ed.gov/programs/statestabilization/indicator-c2.xls, correct?

[1] ☐ Yes, the status is correct.

→ [2] ☒ No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: [3] The approval letter is on the DOE websites:

→

➔ http://doe.sd.gov/octa/assessment/dakSTEP/index.asp

➔

➔ http://doe.sd.gov/oess/specialed/news/altassessment.asp

Please respond (check one):

[4] ☒ The State makes the status information *publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the status is provided by the State to the public:[5] The approval letter is on the DOE websites:

➔

➔ http://doe.sd.gov/octa/assessment/dakSTEP/index.asp

➔

➔ http://doe.sd.gov/oess/specialed/news/altassessment.asp

[6] ☐ The State makes the status information *publicly available* on a website and *does not keep it up-to-date.*

➔ Provide the State's plan for making the status publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the information is collected and publicly available:[7] Click here to enter text.

[8] ☐ The State does not make the status information publicly available on a website.

➔ Provide the State's plan for making the status publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(3)	Confirm whether the State's alternate assessments for students with disabilities, if approved by the Department, are based on grade-level, modified, or alternate academic achievement standards.	Confirm

Please respond (check one): Is the information related to this indicator, available at http://www.ed.gov/programs/statestabilization/indicator-c3.xls , correct?

[1] ☐ Yes, the information is correct.

[2] ☒ No, the information is not correct.

→ If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient:[3]

→ http://doe.sd.gov/octa/assessment/dakSTEP/index.asp

→

→ http://doe.sd.gov/oess/specialed/news/altassessment.asp.

Please respond (check one):

[4] ☒ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the information is collected and publicly available:[5] The approval letter is on the DOE websites:

→

→ http://doe.sd.gov/octa/assessment/dakSTEP/index.asp

→

→ http://doe.sd.gov/oess/specialed/news/altassessment.asp

[6] ☐ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the information is collected and publicly available:[7] Click here to enter text.

8 ☐ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(4)	**Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments.**

Please respond (check one): Has the State, within the last two years, completed an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments?

[1] ☐ Yes, this has been completed within the last two years.

[2] ☒ No, this has been completed, but it occurred more than two years ago.

[3] ☐ No, this has never been completed.

Please respond (check one):

[4] ☒ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

- ➔ Provide the State website where the information is collected and publicly available:[5] http://doe.sd.gov/octa/assessment/dakSTEP/index.asp

[6] ☐ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

- ➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the information is collected and publicly available:[7] Click here to enter text.

[8] ☐ The State does not make the information publicly available on a website.

- ➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(5)	**Confirm the number and percentage (including numerator and denominator) of students with disabilities who are included in State reading/language arts and mathematics assessments.**

Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State *reading/language arts* assessments, available at http://www.ed.gov/programs/statestabilization/indicator-c5r.xls , are correct?

[1] ☐ Yes, the data are correct.

[2] ☒ No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
[3] http://doe.sd.gov/nclb/statepreformancereport.asp

Please respond (check one):

[4] ☒ The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:[5] http://doe.sd.gov/nclb/statepreformancereport.asp

[6] ☐ The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
→ Provide the State website where the data are collected and publicly available:[7] Click here to enter text.

[8] ☐ The State does not make the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State *mathematics* assessments, available at http://www.ed.gov/programs/statestabilization/indicator-c5m.xls , are correct?

[9] ☐ Yes, the data are correct.

[10] ☒ No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
[11] http://doe.sd.gov/nclb/statepreformancereport.asp

Please respond (check one):

[12] ☒ The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the data are collected and publicly available:[13] http://doe.sd.gov/nclb/statepreformancereport.asp

[14] ☐ The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the data are collected and publicly available:[15] Click here to enter text.

[16] ☐ The State does not make the data relative to the inclusion of students with disabilities on State assessments in *mathematics* publicly available on a website.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(6)	Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments.

Please respond (check one): Has the State completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments?

[1] ☐ Yes, this was completed within the last two years.

[2] ☐ No, this was completed more than two years ago.

[3] ☒ No, this has never been completed. The SDDOE is currently working with George Washington University and the Center for Equality and Excellence in Education on appropriate and effective accommodation for ELL students in our statewide assessment. This project will continue through 2010.

Please respond (check one):

[4] ☐ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

- ➔ Provide the State website where the information is collected and publicly available:[5] [6] ☐ The State makes the information *publicly available* on a website but *does not keep it up-to-date.*

- ➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the information is collected and publicly available:[7] Click here to enter text.

[8] ☒ The State does not make the information publicly available on a website.

- ➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column. The Testing Coordinator's Handbook 2010 and the LEP Student Participation Guidelines will be posted in January 2010 at the following website: http://doe.sd.gov/octa/assessment/dakSTEP/index.asp

Indicator (c)(7)	Confirm whether the State provides native language versions of State assessments for limited English proficient students that are approved by the Department.	Confirm

Please respond (check one): Is the information related to this indicator, available at http://www.ed.gov/programs/statestabilization/indicator-c7.xls , correct?

[1] ☒ Yes, the information is correct.

[2] ☐ No, the information is not correct.

- ➔ If checked, provide below or in an attachment the correct information and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
  [3] Click here to enter text.

Please respond (check one): Is the State's current status available on the State's website?

[4] ☒ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

- ➔ Provide the State website where the information is collected and publicly available:[5] South Dakota Codified Law (SDCL) 1-27-20 authorizes English as the common language of the state. http://legis.state.sd.us/statutes/DisplayStatute.aspx?Type=Statute&Statute=1-27-20.

[6] ☐ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

- ➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the information is collected and publicly available:[7] Click here to enter text.

[8] ☐ The State does not make the information publicly available on a website.

- ➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(8)	Confirm the number and percentage (including numerator and denominator) of limited English proficient students who are included in State reading/language arts and mathematics assessments.	Confirm

Please respond (check one): Can the State confirm that the number and percentage of limited English proficient students who are included in State *reading/language arts* assessments, available at http://www.ed.gov/programs/statestabilization/indicator-c8r.xls , are correct?

[1] ☐ Yes, the data are correct.

[2] ☒ No, the data are not correct.

- ➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
  [3] http://doe.sd.gov/nclb/statepreformancereport.asp

Please respond (check one):

[4] ☒ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* and keeps it *up-to-date* on a website.

- ➔ Provide the State website where the data are collected and publicly available:[5] http://doe.sd.gov/nclb/statepreformancereport.asp.

[6] ☐ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* on a website but *does not keep it up-to-date.*

- ➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the data are collected and publicly available:[7] Click here to enter text.

[8] ☐ The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* on a website.

- ➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Please respond (check one): Can the State confirm that the number and percentage of limited English proficient students who are included in State *mathematics* assessments, available at http://www.ed.gov/programs/statestabilization/indicator-c8m.xls , are correct?

[9] ☐ Yes, the data are correct.

[10] ☒ No, the data are not correct.

- ➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
  [11] http://doe.sd.gov/nclb/statepreformancereport.asp.

Please respond (check one):

[12] ☒ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

- ➔ Provide the State website where the data are collected and publicly available:[13] http://doe.sd.gov/nclb/statepreformancereport.asp.

[14] ☐ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date*.

- ➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the data are collected and publicly available:[15] Click here to enter text.

[16] ☐ The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *mathematics* publicly available on a website.

- ➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(9)	Confirm that the State's annual State Report Card (under section 1111(h)(1) of the ESEA) contains the most recent available State reading and mathematics National Assessment of Educational Progress (NAEP) results as required by 34 CFR 200.11(c).	Confirm

Please respond (check one): Does the State Report Card include the most recent available State reading and math National Assessment of Educational Progress (NAEP) results?

☒ Yes, the State Report Card includes this information.

☐ No, the State Report Card does not include this information.

➔ If checked, please provide a plan for including this information on the State Report Card in Part 3B. Cite "Indicator (c)(9)" in the Plan Element Verification Chart in Part 3B, Section I, and mark the Public Reporting column.

Please supply the following information:

Please attach the State Report Card or provide the URL where the State Report Card is provided to the public: https://nclb.ddncampus.net/nclb/index.html .

Indicator (c)(10)	Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(10))?

[1] ☐ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
→ Provide the State website where the data are collected and publicly available:[5] Click here to enter text.

[6] ☐ The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Collection and Public Reporting column.

Indicator (c)(11)	Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(11))?

1 ☐ Yes, the State collects these data.

If Yes, please respond (check one):

2 ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3] Click here to enter text.

4 ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

➔ Provide the State website where the data are collected and publicly available:[5] Click here to enter text.

6 ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

[7] ☒ No, the State does not collect these data.

If No, please respond (check one):

☒ The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

☐ The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

Indicator (c)(12)	Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(12))?

1 ☐ Yes, the State collects these data.

If Yes, please respond (check one):

2 ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3] Click here to enter text.

4 ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

➔ Provide the State website where the data are collected and publicly available:[5] Click here to enter text.

6 ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

[7] ☒ No, the State does not collect these data.

If No, please respond (check one):

☒ The State will <u>develop and implement</u> the means to collect and publicly report the data (i.e., the State <u>will</u> collect and publicly report the data) by September 30, 2011.

→ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

☐ The State will <u>develop but not implement</u> the means to collect and publicly report the data (i.e., the State <u>will not</u> collect and publicly report the data) by September 30, 2011.

→ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

IV. Assurance (d): Supporting Struggling Schools

A State must collect and publicly report data and other information on the progress of certain groups of schools in the State on State assessments in reading/language arts and mathematics; on the extent to which reforms to improve student academic achievement are implemented in the persistently lowest-achieving schools in the State; and on the extent to which charter schools are operating in the State.

Indicator (d)(1)	**Provide, for the State, the average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.**

Please respond (check one): Does the State collect these data?

1 ☐ Yes, the State collects these data.

If Yes, please respond (check one):

2 ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3] Click here to enter text.

4 ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated data are provided by the State to the public:
[5] Click here to enter text.

6 ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(2)	Provide, for the State, the average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.

Please respond (check one): Does the State collect these data?

1 ☐ Yes, the State collects these data.

If Yes, please respond (check one):

2 ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3] Click here to enter text.

4 ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated data are provided by the State to the public:
[5] Click here to enter text.

6 ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

7 ☒ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (d)(1)	**Provide the definition of "persistently lowest-achieving schools" (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) that the State uses to identify such schools.**

Please respond (check Yes or No): Does the State have a definition of "persistently lowest achieving schools" (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) for the purposes of this indicator?

[1] ☐ Yes, the State has a definition of "persistently lowest achieving schools" for the purposes of this indicator.

→ Provide the definition here:[2] Click here to enter text.

If Yes, please respond (check one):

[3] ☐ The State has made the definition *publicly available* on a website.

→ Provide the State website where the definition is publicly available:[4] Click here to enter text.

[5] ☐ The State does not make the definition publicly available on a website.

→ Provide the State's plan for making the definition publicly available in Part 3B. Cite "Descriptor (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[6] ☒ No, the State does not have a definition of "persistently lowest achieving schools" for the purposes of this indicator.

→ Provide the State's plan for developing a definition and making it publicly available on a website in Part 3B. Cite "Descriptor (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(3)	Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.	Race to the Top

Please respond (check one): Does the State collect this information?

[1] ☐ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public: [5] Click here to enter text.

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(4)	Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.	Race to the Top

Please respond (check one): Does the State collect this information?

[1] ☐ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public: [5] Click here to enter text.

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(5) — **Provide, for the State, the number and identity of the schools that are secondary schools that are eligible for but do not receive, Title I funds, that are identified as persistently lowest-achieving schools.**

Race to the Top

Please respond (check one): Does the State collect this information?

[1] ☐ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public: [5] Click here to enter text.

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(6)	**Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.**

Please respond (check one): Does the State collect this information?

[1] ☐ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public: [5] Click here to enter text.

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(7)	Provide, for the State and, if applicable, for each LEA in the State, the number of charter schools that are currently permitted to operate under State law.	Race to the Top

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☒ The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] If a charter school were to open in SD, the information would be reported in our Educational Directory - http http://doe.sd.gov/ofm/edudir/index.asp

[4] ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public: [5] Click here to enter text.

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(8)	Confirm, for the State and for each LEA in the State that operates charter schools, the number of charter schools currently operating.	Confirm

Please respond (check one): Is the number of charter schools publicly reported as currently operating for the State and for each LEA at http://www.ed.gov/programs/statestabilization/indicator-d8.xls correct?

[1] ☒ Yes, the data are correct.

[2] ☐ No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
[3] Click here to enter text.

Please respond (check one):

[4] ☒ The State makes the data *publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the data are collected and publicly available:[5] If a charter school were to open in SD, the information would be reported in our Educational Directory - http://doe.sd.gov/ofm/edudir/index.asp

[6] ☐ The State makes the data *publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:
[7] Click here to enter text.

[8] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (d)(9)	Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year.

Please respond (check one): Does the State collect this information?

1 ☒ Yes, the State collects this information.

If Yes, please respond (check one):

2 ☒ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] If a charter school were to open in SD, the information would be reported on the state report card - https://nclb.ddncampus.net/nclb/index.html

4 ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:
[5] Click here to enter text.

6 ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

7 ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(10)	Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year.

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☒ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] If a charter school were to open in SD, the information would be reported on the state report card - https://nclb.ddncampus.net/nclb/index.html

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:
[5] Click here to enter text.

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(11)	**Provide, for the State and for each LEA in the State that operates charter schools, the number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years.**

Please respond (check one): Does the State collect this information?

1 ☒ Yes, the State collects this information.

If Yes, please respond (check one):

2 ☒ The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:[3] If charter schools operated in SD, the information would be reported on the SD DOE website – www.doe.sd.gov

4 ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
[5] Click here to enter text.

6 ☐ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

7 ☐ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(12)	Indicate, for each charter school that has closed (including a school that was not reauthorized to operate) within each of the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons.

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☒ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] If charter schools operated in SD, the information would be reported on the SD DOE website – www.doe.sd.gov

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:
[5] Click here to enter text.

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

PART 3B: DATA COLLECTION & PUBLIC REPORTING PLAN

Requirement: The State must collect and publicly report the data or other information required by an assurance indicator or descriptor. If the State is not able to fully collect or publicly report, at least annually through September 30, 2011, the State plan must describe the State's process and timeline for developing and implementing, as soon as possible but no later than September 30, 2011, the means to fully collect and publicly report the data or information, including the milestones that the State establishes toward developing and implementing those means, the date by which the State expects to reach each milestone, and any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy. The plan must also include the nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II), the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

I. ASSURANCES (a), (c), AND (d)

Important note regarding indicators (c)(11) and (c)(12):

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the plan requirements of this section apply to the indicator(s) for which this is the case.

If the State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011, for either of these indicators the requirements for this section do not apply to the indicator for which this is the case. Proceed to Section V.

State Plan Instructions: For each assurance indicator or descriptor under education reform areas ***(a), (c), and (d)*** for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

The process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, the means to fully collect and/or publicly report (as required) the data or information, including:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;

- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

(A) Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

(B) Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

(C) Provide the overall budget for the development, execution, and oversight of the plan.

(D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please fill out the following chart to indicate which elements, per the instructions in Part 1, must be addressed in the State plan, and whether they must address collection, public reporting, or both. Do not list elements that do not need to be addressed in the State plan. Only list those for which the State has been directed to do so in completing Part 3A.

Element	Collection (check if applies)	Public Reporting (check if applies)
Descriptor (a)(1)	✓	✓
Descriptor (a)(2)	✓	✓
Indicator (a)(3)	✓	✓
Indicator (a)(4)	✓	✓
Indicator (a)(5)	✓	✓
Indicator (a)(6)	✓	✓
Indicator (a)(7)	✓	✓

Element	Collection (check if applies)	Public Reporting (check if applies)
Indicator (c)(6)		✓
Indicator (c)(10)	✓	✓
Indicator (c)(11)	✓	✓
Indicator (c)(12)	✓	✓
Indicator (d)(1)	✓	✓
Descriptor (d)(1)	✓	✓
Indicator (d)(2)	✓	✓
Indicator (d)(3)	✓	✓
Indicator (d)(4)	✓	✓
Indicator (d)(5)	✓	✓
Indicator (d)(6)	✓	✓

II. INDICATOR (b)(1)

Plan Instructions

If (as indicated in Part 3A) the State does not have a statewide longitudinal data system that fully includes all 12 elements of the America COMPETES Act, as addressed in indicator **(b)(1),** please attach a plan that provides the process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, a statewide longitudinal data system that includes all 12 elements of the America COMPETES Act, including the following information:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

(A) Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

(B) Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

(C) Provide the overall budget for the development, execution, and oversight of the plan; and

(D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please mark which elements, per the instructions in Part 1, must be addressed in your state plan:

COMPETES Element	Must be addressed in plan	Does not need to be addressed in plan
1		✓
2		✓
3		✓
4	✓	
5		✓
6		✓
7		✓
8	✓	
9		✓
10		✓
11	✓	
12	✓	

III. INDICATOR (b)(2) - Not Applicable

Instructions: If (as indicated in **Part 3A, Indicator (b)(2)**) the State does not provide student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs, please attach a plan that provides:

The process and timeline for developing and implementing the means to provide teachers with such data by September 30, 2011, including:

- The milestones that the State establishes toward developing and implementing those means and the date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011 (including but not limited to requirements and prohibitions of State law and policy);
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

(A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

(B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

(C) Provide the overall budget for the development, execution, and oversight of the plan; and

(D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

IV. INDICATOR (b)(3) – Not Applicable

Instructions: If (as indicated in **Part 3A, Indicator (b)(3)**) the State does not provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement, please attach a plan that provides:

The process and timeline for developing and implementing the means to provide teachers with such data, including:

- The milestones that the State establishes toward developing and implementing those means and the date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means (including but not limited to requirements and prohibitions of State law and policy);
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

(A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

(B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

(C) Provide the overall budget for the development, execution, and oversight of the plan; and

(D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

V. INDICATORS (c)(11) AND (c)(12)

Important note regarding this section:

In the case of new Indicators (c)(11) and (c)(12), regarding the data States will collect from IHEs, the State is required to, at a minimum, possess the ability to collect and report the data. In such circumstances, a State plan need only address the development of capacity, and not implementation and reporting for the relevant indicators.

