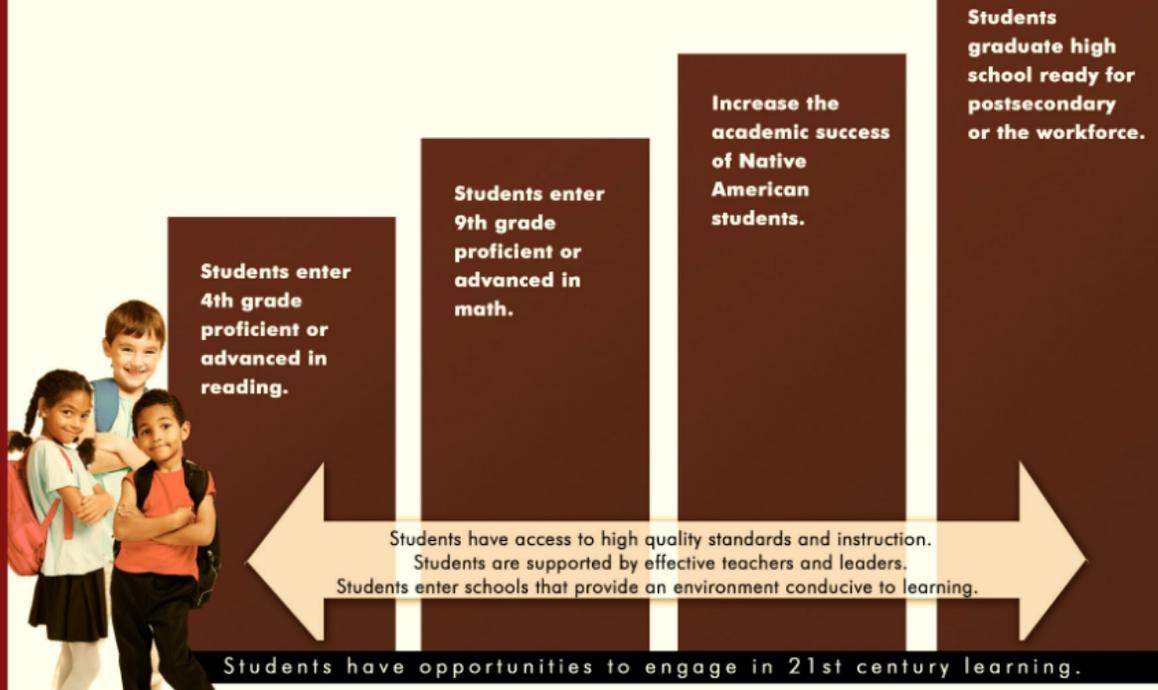


Building a Strong Educational Foundation in SD



All students graduate college, career and life ready.



percentage of districts in teacher effectiveness pilot

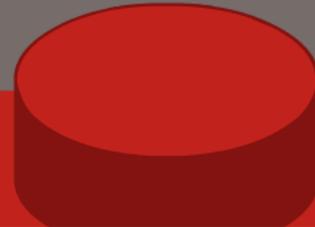
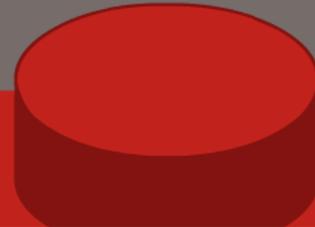
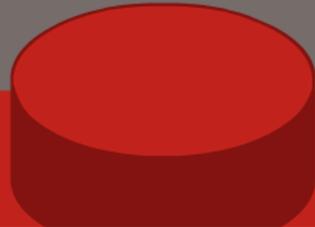
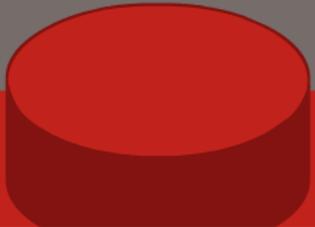
number of districts participating in principal effectiveness pilot



#1 – Students have access to high quality standards and instruction.



Strong, rigorous academic standards and engaging instruction provide the backbone for student learning.



149

number of districts participating
in standards training

72

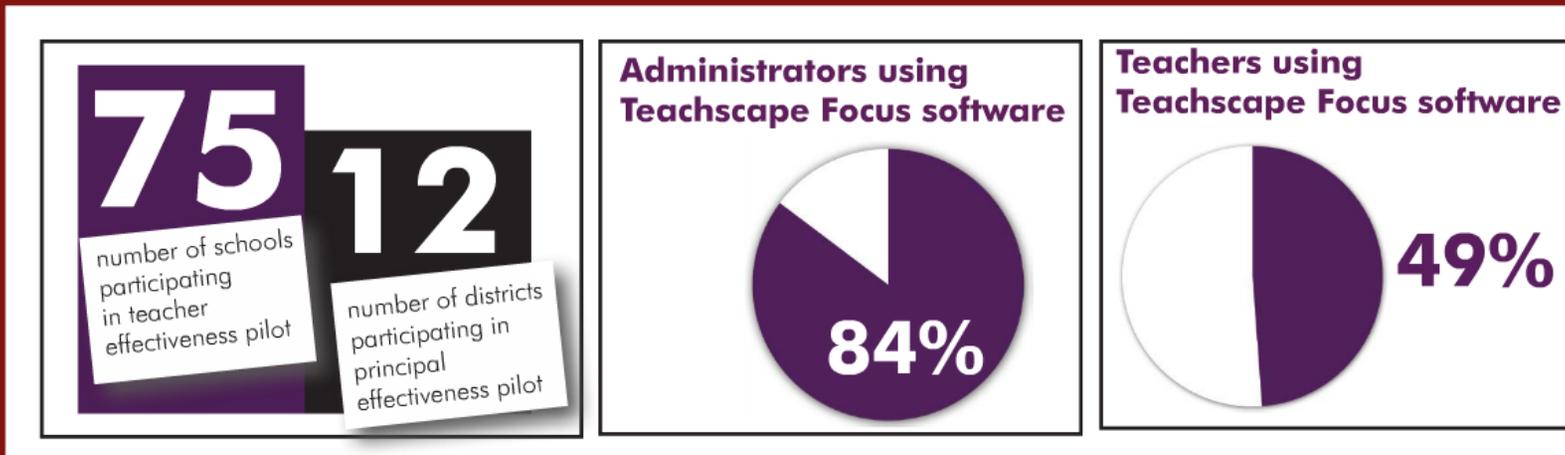
percent
of eligible teachers
participating in
standards training

