South Dakota Department of Education

Aspiration and Goals

College, Career and Life Ready

All students graduate college, career and life ready.

Students enter 4th grade proficient in reading.

Students enter 9th grade proficient in math.

Increase the academic success of Native American students.

Students graduate high school ready for postsecondary and the workforce.

Students have access to high quality standards and instruction.
Students are supported by effective teachers and leaders.
Students enter schools that provide an environment conducive to learning.

Students have opportunities to engage in 21st century learning.

south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

STRATEGIC PLAN

June 15, 2016

The South Dakota Department of Education's aspiration is for all students to leave the K-12 education system ***College, Career and Life Ready***. Recognizing that students will pursue a variety of paths following high school graduation, South Dakota has high expectations for all students. SD DOE focuses its efforts and resources towards ensuring quality educational opportunities and ongoing improvement of student outcomes – either through support of educators and school leaders, or directly with students.

Goals and Strategies

SD DOE is focused on a series of **goals** to achieve this aspiration. These goals are:
- Students enter 4th grade proficient in reading;
- Students enter 9th grade proficient in math;
- Native American students see increased academic success;
- Students graduate high school ready for postsecondary and the workforce.

In addition, SD DOE has identified these foundational supports necessary to achieving the aspiration and goals:
- Students have access to high quality standards and instruction;
- Students are supported by effective teachers and leaders;
- School environments are safe and conducive to learning.

Goal 1: Students enter 4th grade proficient in reading
This goal focuses on helping students attain reading proficiency by the beginning of 4th grade, as measured by the annual Smarter Balanced Assessment Consortium (SBAC) test. The research is clear that children who are not reading proficiently in the early grades are more likely to drop out of school or fail to graduate on time.

The focused strategies to achieve this goal are:
- Implement early intervention strategies so students enter kindergarten prepared to learn
- Increase data usage by, and content and pedagogy knowledge of, K-3 teachers
    - Provide support to schools choosing to implement multi-tiered systems of support
    - Provide instructional coaching for teachers / instructional leadership support to principals in targeted schools
- Support and promote year-round reading, in part to prevent the effects of "summer slide."

Goal 2: Students enter 9th grade proficient in math
This goal supports and promotes an increase of knowledge and skills for teaching staff, to enable them to better address the needs of students in achieving math proficiency as measured by the SBAC test. A firm grasp of math is necessary throughout a student's academic career, because concepts build upon one another and become increasingly complex. Research clearly indicates a correlation between high school students who take higher-level math courses and success at the postsecondary level.

The focused strategies to achieve this goal are:
- Increase data usage by, and content and pedagogy knowledge, of math teachers
    - Provide support through SD Counts Program
- Provide schools with tools and resources for math curriculum alignment and review

Goal 3: Increase the academic success of American Indian students
This goal puts a special focus on the state's largest subgroup of students. American Indian students make up 11.3 percent (SY 2015-16) of the public school student population, and it is a subgroup that has historically underperformed its peers on traditional metrics. Many of these young people face unique challenges, including struggles with poverty. The connections between poverty and lower academic achievement have been well documented.

The focused strategies to achieve this goal are:
- Implement the recommendations of the Native American Student Achievement Advisory Council:
  - Establish three pilot schools with the goal of redesigning the educational experience to improve achievement levels and graduation rates
  - Promote the use of / training around the Oceti Sakowin Essential Understandings
  - Establish initiatives to support recruitment and retention of high quality teachers, including a scholarship program designed to assist paraprofessionals working in schools with high Native populations to earn their teaching degrees
  - Conduct an annual review of relevant data to understand: 1) where the greatest challenges exist, and 2) where progress is being made so successful efforts can be studied and replicated
- Provide support and leadership for the Jobs for America's Graduates program, which supports at-risk students
- Host the annual Indian Education Summit to provide professional development for educators and entities serving Native American students, and to promote awareness of best practices

Goal 4: Students graduate high school ready for postsecondary or the workforce
Growing global competition makes it critical that students graduate from high school fully prepared for the challenges of postsecondary, work and life in a knowledge-based economy. This goal promotes the preparation of students for postsecondary experiences of all kinds, including technical institutes, universities and the military. Some of the measures used for tracking progress in this area are graduation and completion rates, achievement of the National Career Readiness Certificate (NCRC), ACT scores and remediation rates.