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the full plan requirements for this section **do** apply. If that is the case, please report all elements of that plan in Part 3B, Section I above.

State Plan Instructions: For each of *Indicators (c)(11) and (c)(12)* for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

(1) The process and timeline for achieving the ability to implement the means to fully collect and/or publicly report (as required) the data or information by September 30, 2011, including:
- The milestones established toward developing those means;
- The date by which the State expects to reach each such milestone; and any obstacles that may prevent the State from developing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing those means; and
- The amount of funds the State is using or will use to develop those means, and whether the funds are or will be Federal, State, or local funds.

(2) A description of the evidence that the State will provide to the Department of Education to demonstrate that it has developed the means to collect and publicly report the data for each indicator for which the State is not able to fully collect or publicly report annually the required data, by September 30, 2011.

Furthermore, the plan must satisfy the following general requirements:

(A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

(B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

(C) Provide the overall budget for the development, execution, and oversight of the plan; and

(D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please check only the boxes that apply in the following chart to indicate which elements must be addressed in this section of your state plan:

Element	Not Applicable: The State will develop and implement the means to collect and publicly report the data (Complete Plan in Section I).	Applicable: The State will develop but not implement the means to collect and publicly report the data (Complete Plan in this section).
Indicator (c)(11)	✓	
Indicator (c)(12)	✓	

Descriptor (a)(1) - Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.

State Plan Instructions: For each assurance indicator or descriptor under education reform areas (a), (c), and (d) for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

Timeline for Development and Implementation

Describe the process for developing and implementing, as soon as possible, but no later than September 30, 2011

Complete the Milestones and Timelines using the table below:

Milestone		**Timeline**
	The milestones that the State establishes toward developing and implementing those means	*The date by which the State expects to reach each milestone*
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 SD DOE 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	Data collection occurs September – October 2010

	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	
6	Data collated and verified	January 2011
7	State reports LEA results on state website	Summer 2011

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

Responsible Agencies

Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

SD DOE 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 Telecommunications (BIT) to assist in creating the system used to collect the necessary data.

Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

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

- Assisting the SD DOE 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

Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

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. Where applicable, 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.

Budget

Provide the overall budget for the development, execution, and oversight of the plan. Include the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Category	Funding Source	Amount	Justification
Personnel	State	$2,000	100 hours at $20/hour
	Federal		
Fringe Benefits	State	$ 65	Fringe benefits are calculated annually for each department by the South Dakota Bureau of Finance and Management. For state fiscal year 2009-2010, the SD DOE benefits rate is 13.82%. In addition, health insurance is a flat annual rate per FTE. For state fiscal year 2009-2010, the health insurance rate is $5,773 per FTE.
	Federal		
Travel	State	$5,280	10 people for 3 days at $528/person. (Lodging at $100/day, meals at $26/day, and mileage at $150/person)
	Federal		
Equipment	State		
	Federal		
Supplies	State		
	Federal		
Contractual	State	$15,000	300 hours at $50/hour
	Federal		
Other	State		
	Federal		
Total	**State**	**$22,345**	
	Federal		

Descriptor (a)(2) - Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.

State Plan Instructions: For each assurance indicator or descriptor under education reform areas (a), (c), and (d) for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

Timeline for Development and Implementation

Describe the process for developing and implementing, as soon as possible, but no later than September 30, 2011

Complete the Milestones and Timelines using the table below:

Milestone		**Timeline**
	The milestones that the State establishes toward developing and implementing those means	*The date by which the State expects to reach each milestone*
1	Legislation put forward requiring principal 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 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 instrument to include: • A research-based methodology for the evaluation design process • Multiple measures over time • Job-embedded performance activities • Principal interaction with individual teachers, number to be determined, with whom the Principal has elected to work during the course of the year for teacher professional growth • Provides feedback to the Principal evaluated • Progress made on the state assessment, or its	April 2010

	equivalent	
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	Summer 2010
6	Each LEA to submit to SD DOE as part of Personnel Record Form system to include: 1) Principal 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 principals in decisions regarding principal development, compensation, promotion, retention, and removal	Data collection occurs September – October 2010
7	Data collated and verified	January 2011
8	State reports LEA results on state website	Summer 2011

Discuss any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;

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

Responsible Agencies

Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

SD DOE 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 Telecommunications (BIT) to assist in creating the system used to collect the necessary data.

Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

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

- Assisting the SD DOE 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

Progress Reporting

Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

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. Where applicable, 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.

Budget

Provide the overall budget for the development, execution, and oversight of the plan. Include the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Category	Funding Source	Amount	Justification
Personnel	State	$2,000	100 hours at $20/hour
	Federal		
Fringe Benefits	State	$ 65	Fringe benefits are calculated annually for each department by the South Dakota Bureau of Finance and Management. For state fiscal year 2009-2010, the SD DOE benefits rate is 13.82%. In addition, health insurance is a flat annual rate per FTE. For state fiscal year 2009-2010, the health insurance rate is $5,773 per FTE.
	Federal		
Travel	State	$5,280	10 people for 3 days at $528/person. (Lodging at $100/day, meals at $26/day, and mileage at $150/person)
	Federal		
Equipment	State		
	Federal		
Supplies	State		
	Federal		
Contractual	State	$15,000	300 hours at $50/hour
	Federal		
Other	State		
	Federal		
Total	**State**	**$22,345**	
	Federal		

Indicator (a)(3) - Does the State request information on whether the system each LEA uses to evaluate the performance of teachers includes student achievement outcomes or student growth data as an evaluation criterion?

State Plan Instructions: For each assurance indicator or descriptor under education reform areas (a), (c), and (d) for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

Timeline for Development and Implementation

Describe the process for developing and implementing, as soon as possible, but no later than September 30, 2011

Complete the Milestones and Timelines using the table below:

Milestone		Timeline
	The milestones that the State establishes toward developing and implementing those means	*The date by which the State expects to reach each milestone*
1	Replicate the growth model used in Teacher Incentive Fund grant which is based on student assessment results for those teachers teaching in the grades and subject areas covered by such assessments. For high school teachers in courses covered by our current and planned end-of-course assessments, we will develop a statistical model for measuring the student achievement in those courses.	May 2010
2	Develop a statistical model for measuring the student achievement in courses taught by high school teachers covered by current assessments and planned end-of-course assessments	May 2010
3	Develop statistical model for those teachers outside grades and subjects covered by standardized student tests and end-of-course assessments, state will: ▪ Explore newly developed assessments used in common courses within districts (and/or regions or states) ▪ A protocol that requires teachers to submit in portfolio-type style their course objectives tied to the assessment framework for one or more courses a year and student achievement evidence that shows mastery of the course objectives.	May 2010
4	Provide teacher evaluation model to LEAs which	Summer 2010

	evaluates the performance of teachers to include student achievement outcomes or student growth data as part of the evaluation criterion	
5	Each LEA to submit response to SD DOE as part of the Personnel Record Form collection to answer the question: Does the evaluation system used by the LEA take into consideration student achievement data as part of teacher evaluation?	September – October submission 2010
6	Data collated and verified	January 2011
7	State reports LEA results on state website	Summer 2011

Discuss any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;

The state does not have assessments to address all content areas. Creating these within the two year period could be difficult to implement.

Responsible Agencies

Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

SD DOE will develop, execute and have oversight of the plan. The department will rely on the Bureau of Information and Telecommunications to assist in creating the system used to collect the necessary data.

Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

SD DOE has a Teacher Incentive Fund grant and has been using a growth model to award teachers for performance. Technical assistance for the current growth model has been obtained through the Technology in Innovation and Education office through contracted services. This previous support will be used in implementation.

Progress Reporting

Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

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. Where applicable, 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.

Budget

Provide the overall budget for the development, execution, and oversight of the plan. Include the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Category	Funding Source	Amount	Justification
Personnel	State	$2,000	100 hours at $20/hour
	Federal		
Fringe Benefits	State	$ 65	Fringe benefits are calculated annually for each department by the South Dakota Bureau of Finance and Management. For state fiscal year 2009-2010, the SD DOE benefits rate is 13.82%. In addition, health insurance is a flat annual rate per FTE. For state fiscal year 2009-2010, the health insurance rate is $5,773 per FTE.
	Federal		
Travel	State	$5,280	10 people for 3 days at $528/person. (Lodging at $100/day, meals at $26/day, and mileage at $150/person)
	Federal		
Equipment	State		
	Federal		
Supplies	State		
	Federal		
Contractual	State	$15,000	300 hours at $50/hour
	Federal		
Other	State		
	Federal		
Total	**State**	**$22,345**	
	Federal		

Indicator (a)(4) - Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.