24,620

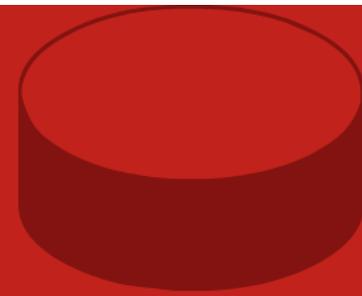
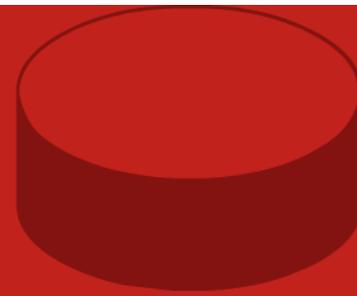
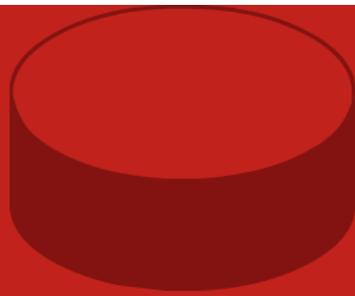
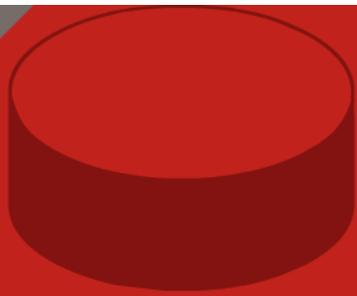
total number of standards training days



#2 - Students are supported by effective teachers and leaders.

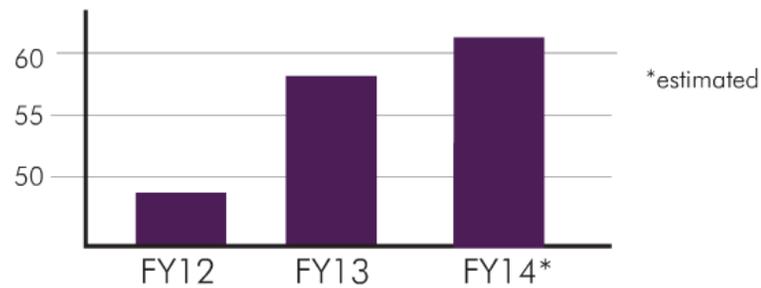


#1 - Students have access to high quality standards and instruction.



#3 - Students enter schools that provide an environment conducive to learning.

SD Schools implementing Positive Behavioral Interventions and Support



#2 - Students are supported by effective teachers and leaders.

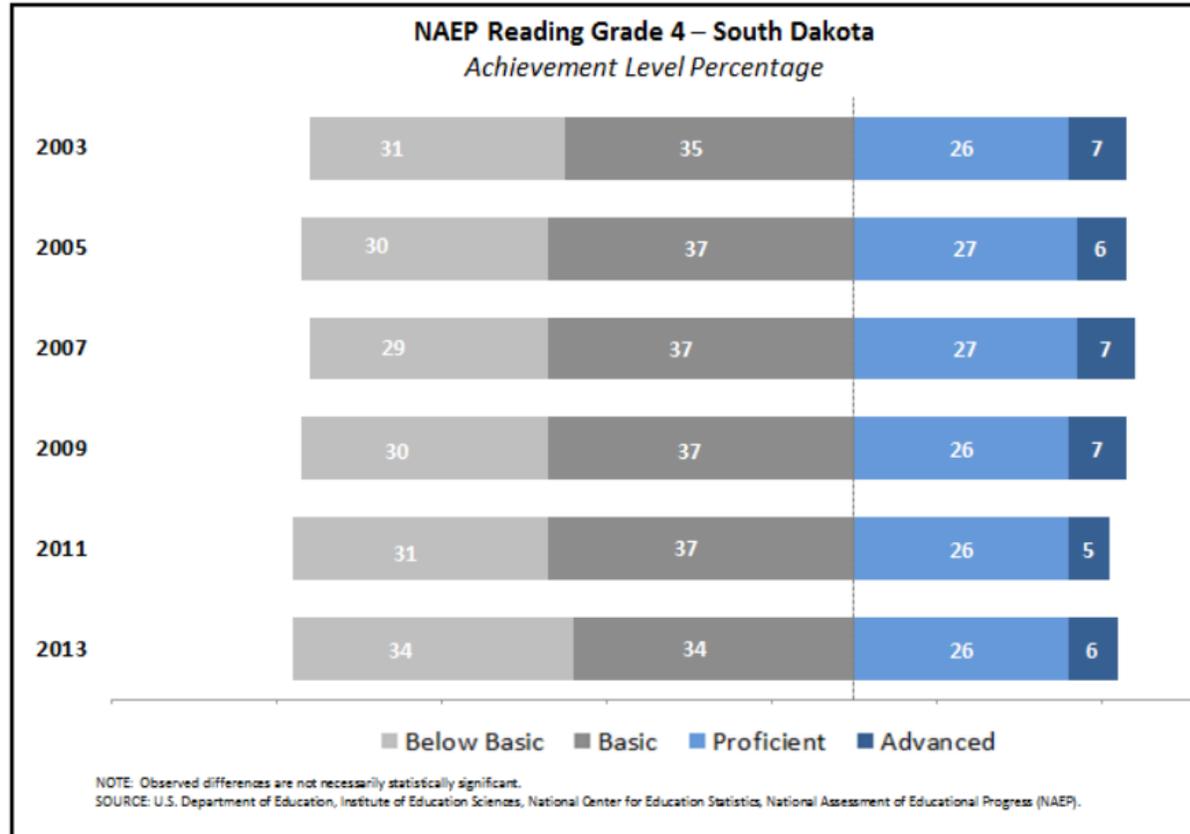


Goal: Students enter 4th grade proficient or advanced in reading.