The focused strategies to achieve this goal are:
- Provide programming and support for personalized learning opportunities at the high school level
- Support and promote career development with a focus on career exploration through SDMyLife.com
- Support and promote quality and availability of approved career and technical education programs

Foundational Supports
Foundational supports are elements that are basic and critical to the educational experience and are an ongoing focus of SD DOE.

Support 1: Students have access to high quality standards and instruction
The focused strategies related to Support 1 are:
- Engage in regular review of academic content standards to ensure expectations for student learning are robust, relevant and consistent ;
- Provide training for teachers to understand and apply standards in a manner that engages students and promotes mastery of the standards

Support 2: Students are supported by effective teachers and leaders
The focused strategies related to Support 2 are:

- Develop and provide support for models of teacher and principal evaluation focused on continuous professional growth
- Create a mentoring program designed to support 1st and 2nd year teachers and prevent turn-over, including an annual face-to-face event
- Support the development of principals who are strong instructional leaders through programs such as Aspiring School Leaders and the Board of Regents' Ed Admin redesign efforts

Support 3: The school environment is safe and conducive to learning
The focused strategies related to Support 3 are:
- Work with schools to implement Positive Behavioral Intervention Services
- Provide regular training to schools around civil rights issues, including bullying and harassment
- Develop resources / process for suicide awareness training for all educators

Priority Area

While SD DOE continues multiple efforts on implementing the strategies noted previously, we have determined that a current priority area to support achievement of the aspiration and goals is:

Support an increase in student attendance, especially in low performing schools.

The focused strategies and action steps for this priority area are:

1. Identify and select the "target" schools that would most benefit from the strategies in this priority area

2. Support a public service campaign to address student attendance
    - Partner with ASBSD and Parent Resource Network to distribute information
    - Include attendance information in school communications packets for 2016-17

3. Promote successful practices and support schools in identifying the resources that could best support increasing and maintaining good student attendance
    - Provide training for School Support Staff (SST) to help address attendance issues
    - Develop a Needs Assessment that could be used by schools and districts
    - Utilize the Early Warning Report in STARS

Data

SD DOE is committed to making data-driven decisions. With that, there is an emphasis department-wide on ensuring the quality, consistency and security of data gathered through statewide processes. SD DOE will use the following measures to determine progress toward meeting our aspiration and goals:

1. English language arts proficiency rate on SBAC
2. Math proficiency rate on SBAC
3. 4-year cohort graduation rate (high schools)
4. College readiness rates (as measured by ACT performance)
5. Workforce readiness rates (as measured by NCRC performance)
6. Attendance rates (elementary & middle schools)

Additional indicators may include:

1. Achievement gap (gap vs. non-gap groups) / Achievement in low performing schools
2. Completion rate (high schools)
3. Student participation and success in state's dual credit program
4. Student participation and success in Jobs for America's Graduates program

See baseline data and 6-year targets

Target Summary Data
6/20/16

English Language Arts Proficiency Rates (students scoring at Levels 3 & 4 on state test)

| | | 2015 | | Preliminary 2016 | | Annual Yearly Increase | Six-Year Targets* | | | | | |
		Number of	Proficiency Rate	Number of Students	Proficiency Rate		2016	2017	2018	2019	2020	2121
GRADE 3	Native American Students	1196	17.81%	1911	25.69%	6.85%	24.66%	31.51%	38.36%	45.21%	52.06%	58.90%
	Non-Native American Students	8839	53.00%	8683	56.04%	3.92%	56.92%	60.84%	64.75%	68.67%	72.59%	76.50%
	All Students	10035	48.81%	10594	50.57%	4.27%	53.08%	57.34%	61.61%	65.87%	70.14%	74.40%

Math Proficiency Rates (students scoring at Levels 3 & 4 on state test)

| | | 2015 | | Preliminary 2016 | | Annual Yearly Increase Target | Six-Year Targets* | | | | | |
		Number of Students Tested	Proficiency Rate	Number of Students Tested	Proficiency Rate		2016	2017	2018	2019	2020	2121
GRADE 8	Native American Students	1047	11.56%	1504	15.82%	7.37%	18.93%	26.30%	33.67%	41.04%	48.41%	55.78%
	Non-Native American Students	8011	42.87%	7848	46.97%	4.76%	47.63%	52.39%	57.15%	61.91%	66.67%	71.43%
	All Students	9058	39.25%	9352	41.95%	5.06%	44.31%	49.37%	54.44%	59.50%	64.56%	69.62%