State Plan Instructions: For each assurance indicator or descriptor under education reform areas (a), (c), and (d) for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

Timeline for Development and Implementation
Describe the process for developing and implementing, as soon as possible, but no later than September 30, 2011

Complete the Milestones and Timelines using the table below:

Milestone		Timeline
	The milestones that the State establishes toward developing and implementing those means	*The date by which the State expects to reach each milestone*
1	Determine established performance ratings or levels for evaluation system • Conduct the standard setting study to determine levels of proficiency	May 2010
2	Conduct trainings on data requirements with LEAs	Summer 2010
3	Each LEA to submit to SD DOE as part of Personnel Record Form system to include: • Number of teachers rated at each performance rating or level at each school • Percentage of teachers rated at each performance rating or level at each school	September – October submission 2010
4	Data collated and verified	January 2011
5	State reports LEA results on state website	Summer 2011

Discuss any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;

Performance ratings have not been established in law or rule and may take a policy change to implement. Further, components for evaluation rating is incumbent on the implementation of an strong evaluation instrument outlined in (a)(3).

Responsible Agencies

Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

SD DOE will develop, execute and have oversight of the plan. The department will rely on the Bureau of Information and Telecommunications (BIT) to assist in creating the system used to collect the necessary data.

Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

SD DOE has a Teacher Incentive Fund grant and has been using a growth model to award teachers for performance. Technical assistance for the current growth model has been obtained through the Technology in Innovation and Education office through contracted services. This previous support will be used in implementation.

Progress Reporting

Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

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. Where applicable, 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.

Budget

Provide the overall budget for the development, execution, and oversight of the plan. Include the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Category	Funding Source	Amount	Justification
Personnel	State	$1,000	50 hours at $20/hour
	Federal		
Fringe Benefits	State	$ 33	Fringe benefits are calculated annually for each department by the South Dakota Bureau of Finance and Management. For state fiscal year 2009-2010, the SD DOE benefits rate is 13.82%. In addition, health insurance is a flat annual rate per FTE. For state fiscal year 2009-2010, the health insurance rate is $5,773 per FTE.
	Federal		
Travel	State	$2,760	10 people for 1 day at $276/person. (Lodging at $100/day, meals at $26/day, and mileage at $150/person)
	Federal		
Equipment	State		
	Federal		
Supplies	State		
	Federal		
Contractual	State	$2,500	50 hours @ $50/hr
	Federal		
Other	State		
	Federal		
Total	**State**	**$6,293**	
	Federal		

Indicator (a)(5) - Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA

State Plan Instructions: For each assurance indicator or descriptor under education reform areas (a), (c), and (d) for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

Timeline for Development and Implementation

Describe the process for developing and implementing, as soon as possible, but no later than September 30, 2011

Complete the Milestones and Timelines using the table below:

Milestone		**Timeline**
	The milestones that the State establishes toward developing and implementing those means	*The date by which the State expects to reach each milestone*
1	Determine established performance ratings or levels for evaluation system • Conduct the standard setting study to determine levels of proficiency	May 2010
2	Conduct trainings on data requirements with LEAs	Summer 2010
3	Each LEA to submit to SD DOE as part of Personnel Record Form system to include: • Number of teachers rated at each performance rating or level at each school • Percentage of teachers rated at each performance rating or level at each school	September – October submission 2010
4	Data collated and verified	January 2011
5	State reports LEA results on state website	Summer 2011

Discuss any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;

Performance ratings have not been established in law or rule and may take a policy change to implement. Further, components for evaluation rating is incumbent on the implementation of an strong evaluation instrument outlined in (a)(3).

Responsible Agencies

Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

SD DOE will develop, execute and have oversight of the plan. The department will rely on the Bureau of Information and Telecommunications (BIT) to assist in creating the system used to collect the necessary data.

Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

SD DOE has a Teacher Incentive Fund grant and has been using a growth model to award teachers for performance. Technical assistance for the current growth model has been obtained through the Technology in Innovation and Education office through contracted services. This previous support will be used in implementation.

Progress Reporting

Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

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. Where applicable, 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.

Budget

Provide the overall budget for the development, execution, and oversight of the plan. Include the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Category	Funding Source	Amount	Justification
Personnel	State	$1,000	50 hours at $20/hour
	Federal		
Fringe Benefits	State	$ 33	Fringe benefits are calculated annually for each department by the South Dakota Bureau of Finance and Management. For state fiscal year 2009-2010, the SD DOE benefits rate is 13.82%. In addition, health insurance is a flat annual rate per FTE. For state fiscal year 2009-2010, the health insurance rate is $5,773 per FTE.
	Federal		
Travel	State	$2,760	10 people for 1 day at $276/person. (Lodging at $100/day, meals at $26/day, and mileage at $150/person)
	Federal		
Equipment	State		
	Federal		
Supplies	State		
	Federal		
Contractual	State	$2,500	50 hours @ $50/hr
	Federal		
Other	State		
	Federal		
Total	**State**	**$6,293**	
	Federal		

Indicator (a)(6) - Does the State request information on whether the system each LEA uses to evaluate the performance of principals includes student achievement outcomes or student growth data as an evaluation criterion?

State Plan Instructions: For each assurance indicator or descriptor under education reform areas (a), (c), and (d) for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

Timeline for Development and Implementation

Describe the process for developing and implementing, as soon as possible, but no later than September 30, 2011

Complete the Milestones and Timelines using the table below:

Milestone		Timeline
	The milestones that the State establishes toward developing and implementing those means	*The date by which the State expects to reach each milestone*
1	Provide as an option a principal evaluation model to LEAs which evaluates the performance of principals to include student achievement outcomes or student growth data as part of the evaluation criterion	Summer 2010
2	Each LEA to submit to SD DOE as part of Personnel Record Form submission an answer to the question: Does the evaluation system used by the LEA take into consideration student achievement data as part of principal evaluation?	September – October submission 2010
3	Data collated and verified	January 2011
4	State reports LEA results on state website	Summer 2011

Discuss any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;

South Dakota currently does not require that principals must be evaluated.

Responsible Agencies

Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

SD DOE will develop, execute and have oversight of the plan. The department will rely on the Bureau of Information and Telecommunications (BIT) to assist in creating the system used to collect the necessary data.

Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

SD DOE has a Teacher Incentive Fund grant and has been using multiple measures to evaluate principals. One of them allows principals to receive awards if their school shows student growth.

Progress Reporting

Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

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. Where applicable, 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.

Budget

Provide the overall budget for the development, execution, and oversight of the plan. Include the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Category	Funding Source	Amount	Justification
Personnel	State	$1,000	50 hours at $20/hour
	Federal		
Fringe Benefits	State	$ 33	Fringe benefits are calculated annually for each department by the South Dakota Bureau of Finance and Management. For state fiscal year 2009-2010, the SD DOE benefits rate is 13.82%. In addition, health insurance is a flat annual rate per FTE. For state fiscal year 2009-2010, the health insurance rate is $5,773 per FTE.
	Federal		
Travel	State	$2,760	10 people for 1 day at $276/person. (Lodging at $100/day, meals at $26/day, and mileage at $150/person)
	Federal		
Equipment	State		
	Federal		
Supplies	State		
	Federal		
Contractual	State	$2,500	50 hours @ $50/hr
	Federal		
Other	State		
	Federal		
Total	**State**	**$6,293**	
	Federal		

Indicator (a)(7) - Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.

State Plan Instructions: For each assurance indicator or descriptor under education reform areas (a), (c), and (d) for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

Timeline for Development and Implementation

Describe the process for developing and implementing, as soon as possible, but no later than September 30, 2011

Complete the Milestones and Timelines using the table below:

Milestone		Timeline
	The milestones that the State establishes toward developing and implementing those means	*The date by which the State expects to reach each milestone*
1	Determine established performance ratings or levels for evaluation system • Conduct the standard setting study to determine levels of proficiency	May 2010
2	Conduct trainings on data requirements with LEAs	Summer 2010
3	Each LEA to submit to SD DOE as part of Personnel Record Form system: • Number of principals rated at each performance rating or level at each school • Percentage of principals rated at each performance rating or level at each school	September – October submission 2010
4	Data collated and verified	January 2011
5	State reports LEA results on state website	Summer 2011

Discuss any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;

Performance ratings have not been established in law or rule and may take a policy change to implement. Further, components for evaluation rating is incumbent on the implementation of an strong evaluation instrument outlined in (a)(3).

Responsible Agencies

Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

SD DOE will develop, execute and have oversight of the plan. The department will rely on the Bureau of Information and Telecommunications (BIT) to assist in creating the system used to collect the necessary data.

Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

SD DOE has a Teacher Incentive Fund grant and has been using a growth model to award principals for performance. Technical assistance for the current growth model has been obtained through the Technology in Innovation and Education office through contracted services. This previous support will be used in implementation.

Progress Reporting

Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

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. Where applicable, 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.

Budget

Provide the overall budget for the development, execution, and oversight of the plan. Include the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Category	Funding Source	Amount	Justification
Personnel	State	$1,000	50 hours at $20/hour
	Federal		
Fringe Benefits	State	$ 33	Fringe benefits are calculated annually for each department by the South Dakota Bureau of Finance and Management. For state fiscal year 2009-2010, the SD DOE benefits rate is 13.82%. In addition, health insurance is a flat annual rate per FTE. For state fiscal year 2009-2010, the health insurance rate is $5,773 per FTE.
	Federal		
Travel	State	$2,760	10 people for 1 day at $276/person. (Lodging at $100/day, meals at $26/day, and mileage at $150/person)
	Federal		
Equipment	State		
	Federal		
Supplies	State		
	Federal		
Contractual	State	$2,500	50 hours @ $50/hr
	Federal		
Other	State		
	Federal		
Total	**State**	**$6,293**	
	Federal		

Indicator (b)(1) - Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal data system.