Rationale: The research is clear that children who are not reading proficiently in the early grades are more likely to drop out or fail to graduate on time.

DATA:

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS SOUTH DAKOTA'S 4TH GRADE READING PROFICIENCY RATES

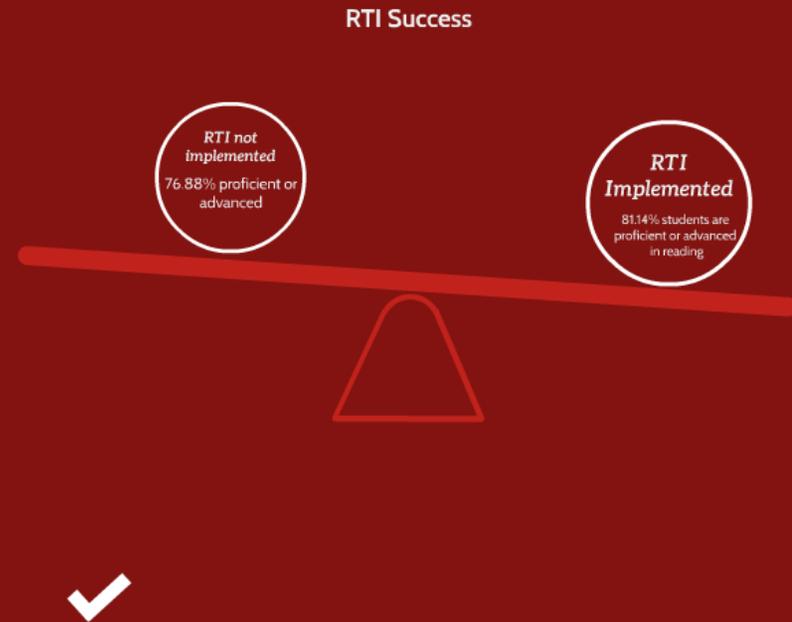


Strategy: Data-driven decision making

Intervention 1: Response to Intervention

- Assessments determine where students are
- Teachers are trained in strategies to detect potential issues

Result? Teachers provide high quality instruction and interventions tailored to meet the needs of individual students.