4-Year Cohort Graduation Rates

| | 2013 | | 2014 | | 2015 | | (not currently | | Annual Yearly Increase Target | Six-Year Targets** | | | | | |
	Number of Students in Cohort	Graduation Rate	Number of Students in Cohort	Graduation Rate	Number of Students in Cohort	Graduation Rate	Number of Students in Cohort	Graduation Rate		2016	2017	2018	2019	2020	2121
Native American Students	988	50.40%	1004	48.01%	950	49.68%			4.19%	53.88%	58.07%	62.26%	66.46%	70.65%	74.84%
Non-Native American Students	8432	87.00%	8317	87.50%	8348	87.84%			1.01%	88.85%	89.87%	90.88%	91.89%	92.91%	93.92%
All Students	9420	83.16%	9321	83.24%	9298	83.94%			1.34%	85.28%	86.62%	87.96%	89.30%	90.63%	91.97%

College Readiness Rates of Prior Year's Graduating Class (based on best ACT score)

| | | 2013 | | 2014 | | 2015 | | Preliminary 2016 | | Annual Yearly Increase Target | Six-Year Targets*** | | | | | |
		Number of Students Testing	Rate	Number of Students Testing	Rate	Number of Students Testing	Rate	Number of Students Testing	Rate		2016	2017	2018	2019	2020	2121
Percent Meeting Math Cut Score of 20	Native American Students	260	35.38%	312	33.97%	318	35.53%	305	27.54%	5.37%	40.91%	46.28%	51.65%	57.02%	62.40%	67.77%
	Non-Native American Students	5496	69.67%	5536	68.89%	5546	69.02%	5455	67.68%	2.58%	71.60%	74.19%	76.77%	79.35%	81.93%	84.51%
	All Students	5756	68.12%	5848	67.03%	5864	67.21%	5760	65.56%	2.73%	69.94%	72.67%	75.41%	78.14%	80.87%	83.60%
Percent Meeting English Cut Score of 18	Native American Students	260	45.38%	312	46.79%	318	46.86%	305	40.98%	4.43%	51.28%	55.71%	60.14%	64.57%	69.00%	73.43%
	Non-Native American Students	5496	78.17%	5536	76.91%	5546	77.41%	5455	76.24%	1.88%	79.29%	81.17%	83.06%	84.94%	86.82%	88.70%
	All Students	5756	76.69%	5848	75.31%	5864	75.75%	5760	74.38%	2.02%	77.77%	79.79%	81.81%	83.83%	85.85%	87.88%

Workforce Readiness (National Career Readiness Certificate)

| | 2013 | 2014 | 2015 | Preliminary 2016 | Annual Yearly Increase Target | Six-Year Targets**** | | | | | |
						2016	2017	2018	2019	2020	2121
# of Students Completing WorkKeys tests	1,500	2,055	2,624	3,665	936	3,560	4,496	5,432	6,368	7,304	8,240
% of Students Earning Certificate	91.73%	91.78%	92.80%	93.86%	0.60%	93.40%	94.00%	94.60%	95.20%	95.80%	96.40%

Elementary and Middle School Attendance Rates

| | | 2015 | | 2016 (not currently available) | | Annual Yearly Increase Target | Six-Year Targets***** | | | | | |
		Number of Students Included	Rate	Number of Students Included	Rate		2016	2017	2018	2019	2020	2121
Percent of Students Attending at Least 94% of Enrolled Days	Native American Students	13818	54.31%			3.81%	58.11%	61.92%	65.73%	69.54%	73.35%	77.15%
	Non-Native American Students	86206	83.72%			1.36%	85.08%	86.43%	87.79%	89.15%	90.50%	91.86%
	All Students	100024	79.66%			1.70%	81.35%	83.05%	84.74%	86.44%	88.13%	89.83%

*Based on reducing, by half, the percent of students scoring at Levels 1 and 2 of the state assessment in six years
** Yearly increase target based on decreasing by half the percent of students not graduating over six years
***Based on reducing, by half, the percent of students not meeting the established ACT cut scores
**** Based on student participation growing in a linear fashion, and on decreasing, by half, the percent of student not earning NCRC certificates in six years
*****Based on reducing, by half, the percent of students not meeting the 94% attendance goal

Red – we missed our state AMO target by more than 1%
Orange – We were within 1% of AMO target
Green – we met state AMO target