If (as indicated in Part 3A) the State does not have a statewide longitudinal data system that fully includes all 12 elements of the America COMPETES Act, as addressed in indicator (b)(1), please attach a plan that provides the process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, a statewide longitudinal data system that includes all 12 elements of the America COMPETES Act, including the following information:

Timeline for Development and Implementation

Describe the process for developing and implementing, as soon as possible, but no later than September 30, 2011

The SD DOE has applied for a grant through the Statewide Longitudinal Data System (SLDS) ARRA funds. The objectives within this 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.

Listed below are the 7 outcomes within the grant application and the correlation they have with the 12 elements from the America COMPETES Act. Elements 4, 8, 11, and 12 are the elements that South Dakota has yet to meet.

SD DOE SLDS Outcomes:

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

12 Required Data System Elements from the America COMPETES Act	SD-EDS Outcomes						
	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	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	X
12. Higher Education Success*			X		X	X	X
* elements South Dakota still needs to meet							

Complete the Milestones and Timelines using the table below:

Milestone		**Timeline**
	The milestones that the State establishes toward developing and implementing those means	*The date by which the State expects to reach each milestone*
1	Issue comprehensive RFP for Longitudinal Data System which includes a Unique Student ID engine, Unique Teacher ID engine, and a Reporting and Analysis System	January – March 2010
2	Review Bids	March – April 2010
3	Award RFP	May 2010
4	Install and Integrate Student ID System	May – August 2010
5	Install and Integrate Teacher ID System	July 2010 – October 2010
6	Begin population of data warehouse tables with K-12 data	July 2010
7	Install Reporting and Analysis System	July 2010
8	Build K-12 data cubes and reports	July 2010 – June 2011
9	Load existing student and staff ID information	August 2010
10	Tune matching engine for student and staff IDs	August 2010
11	Populate Postsecondary data warehouse tables	April 2011
12	Build Postsecondary data cubes and reports	April – February 2012

Discuss any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;

The Department of Education and Board of Regents will develop a Memorandum of Agreement that will allow the sharing of student performance data (e.g., ACT, SAT, STEP, etc.) that can be used to determine student remedial placement for those that have enrolled in baccalaureate degree seeking institutions.

The common agreement will be used to also assess student postsecondary success (continued progression at the same institution or transfer) within two years of their initial enrollment. Additional performance based measures (credit hour completion, proficiency, cumulative GPA) will be available for those students attending one of the six public institutions in the state.

Responsible Agencies

Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

SD DOE is led by the Secretary of Education which is a position appointed by the Governor. The Secretary of Education, along with the Deputy Secretary and directors in charge of each division will provide the executive governance structure for the implementation of the longitudinal data system. The Office of Finance and Management will oversee the day to day operations of the longitudinal data system.

Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

SD DOE will work in partnership with the SD BOR and SD BIT in the development of the K-21 longitudinal data system. In addition, due to the magnitude of the project SD DOE will work with an external consultant to serve as the project manager for the implementation of the longitudinal data system.

Progress Reporting

Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

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. Where applicable, 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.

Budget

Provide the overall budget for the development, execution, and oversight of the plan. Include the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Category	Funding Source	Amount	Justification
Personnel	State	$381,543	
	Federal	$402,251	
Fringe Benefits	State	$94,583	Fringe benefits are calculated annually for each department by the South Dakota Bureau of Finance and Management. For state fiscal year 2009-2010, the SD DOE benefits rate is 13.82%. In addition, health insurance is a flat annual rate per FTE. For state fiscal year 2009-2010, the health insurance rate is $5,773 per FTE.
	Federal	$107,548	
Travel	State		
	Federal	$37,500	
Equipment	State		
	Federal	$493,650	
Supplies	State		
	Federal		
Contractual	State		
	Federal	$8,809,250	
Other	State		
	Federal		
Total	**State**	**$476,126**	
	Federal	**$9,850,199**	

Indicator (c)(6) – Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments.

State Plan Instructions: For each assurance indicator or descriptor under education reform areas (a), (c), and (d) for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

Timeline for Development and Implementation

Describe the process for developing and implementing, as soon as possible, but no later than September 30, 2011

The SD DOE is part of a grant that we are working with George Washington University and the Center for Equality and Excellence in Education on appropriate and effective accommodation for ELL students for our statewide assessment.

Complete the Milestones and Timelines using the table below:

Milestone		**Timeline**
	The milestones that the State establishes toward developing and implementing those means	*The date by which the State expects to reach each milestone*
1	First project meeting: introductions, review of notes from previous calls in '07 and '08, discussion of current state context, policy review/comparison of notes, next steps	Completed December 2008
2	Develop SEA policy training powerpoint and script for Live Meeting training later this spring.	Completed January 2009
3	Defined objectives and tasks which SEA would like to accomplish during this project.	Completed January 2009
4	Delivered training powerpoint and script for Live Meeting training later spring 2009.	Completed January 2009
5	Offered summary refinement feedback with specific examples to SEA	Completed January 2009
6	Framing the issue: Which document(s) to revise? Where shall we begin? SD team to send Word version of document.	Completed March 2009
7	For SD Training – Design Survey Monkey to collect data on how training went.	Completed March 2009
8	Meeting with SD and GWU teams – Check to see process for acceptance of policy revisions and check on members of working group.	Completed April 2009
9	GWU team to send additions to Dakota STEP section of policy and	Completed

	check inclusion requirements.	April 2009
10	Organize accommodations according to an ELL-responsive taxonomy. SD team had questions about home language survey requirements in NCLB and whether native language accommodations can be offered (even just with directions) to ELLs if no bilingual ed. program in state (if state offers instruction only in English.). Questions: Where to place test administration practices?	Completed May 2009
11	Phone conference between SD and GWU teams: 1. Presentation preparation a. Week before June 8th – SD team to Sioux Falls Meeting (need new version of PPT and script) – Audience: Conference – teachers, coordinators, administrators (school and district folks) Focus of SD's team presentation – Update on SEA Work during this Year (90 minutes) [GWU team to create powerpoint slides]- Which accommodations to offer–How do you incorporate these types of strategies in instruction. 2. Policy work a. Text in policy addresses Dakota writing assessment. Do we need to make adjustments to policy text here? How do the overall explanations of accommodations fit with the specific lists/directions for the Writing assessment vs. the reading, math, and science assessments? Do you, at least, want some alignment between the policies for these different tests/sections of the policy? i. "The writing test is not our test...." So the policy here is based on Pearson guidance.....The accommodations list here will not match those used for the mathematics, reading, and science assessments. ii. GWU team to delete any refinement added here. Focus on policy for high-stakes assessment (Part 8). b. GWU team to add in decision-making guidance in LEP section for Part 8 (pp. 58-59); c. Tighten the existing list of accommodations in the policy – examine existing accommodations for ELL-responsiveness and standardization and check to see if any can be classified as test administration practices. (Some disabilities accommodations included in policy) d. Improve language used to name accommodations and the supporting administrative directions.	Completed June 2009

	e. Improve definition of an "accommodation" within policy so that it more clearly addresses ELLs' unique needs during testing f. Flesh out administration directions/definition of accommodations 3. Update SDMemo so that SD team can have this to use when talking to supervisor. GWU team to send to SD team for feedback. 4. TAC to meet next week (Wednesday, June 10) a. Use memo to update progress – see number 3 above 5. Thoughts for SD team's portion of the CCSSO presentation i. SEA presentations 1. Policy refinements completed and why 2. Challenges encountered 3. Advice have for other SEAs 4. Insights learned	
12	Work through SD policy document. SD team to check to see if correct accommodations identified in chart on p. 60; tell GWU team if term used in document is ELL or LEP student; GWU team – when decision tree ready, insert in policy; add in administrative directions here as well;.	Completed May 2009
13	Receive SD response to Summary Refinement feedback	Completed May 2009
14	ELL Accommodations Policy Refinement Project	2009-2010
15	Conference Call Participants: SD and GWU teams b. Clarify refinement steps still to be made i. Topics for revisions 1. Navigation and structure of how manual works 2. Actual writing of the accommodations? (Recommendations pretty much completed) ii. Note: SEA reporting structure iii. Note: Testing vendor meeting in August 4^{th} and 5^{th} 1. Need to tell them there will be changes to the testing coordinator's manual (SEA charged by the page) . Try to stay within current page limit – or add URL so can download policy or refer to a supporting document on state Web site. c. Discuss next steps for our work together in 09-10 i. Summer 2009 - Complete the refinements of the manual 1. Who are members of project work group? ii. September 2009 -Developing a communication/dissemination plan 1. View online modules developed by other SEAs to	Completed July 2009