RTI Success

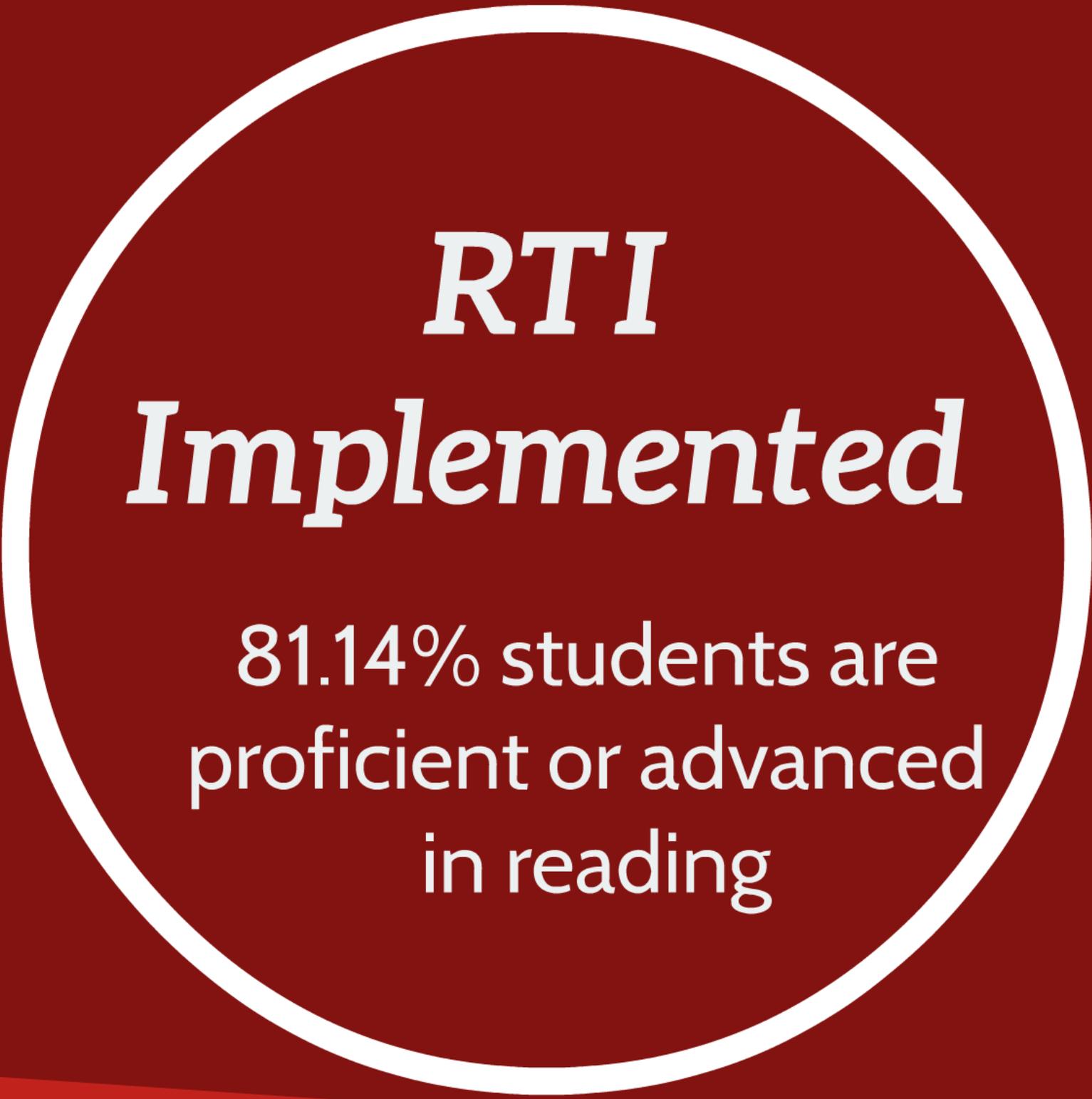
*RTI not
implemented*

76.88% proficient or
advanced

*RTI
Implemented*

81.14% students are
proficient or advanced
in reading





RTI
Implemented

81.14% students are
proficient or advanced
in reading

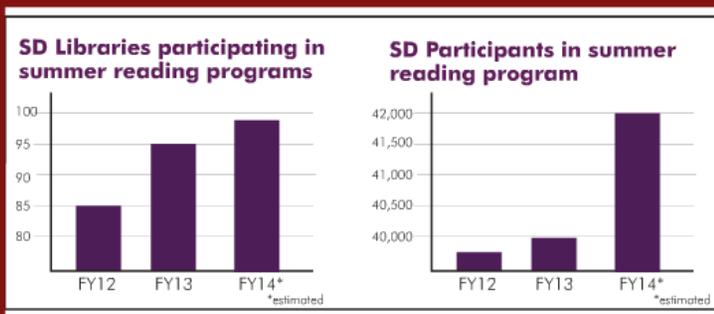
*RTI not
implemented*

76.88% proficient or
advanced

Strategy: Encouraging Year Round Reading

Research: Students may experience up to three months of grade level reading loss over the summer if no reading occurs.

- More prevalent with low income students
- Perpetuates the cumulative widening of the achievement gap between economic groups of students



Result? Reading when school is not in session helps to off-set "summer slide".

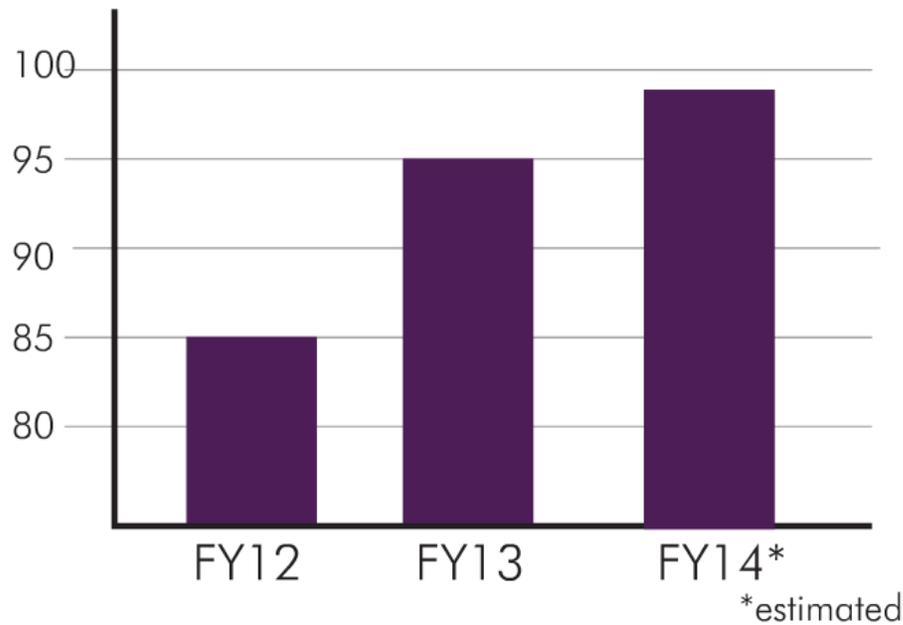
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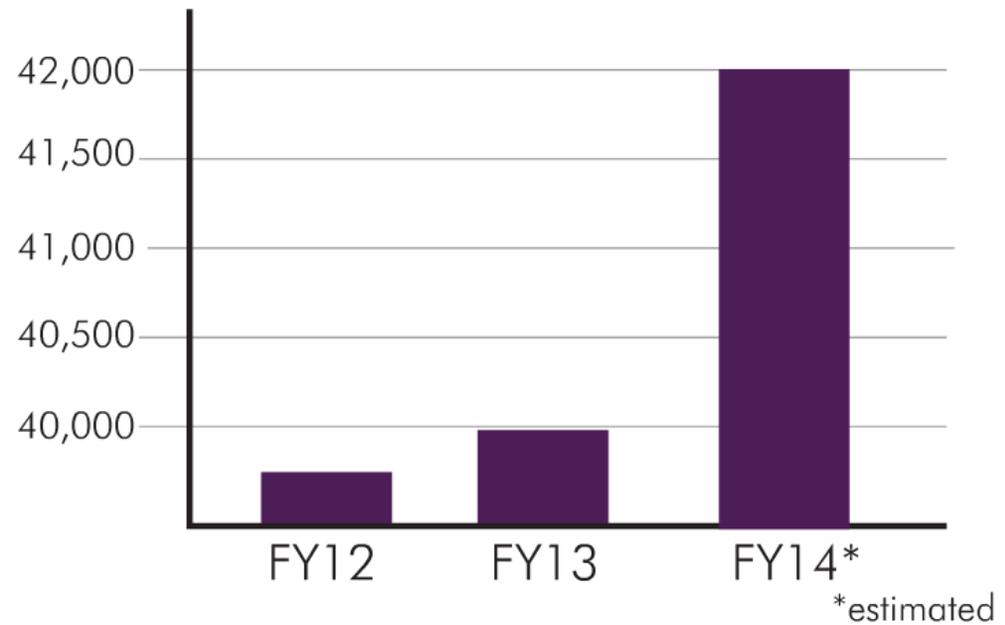


achievement gap between economic students

SD Libraries participating in summer reading programs



SD Participants in summer reading program



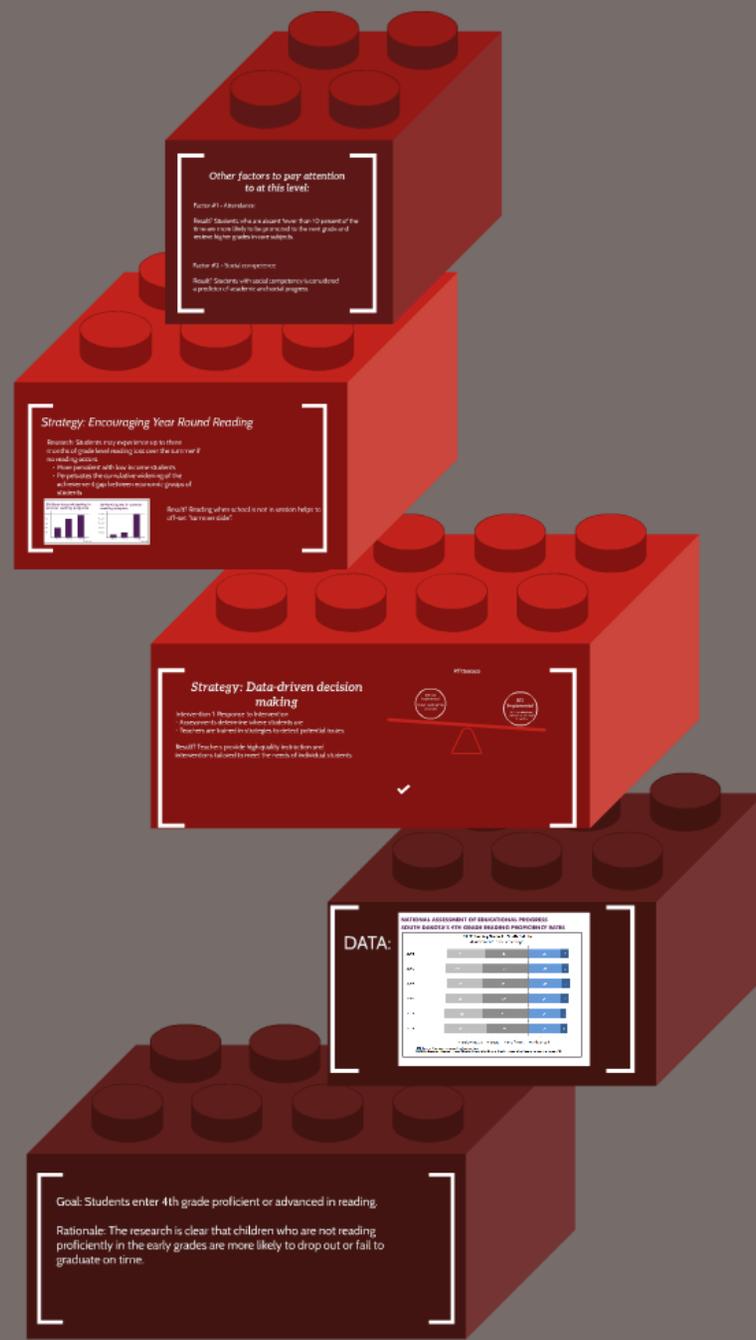
Other factors to pay attention to at this level:

Factor #1 - Attendance

Result? Students who are absent fewer than 10 percent of the time are more likely to be promoted to the next grade and receive higher grades in core subjects.

Factor #2 - Social competence

Result? Students with social competency is considered a predictor of academic and social progress.



Other factors to pay attention to at this level:

Factor #1 - Attendance
 Result? Students who are absent fewer than 10 percent of the time are more likely to be promoted to the next grade and receive higher grade-level subject.

Factor #2 - Social competence
 Result? Students with social competencies accumulated a prediction of academic and mental progress.

Strategy: Encouraging Year Round Reading

Research: Students may experience up to three months of grade level reading loss over the summer if no reading occurs.

- More persistent with low-income students.
- The greatest increase in reading of the achievement gap between economic groups of students.

Result? Reading at one school over a session helps to lift all "learners up".



Strategy: Data-driven decision making

Information 1: Research has shown that assessment to determine where students are. Teachers are turned to strategies to meet personal issues.

Result? Teachers provide high-quality instruction and interventions tailored to meet the needs of individual students.



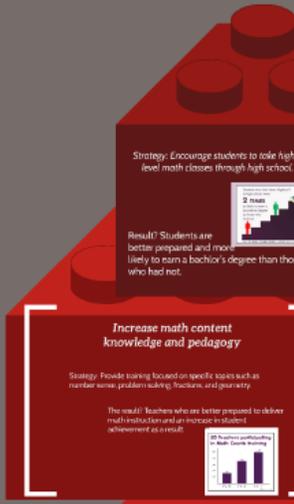
DATA:

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
 SOUTH DAKOTA'S 4TH GRADE READING PROFICIENCY RATES

Year	Proficient	Advanced
2011	45%	10%
2012	48%	12%
2013	50%	15%
2014	52%	18%
2015	55%	20%

Goal: Students enter 4th grade proficient or advanced in reading.

Rationale: The research is clear that children who are not reading proficiently in the early grades are more likely to drop out or fail to graduate on time.



Strategy: Encourage students to take high-level math classes through high school.

Result? Students are better prepared and more likely to earn a bachelor's degree than those who had not.



Increase math content knowledge and pedagogy

Strategy: Provide training focused on specific topics such as number sense, problem solving, fractions, and geometry.

The result? Teachers who are better prepared to deliver math instruction and an increase in student achievement as a result.