	adjust to fit Live Meeting iii. Spring 2010 – develop monitoring protocol	
16	Participants: SD and GWU teams d. Go over Test Coordinator's Handbook organization: i. **By testing date?** But test administration windows are (1) STEP-A is February 1 - March 25, 2009, (2) writing assessment is February 23–27, 2009, and (3) DSTEP is April 17, 2009. Policy text not placed in chronological order of testing schedule. ii. **By assessment?** – but participation guidelines placed outside of testing section. If were by section, should place these guidelines within each test. iii. **By number of students taking the assessment?** Smallest assessment placed first in order; largest is last. (1) STEP-A, (2) writing assessment, and (3) DSTEP. What is the main policy? iv. **By purpose?** This document is intended for test coordinators and therefore focuses on the provision of test administration guidance. What about providing guidance for the selection of accommodations? Where would this guidance be placed? In a part just after the participation guidelines. Recommendation (Pre-Meeting): Create a part for decision makers -- just after the participation guidelines. In that chapter, begin with a general overview of accommodations, then move to a section on disabilities accommodations, followed by a section on LEP/ELL accommodations. e. Post Meeting: GWU team to create guidance document for LEP students i. Somewhat parallel to the SD Accommodations Manual (found on http://doe.sd.gov/oess/specialed/Assessment_Standards/index.asp at http://doe.sd.gov/oess/specialed/Assessment_Standards/SDAccommodationsManual08.pdf) . Policy will not be placed in test coordinator's handbook. SD staff will review test coordinator's handbook to ensure the new LEP student guidance does not conflict with the contents of the test coordinator's handbook	Completed July2009

	ii. Will talk after that to schedule meeting	
17	SD and GWU teams SD is going to insert LEP student participation and accommodation guidelines into the larger test coordinators' handbook. Testing vendor wants SD team to review both documents, which they will do. Spent the rest of our time looking at GWU's team revisions and responding to her comments on the 8/3/09 version of the document. To do: GWU team will send Monitoring Guide when available. SD team will continue to work through the 8/3/09 document and send their revisions when done for GWU team to review and return to them. We will schedule our next meeting at that stage.	Completed December 2009 via Web conference
18	The SD DOE will post the accommodation document early January 2010 so districts have access.	January 2010
19	The SD DOE and GWU will continue to have conversation through 2010 on how to improve this accommodation document.	2010

Discuss any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;

None.

Responsible Agencies

Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

SD DOE is involved in a grant to help with developing appropriate and effective accommodation for ELL students for our statewide assessment. This grant began in 2009 and will continue through 2010.

Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

George Washington University and the Center for Equality and Excellence in Education are assisting South Dakota with developing appropriate and effective accommodation for ELL students for our statewide assessment.

Progress Reporting

Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and *progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).*

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. Where applicable, 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.

Budget

Provide the overall budget for the development, execution, and oversight of the plan. Include the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Category	Funding Source	Amount	Justification
Personnel	State		
	Federal		
Fringe Benefits	State		Fringe benefits are calculated annually for each department by the South Dakota Bureau of Finance and Management. For state fiscal year 2009-2010, the SD DOE benefits rate is 13.82%. In addition, health insurance is a flat annual rate per FTE. For state fiscal year 2009-2010, the health insurance rate is $5,773 per FTE.
	Federal		
Travel	State		
	Federal		
Equipment	State		
	Federal		
Supplies	State		
	Federal		
Contractual	State		
	Federal		
Other	State		
	Federal		
Total	**State**		
	Federal		

The majority of this project has already been completed the normal course of business and project is almost completed. No additional costs anticipate.

Indicator (c)(10) – Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).

State Plan Instructions: For each assurance indicator or descriptor under education reform areas (a), (c), and (d) for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

Timeline for Development and Implementation

Describe the process for developing and implementing, as soon as possible, but no later than September 30, 2011

South Dakota currently uses the following method for calculating the graduation rate:

> Divide the total number of graduates (completers) by the total number of graduates (completers) plus the 9th, 10th, 11th and 12th grade dropouts

SD DOE has had internal conversations about moving to the four-year adjusted cohort graduation rate. The intention is to use this rate for the 2010-2011 State Report Card.

Complete the Milestones and Timelines using the table below:

Milestone		**Timeline**
	The milestones that the State establishes toward developing and implementing those means	*The date by which the State expects to reach each milestone*
1	Internal discussion about moving to 4 year adjusted cohort rate	Currently occurring
2	Submit changes to NCLB Accountability Workbook to reflect move to 4 year adjusted cohort	December 2010
3	Peer review process for the 4 year cohort rate	January 2010
4	Work with software vendor to make changes in State Report Card programming to calculated 4 year adjusted cohort rate.	January – April 2011
5	Run State Report Card calculations	July 2011
6	Report 4 year adjusted cohort graduation rate of State Report Card	August 2011

Discuss any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;

NA.

Responsible Agencies

Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

The responsibility for implementing this will be shared by the Office of Education Services and Resources and Resources Division of Title Programs and the Office of Finance and Management Division of Data Management within the SD DOE. These two offices will work with the state's student information system vendor in pulling the data and running the calculations to meet this reporting requirement.

Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

South Dakota currently has in place a statewide student information system through Infinite Campus. In addition, SD DOE annually contracts with Infinite Campus for development of the State Report Card. SD DOE and Infinite Campus will work together to make changes to the currently graduation rate calculation in order to meet this requirement.

Progress Reporting

Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

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. Where applicable, 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.

Budget

Provide the overall budget for the development, execution, and oversight of the plan. Include the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Category	Funding Source	Amount	Justification
Personnel	State	$1,600	80 hours of SD DOE staff time at $20/hour.
	Federal		
Fringe Benefits	State	$222	Fringe benefits are calculated annually for each department by the South Dakota Bureau of Finance and Management. For state fiscal year 2009-2010, the SD DOE benefits rate is 13.82%. In addition, health insurance is a flat annual rate per FTE. For state fiscal year 2009-2010, the health insurance rate is $5,773 per FTE.
	Federal		
Travel	State		
	Federal		
Equipment	State		
	Federal		
Supplies	State		
	Federal		
Contractual	State	$6,000	40 hours of Infinite Campus programming time at $150/hour
	Federal		
Other	State		
	Federal		
Total	**State**	**$7,822**	
	Federal		

Indicator (c)(11) – Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.

State Plan Instructions: For each assurance indicator or descriptor under education reform areas (a), (c), and (d) for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

Timeline for Development and Implementation

Describe the process for developing and implementing, as soon as possible, but no later than September 30, 2011

This indicator can be met by developing a Memorandum of Agreement (MOA) between the SD DOE and the SD BOR. This MOA will allow SD DOE to pull specified data fields for high school graduates and provide the information to SD BOR to perform a match through the National Student Clearinghouse. Once the process is completed, SD BOR will de-identify all data and provide the results back to SD DOE to report.

Complete the Milestones and Timelines using the table below:

Milestone		**Timeline**
	The milestones that the State establishes toward developing and implementing those means	*The date by which the State expects to reach each milestone*
1	Write MOA between SD DOE and SD BOR. The MOA will specify the data elements to be pulled and the process for de-identifying student data	April –June 2010
2	SD DOE pulls previous and current year graduate data and sends to SD BOR	July – August 2010
3	SD BOR performs match of data through the National Student Clearinghouse.	September – October 2010
4	SD BOR provides data back to SD DOE	November 2010
5	SD DOE reports results on website	December 2010

Discuss any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;

Due to recent interpretations of FERPA regulations in regards to ARRA, there are no known obstacles.

Responsible Agencies

Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

This would be a partnership between the SD DOE and the SD BOR. The partnership will be formalized by a Memorandum of Agreement.

Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

NA

Progress Reporting

Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

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. Where applicable, 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.

Budget

Provide the overall budget for the development, execution, and oversight of the plan. Include the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Category	Funding Source	Amount	Justification
Personnel	State	$800	40 hours of SD DOE staff time at $20/hour
	Federal	$800	40 hours of SD BOR staff time at $20/hour
Fringe Benefits	State	$111	Fringe benefits are calculated annually for each department by the South Dakota Bureau of Finance and Management. For state fiscal year 2009-2010, the SD DOE benefits rate is 13.82%. In addition, health insurance is a flat annual rate per FTE. For state fiscal year 2009-2010, the health insurance rate is $5,773 per FTE.
	Federal	$111	
Travel	State		
	Federal		
Equipment	State		
	Federal		
Supplies	State		
	Federal		
Contractual	State		
	Federal		
Other	State		
	Federal		
Total	**State**	**$1,711**	
	Federal	**$1,711**	

Indicator (c)(12) – Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.

State Plan Instructions: For each assurance indicator or descriptor under education reform areas (a), (c), and (d) for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

Timeline for Development and Implementation

Describe the process for developing and implementing, as soon as possible, but no later than September 30, 2011

The public four-year institutions in South Dakota currently have the capacity to provide this information related to high school graduates, and the public technical institutes are currently working to develop an integrated data system that would make it feasible to document student progression within 16 months of high school graduation. When this system is in place, the 10 public postsecondary institutions would be able to merge data to report on student successful first year progression toward degree completion.