Data driven decision making

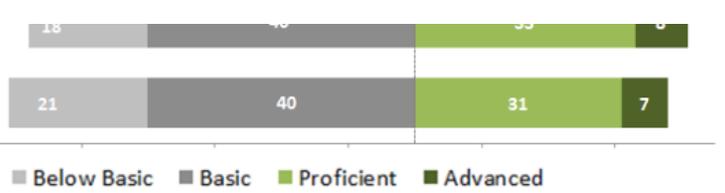
Strategies such as screenings, diagnostic and progress monitoring allow teachers to identify potential issues and provide support.

The result? Teachers provide instruction that meet the needs of individual students.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
 SOUTH DAKOTA'S 8TH GRADE MATHS PROFICIENCY RATES

Year	Proficient	Advanced
2011	35%	8%
2012	38%	10%
2013	40%	12%
2014	42%	15%
2015	45%	18%

Goal: Students enter 9th grade



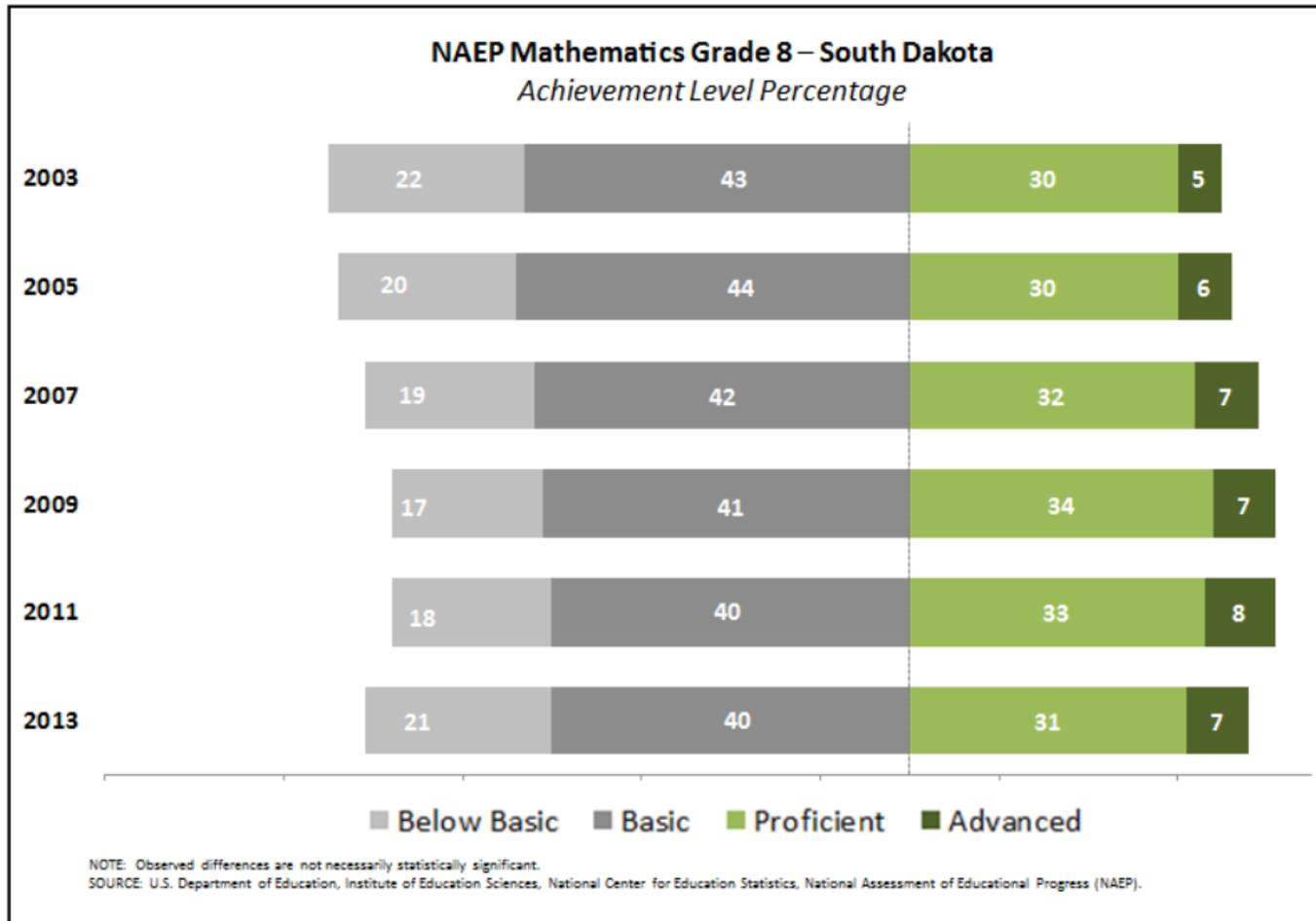
ifferences are not necessarily statistically significant.

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

Goal: Students enter 9th grade proficient or advanced in math.

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 post-secondary level.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS SOUTH DAKOTA'S 8TH GRADE MATHEMATICS PROFICIENCY RATES



Math instruction and an increase in student achievement as a result.

SD Teachers participating in Math Counts training



Data driven decision making

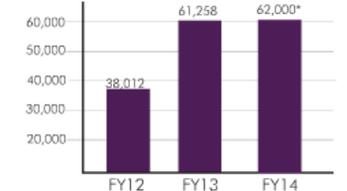
Strategies such as screenings, diagnostic assessments and progress monitoring allow teachers to detect potential issues and provide supports to students.

The result? Teachers provide instruction tailored to meet the needs of individual students.