Complete the Milestones and Timelines using the table below:

Milestone		Timeline
	The milestones that the State establishes toward developing and implementing those means	*The date by which the State expects to reach each milestone*
1	Write MOA between SD DOE and SD BOR. The MOA will specify the data elements to be pulled and the process for de-identifying student data	April –June 2010
2	SD DOE pulls graduate data from the previous academic year and provides to the SD BOR.	July – August 2010
3	SD BOR performs match of data through the National Student Clearinghouse.	September – October 2010
4	SD BOR provides data back to SD DOE	November 2010
5	SD DOE reports results on website	December 2010

Discuss any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;

Due to recent interpretations of FERPA regulations in regards to ARRA, there are no known obstacles.

Responsible Agencies

Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

This would be a partnership between the SD DOE and the SD BOR. The partnership will be formalized by a Memorandum of Agreement.

Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

NA

Progress Reporting

Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

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. Where applicable, 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.

Budget

Provide the overall budget for the development, execution, and oversight of the plan. Include the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Category	Funding Source	Amount	Justification
Personnel	State	$800	40 hours of SD DOE staff time at $20/hour
	Federal	$800	40 hours of SD BOR staff time at $20/hour
Fringe Benefits	State	$111	Fringe benefits are calculated annually for each department by the South Dakota Bureau of Finance and Management. For state fiscal year 2009-2010, the SD DOE benefits rate is 13.82%. In addition, health insurance is a flat annual rate per FTE. For state fiscal year 2009-2010, the health insurance rate is $5,773 per FTE.
	Federal	$111	
Travel	State		
	Federal		
Equipment	State		
	Federal		
Supplies	State		
	Federal		
Contractual	State		
	Federal		
Other	State		
	Federal		
Total	**State**	**$1,711**	
	Federal	**$1,711**	

Indicator (d)(1) – Provide, for the State, the average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.

State Plan Instructions: For each assurance indicator or descriptor under education reform areas (a), (c), and (d) for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

Timeline for Development and Implementation

Describe the process for developing and implementing, as soon as possible, but no later than September 30, 2011

Internal discussions have taken place to identify the steps needed to implement the requirement. Staff have identified options, data needed, concerns, and personnel required.

Complete the Milestones and Timelines using the table below:

Milestone		**Timeline**
	The milestones that the State establishes toward developing and implementing those means	*The date by which the State expects to reach each milestone*
1	SD DOE internal discussion	December 2009
2	Information representing each option will be drafted and presented to the state's Technical Advisory Committee (TAC) for input and recommendation.	Spring 2010
3	Methodology for calculations will be finalized.	Summer 2010
4	Student and school data for the 2009 and 2010 state assessment administrations will be retrieved.	Fall 2010
5	Calculations completed.	Winter 2010
6	Results publicly reported via the state website	March 2010

Discuss any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;

None foreseen. The state's assessments for reading and mathematics are not vertically scaled, requiring an alternative method to be utilized to determine the mean scale score of each school. In addition, the state's reading assessment was different in 2009 from the 2008 test. Therefore, SD DOE will use 2009 and 2010 assessment results to calculate the mean scale score difference between the two years as these two test administrations are the same.

Responsible Agencies

Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

Responsibility for this requirement will be shared between the following offices within the SD DOE: Office of Finance Management, Office of Assessment and Technology Systems, and the Office of Educational Services and Support.

Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

The Department's Technical Advisory Committee (TAC) will be asked to provide input as to which of the methodological options the state might use.

Progress Reporting

Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

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. Where applicable, 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.

Budget

Provide the overall budget for the development, execution, and oversight of the plan. Include the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Category	Funding Source	Amount	Justification
Personnel	State	$1,000	60 hours @ $20 / hour
	Federal	$200	
Fringe Benefits	State	$138	Fringe benefits are calculated annually for each department by the South Dakota Bureau of Finance and Management. For state fiscal year 2009-2010, the SD DOE benefits rate is 13.82%. In addition, health insurance is a flat annual rate per FTE. For state fiscal year 2009-2010, the health insurance rate is $5,773 per FTE.
	Federal	$28	
Travel	State		
	Federal		
Equipment	State		
	Federal		
Supplies	State		
	Federal		
Contractual	State	$1,000	TAC expenses
	Federal		
Other	State		
	Federal		
Total	**State**	**$2,138**	
	Federal	**$228**	

Descriptor (d)(1) – Provide the definition of "persistently lowest-achieving schools" (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) that the State uses to identify such schools.

State Plan Instructions: For each assurance indicator or descriptor under education reform areas (a), (c), and (d) for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

Timeline for Development and Implementation

Describe the process for developing and implementing, as soon as possible, but no later than September 30, 2011

Discussions were held within the SD 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 SD 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 and will be posted on the department's website.

Complete the Milestones and Timelines using the table below:

Milestone		**Timeline**
	The milestones that the State establishes toward developing and implementing those means	*The date by which the State expects to reach each milestone*
1	SD 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 SD 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

Discuss any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;

None foreseen.

Responsible Agencies

Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

Responsibility for this requirement will be shared between the Office of Finance Management and the Office of Educational Services and Support within the SD DOE.

Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

The Department's Committee of Practitioners and School Support Team have been contacted for input and recommendations.

Progress Reporting

Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

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. Where applicable, 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.

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 ED through its SIG application.

Budget

Provide the overall budget for the development, execution, and oversight of the plan. Include the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Category	Funding Source	Amount	Justification
Personnel	State	$	100 hours @ $20 / hour
	Federal	$2,000	
Fringe Benefits	State		Fringe benefits are calculated annually for each department by the South Dakota Bureau of Finance and Management. For state fiscal year 2009-2010, the SD DOE benefits rate is 13.82%. In addition, health insurance is a flat annual rate per FTE. For state fiscal year 2009-2010, the health insurance rate is $5,773 per FTE.
	Federal	$276	
Travel	State		
	Federal		
Equipment	State		
	Federal		
Supplies	State	$1,000	SST expenses
	Federal		
Contractual	State		
	Federal		
Other	State		
	Federal		
Total	**State**	**$1,000**	
	Federal	**$2,276**	

Indicator (d)(2) – Provide, for the State, the average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.

State Plan Instructions: For each assurance indicator or descriptor under education reform areas (a), (c), and (d) for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

Timeline for Development and Implementation

Describe the process for developing and implementing, as soon as possible, but no later than September 30, 2011

Internal discussions have taken place to identify the steps needed to implement the requirement. Staff have identified options, data needed, concerns, and personnel required.

Complete the Milestones and Timelines using the table below:

Milestone		**Timeline**
	The milestones that the State establishes toward developing and implementing those means	*The date by which the State expects to reach each milestone*
1	SD DOE internal discussion	December 2009
2	Information representing each option will be drafted and presented to the state's Technical Advisory Committee (TAC) for input and recommendation.	Spring 2010
3	Methodology for calculations will be finalized.	Summer 2010
4	Student and school data for the 2009 and 2010 state assessment administrations will be retrieved.	Fall 2010
5	Calculations completed.	Winter 2010
6	Results publicly reported via the state website	March 2010

Discuss any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;

None foreseen. The state's assessments for reading and mathematics are not vertically scaled, requiring an alternative method to be utilized to determine the mean scale score of each school. In addition, the state's reading assessment was different in 2009 from the 2008 test. Therefore, SD DOE will use 2009 and 2010 assessment results for both reading and mathematics to calculate the mean scale score difference between the two years as these two test administrations are the same.

Responsible Agencies

Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

Responsibility for this requirement will be shared between the following offices within the SD DOE: Office of Finance Management, Office of Assessment and Technology Systems, and the Office of Educational Services and Support.

Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

The department's Technical Advisory Committee (TAC) will be asked to provide input as to which of the methodological options the state might use.

Progress Reporting

Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

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. Where applicable, 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.

Budget

Provide the overall budget for the development, execution, and oversight of the plan. Include the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Category	Funding Source	Amount	Justification
Personnel	State	$1,000	60 hours @ $20 / hour
	Federal	$200	
Fringe Benefits	State	$138	Fringe benefits are calculated annually for each department by the South Dakota Bureau of Finance and Management. For state fiscal year 2009-2010, the SD DOE benefits rate is 13.82%. In addition, health insurance is a flat annual rate per FTE. For state fiscal year 2009-2010, the health insurance rate is $5,773 per FTE.
	Federal	$28	
Travel	State		
	Federal		
Equipment	State		
	Federal		
Supplies	State		
	Federal		
Contractual	State	$1,000	TAC expenses
	Federal		
Other	State		
	Federal		
Total	**State**	**$2,138**	
	Federal	**$228**	

Indicator (d)(3) – Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.

State Plan Instructions: For each assurance indicator or descriptor under education reform areas (a), (c), and (d) for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

Timeline for Development and Implementation

Describe the process for developing and implementing, as soon as possible, but no later than September 30, 2011

Internal discussions have taken place to identify schools as persistently lowest-achieving schools. The state's Committee of Practitioners were also briefed on the requirements of this task. The department consulted with its School Support Team and information was sent to all districts with schools in improvement. Once the regulations were finalized, the SD 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. At this time the department will be able to identify Title I schools in improvement, corrective action, or restructuring that have been identified as Tier I schools. The state's 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 and will be posted on the department's website.