Teachers using South Dakota Assessment Portal



Number of assessments given within South Dakota Assessment Portal

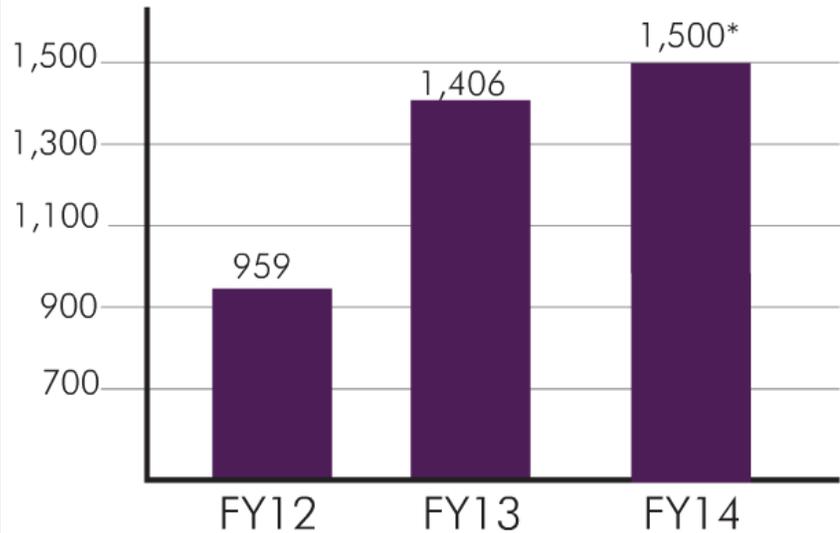


ASSESSMENT OF EDUCATIONAL PROGRESS SOUTH DAKOTA'S 8TH GRADE MATHEMATICS PROFICIENCY RATES

NAEP Mathematics Grade 8 – South Dakota
Achievement Level Percentage

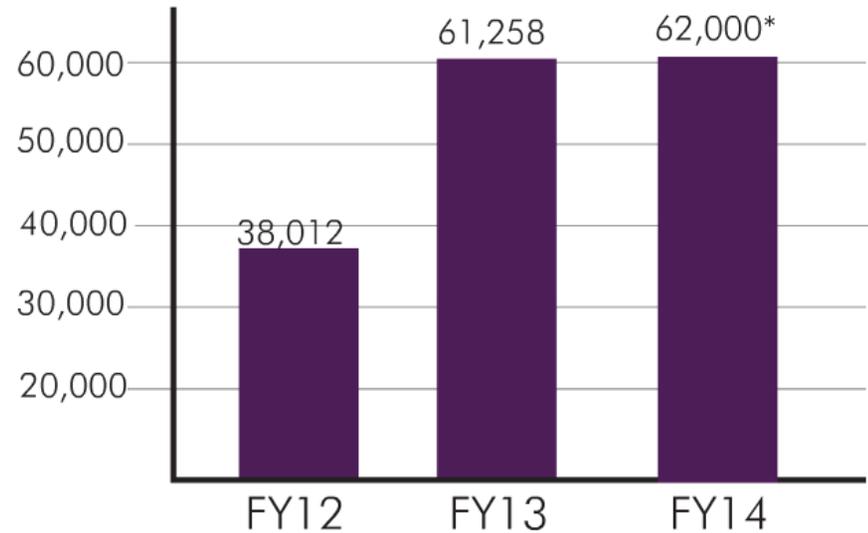


Teachers using South Dakota Assessment Portal



*estimated

Number of assessments given within South Dakota Assessment Portal



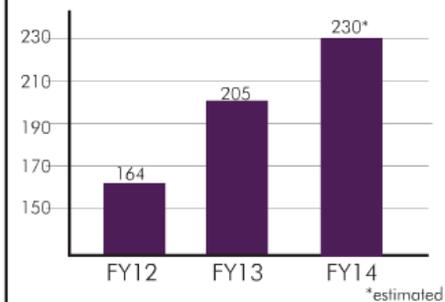
*estimated

Increase math content knowledge and pedagogy

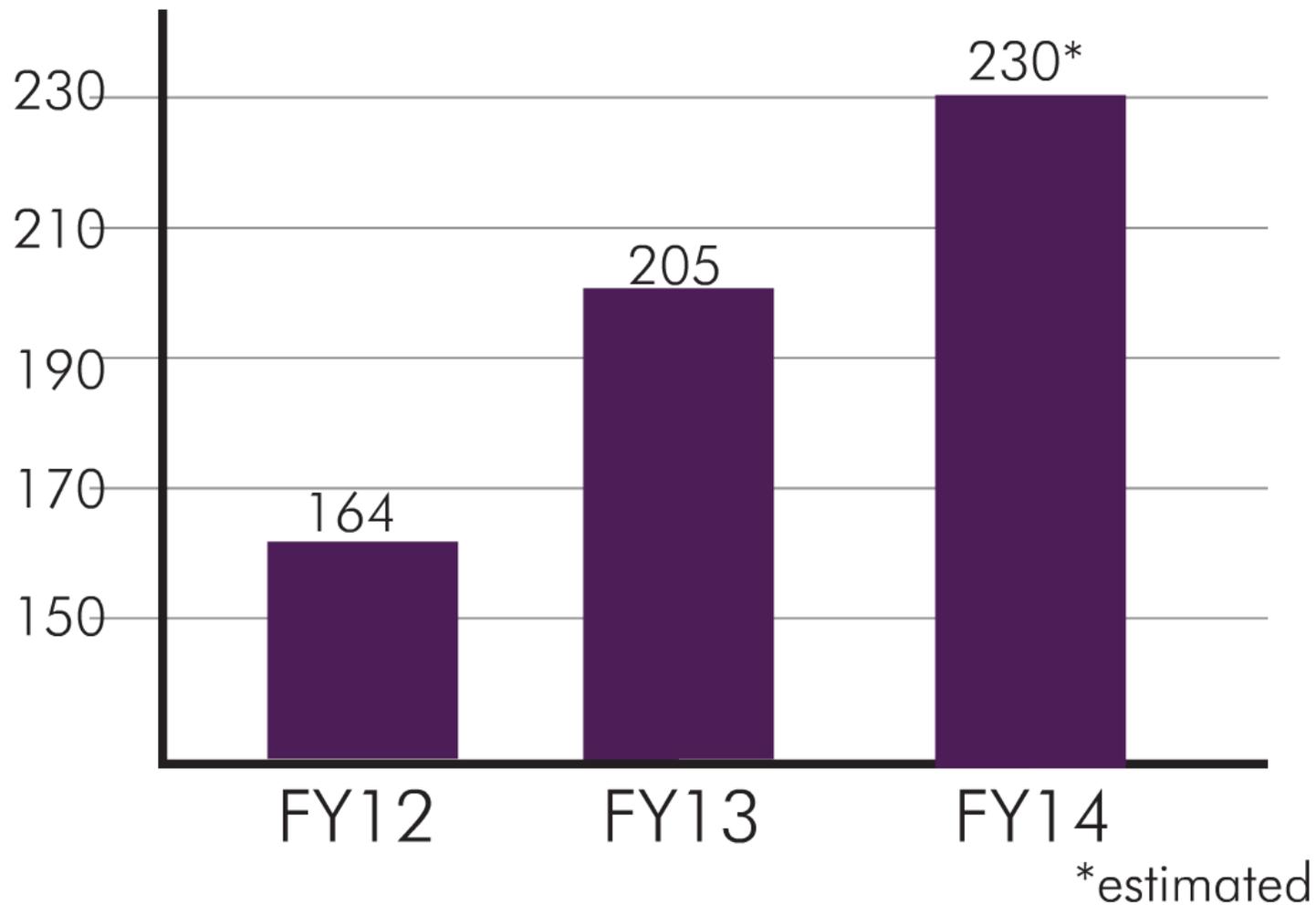
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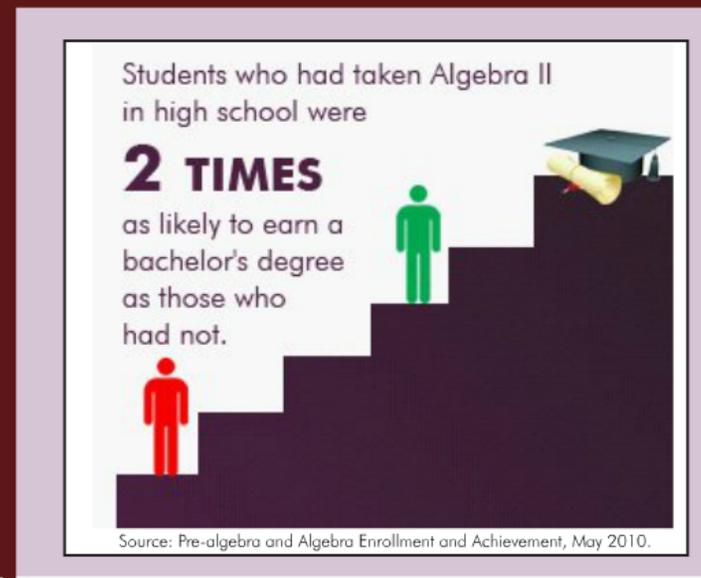
SD Teachers participating in Math Counts training



SD Teachers participating in Math Counts training



Strategy: Encourage students to take higher level math classes through high school.



Result? Students are better prepared and more likely to earn a bachelor's degree than those who had not.

Students who had taken Algebra II
in high school were

2 TIMES

as likely to earn a
bachelor's degree
as those who
had not.



Source: Pre-algebra and Algebra Enrollment and Achievement, May 2010.

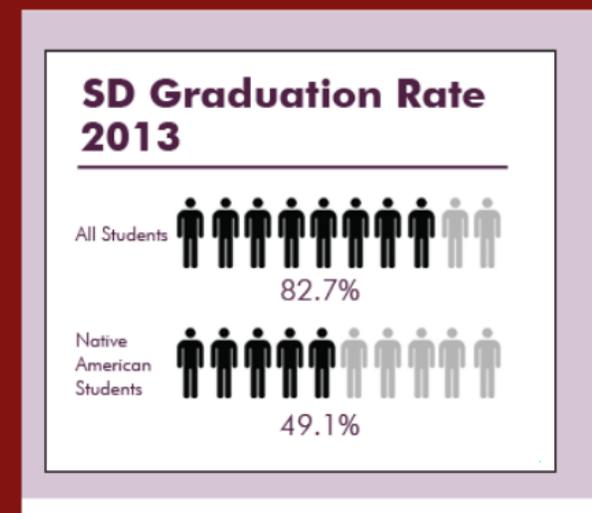


*Increase the academic success of
Native American students*

Native American students make up approximately 11 percent of the student population in South Dakota. Many of these young people face unique challenges, including struggles with poverty. The connections between poverty and lower academic achievement have been well documented.

Strategy: Provide student supports that work

- Gear-Up
- College Access
- Jobs for America's Graduates