Complete the Milestones and Timelines using the table below:

Milestone		Timeline
	The milestones that the State establishes toward developing and implementing those means	*The date by which the State expects to reach each milestone*
1	SD 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

7	Tier I schools identified and publicly reported.	No later than Feb. 8, 2010

Discuss any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;

None foreseen.

Responsible Agencies

Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

Responsibility for this requirement will be shared between the following offices within the SD DOE: Office of Finance Management and the Office of Educational Services and Support.

Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

The department's Committee of Practitioners and School Support Team will be actively involved in the process of defining the state's implementation of identifying the state's lowest achieving schools. The schools will then be identified using those criteria.

Progress Reporting

Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

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. Where applicable, 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.

Budget

Provide the overall budget for the development, execution, and oversight of the plan. Include the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Category	Funding Source	Amount	Justification
Personnel	State	$	40 hours @ $20 / hour
	Federal	$8,000	
Fringe Benefits	State		Fringe benefits are calculated annually for each department by the South Dakota Bureau of Finance and Management. For state fiscal year 2009-2010, the SD DOE benefits rate is 13.82%. In addition, health insurance is a flat annual rate per FTE. For state fiscal year 2009-2010, the health insurance rate is $5,773 per FTE.
	Federal	$1,105	
Travel	State		
	Federal		
Equipment	State		
	Federal		
Supplies	State		
	Federal		
Contractual	State		
	Federal		
Other	State		
	Federal		
Total	**State**		
	Federal	**$9,105**	

Indicator (d)(4) – Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.

State Plan Instructions: For each assurance indicator or descriptor under education reform areas (a), (c), and (d) for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

Timeline for Development and Implementation

Describe the process for developing and implementing, as soon as possible, but no later than September 30, 2011

Internal discussions have taken place to identify schools as persistently lowest-achieving schools. The state's Committee of Practitioners was also briefed on the requirements of this task. The department consulted with its School Support Team and information was sent to all districts with schools in improvement. Once the regulations were finalized, the SD 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.

At this time the department will be able to identify Title I schools in improvement, corrective action, or restructuring that have been identified as Tier I schools. The department will then review each school's school improvement plan to determine if any of the four reform strategies have been implemented during the past year. The state's 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 and will be posted on the department's website.

Complete the Milestones and Timelines using the table below:

Milestone		**Timeline**
	The milestones that the State establishes toward developing and implementing those means	*The date by which the State expects to reach each milestone*
1	SD 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	Fall 2009

	(SST).	
4	Internal SD 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
7	Tier I schools identified and publicly reported.	No later than Feb. 8, 2010
8	Reform strategies used in the past year will be identified	February 2010

Discuss any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;

None foreseen.

Responsible Agencies

Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

Responsibility for this requirement will be the SD DOE Office of Educational Services and Support.

Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

The department's School Support Team will provide input as they work directly with Title I schools in improvement, corrective action, and restructuring.

Progress Reporting

Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

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. Where applicable, 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.

Budget

Provide the overall budget for the development, execution, and oversight of the plan. Include the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Category	Funding Source	Amount	Justification
Personnel	State	$	10 hours @ $20 / hour
	Federal	$2,000	
Fringe Benefits	State		Fringe benefits are calculated annually for each department by the South Dakota Bureau of Finance and Management. For state fiscal year 2009-2010, the SD DOE benefits rate is 13.82%. In addition, health insurance is a flat annual rate per FTE. For state fiscal year 2009-2010, the health insurance rate is $5773 per FTE.
	Federal	$276	
Travel	State		
	Federal		
Equipment	State		
	Federal		
Supplies	State		
	Federal		
Contractual	State		
	Federal		
Other	State		
	Federal		
Total	**State**		
	Federal	**$2,276**	

Indicator (d)(5) – Provide, for the State, the number and identity of the schools that are secondary schools that are eligible for but do not receive, Title I funds, that are identified as persistently lowest-achieving schools.

State Plan Instructions: For each assurance indicator or descriptor under education reform areas (a), (c), and (d) for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

Timeline for Development and Implementation

Describe the process for developing and implementing, as soon as possible, but no later than September 30, 2011

Internal discussions have taken place to identify schools as persistently lowest-achieving schools. The state's Committee of Practitioners was also briefed on the requirements of this task. The department consulted with its School Support Team and information was sent to all districts with schools in improvement. Once the regulations were finalized, the SD 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. At this time the department will be able to identify high schools eligible for but not receiving Title I funds that have been identified as Tier II schools. The state's 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 and will be posted on the department's website.

Complete the Milestones and Timelines using the table below:

Milestone		Timeline
	The milestones that the State establishes toward developing and implementing those means	*The date by which the State expects to reach each milestone*
1	SD 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 SD 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

7	Tier II schools identified and publicly reported.	No later than Feb. 8, 2010

Discuss any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;

None foreseen.

Responsible Agencies

Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

Responsibility for this requirement will be shared between the following offices within the SD DOE: Office of Finance Management and the Office of Educational Services and Support.

Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

The department's Committee of Practitioners and School Support Team will be actively involved in the process of defining the state's implementation of identifying the state's lowest achieving schools. The schools will then be identifying using those criteria.

Progress Reporting

Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

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. Where applicable, 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.

Budget

Provide the overall budget for the development, execution, and oversight of the plan. Include the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Category	Funding Source	Amount	Justification
Personnel	State	$	20 hours @ $20 / hour
	Federal	$4,000	
Fringe Benefits	State		Fringe benefits are calculated annually for each department by the South Dakota Bureau of Finance and Management. For state fiscal year 2009-2010, the SD DOE benefits rate is 13.82%. In addition, health insurance is a flat annual rate per FTE. For state fiscal year 2009-2010, the health insurance rate is $5,773 per FTE.
	Federal	$553	
Travel	State		
	Federal		
Equipment	State		
	Federal		
Supplies	State		
	Federal		
Contractual	State		
	Federal		
Other	State		
	Federal		
Total	**State**		
	Federal	**$4,553**	

Indicator (d)(6) –Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.

State Plan Instructions: For each assurance indicator or descriptor under education reform areas (a), (c), and (d) for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

Timeline for Development and Implementation

Describe the process for developing and implementing, as soon as possible, but no later than September 30, 2011

Internal discussions have taken place to identify schools as persistently lowest-achieving schools. The state's Committee of Practitioners was also briefed on the requirements of this task. The department consulted with its School Support Team and information was sent to all districts with schools in improvement. Once the regulations were finalized, the SD 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.

At this time the department will be able to identify high schools that have been identified as Tier I schools. The department will then review each school's school improvement plan to determine if any of the four reform strategies have been implemented during the past year. The state's 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 and will be posted on the department's website.

Complete the Milestones and Timelines using the table below:

Milestone		**Timeline**
	The milestones that the State establishes toward developing and implementing those means	*The date by which the State expects to reach each milestone*
1	SD 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 SD 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
7	Tier II schools identified and publicly reported.	No later than Feb. 8, 2010
8	Reform strategies used in the past year will be identified	February 2010

Discuss any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;

None foreseen.

Responsible Agencies

Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

Responsibility for this requirement will be the SD DOE Office of Educational Services and Support.

Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

The department's School Support Team will provide input as they work directly with Title I schools in improvement, corrective action, and restructuring.

Progress Reporting

Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

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. Where applicable, 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.

Budget

Provide the overall budget for the development, execution, and oversight of the plan. Include the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Category	Funding Source	Amount	Justification
Personnel	State	$	10 hours @ $20 / hour
	Federal	$2,000	
Fringe Benefits	State		Fringe benefits are calculated annually for each department by the South Dakota Bureau of Finance and Management. For state fiscal year 2009-2010, the SD DOE benefits rate is 13.82%. In addition, health insurance is a flat annual rate per FTE. For state fiscal year 2009-2010, the health insurance rate is $5,773 per FTE.
	Federal	$276	
Travel	State		
	Federal		
Equipment	State		
	Federal		
Supplies	State		
	Federal		
Contractual	State		
	Federal		
Other	State		
	Federal		
Total	**State**		
	Federal	**$2,276**	

PART 3C-- GENERAL REQUIREMENTS

Please attach the following information—

(1) Describe the processes the State employs to review and verify the required data and other information on the indicators and descriptors.

- The State reviews submitted data for accuracy prior to formally accepting the data. The SEA has the ability to produce reports for districts identifying data that is likely to be in error and asking for district confirmation of or correction to data submitted.
- Statistical checks are performed on data submitted by school districts, especially for dropouts, statewide exam exemptions and absences from statewide exams.
- Consequences can be imposed on school districts that do a poor job of accounting for missing students related to tracking dropouts, graduates and enrolled students.
- Consequences can be imposed on school districts that do a poor job of collecting and submitting accurate and complete information in the form of adjusted accountability ratings, loss of funds, etc.

(2) Describe the processes the State employs to ensure that, consistent with 34 CFR 99.31(b), the required data and other information are not made publicly available in a manner that personally identifies students, where applicable.

For reporting purposes, SD DOE employs a minimum size of 10. This minimum-n requirement enables the state's reports to effectively maintain

Individual student confidentiality is maintained in accordance with federal FERPA privacy requirements.