Result: Students become engaged early with meaningful supports and adults to keep them focused on post-secondary opportunities.

Jobs for America's Graduates

Aimed at helping the youth, particularly at-risk youth, to stay in school, pursue post-secondary education and land jobs that lead to various career opportunities.

Result? --->

Graduation rate
for JAG students
in 2012-13

100%

5

districts with JAG
programs in SY 2013-14,
serving 126 students

**Graduation rate
for JAG students
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100%

5

**districts with JAG
programs in SY 2013-14,
serving 126 students**

Strategy: Integrate language and culture

The Oceti Sakowin standards, which outline essential understandings of the Dakota/Lakota/Nakota people, provide relevancy and meaningful educational experiences for Native American students.

Result: Students see themselves in the work of learning and become more engaged.



Essential Understanding #4: The Oceti Sakowin kinship systems provide a framework for both individual and group behavior. Its unwritten rules provide harmony, compromise, a sense of compromise and group harmony.





YouTube

n in SD

Understanding #1: The goal is to help students understand the need for individualized learning paths and how to use data to inform their learning.



Box for Assessment Graduates



Rate



Remediation Strategy:

This strategy involves providing self-paced remedial coursework to students to target their areas of need while still in high school.



Result? Students are able to demonstrate mastery of coursework via the online Accuplacer assessment, allows the to enroll directly into BOR institutions ready for college level coursework.

Career Ready

Year	2012-13	2013-14	2014-15
High School Graduation Rate	85.0%	85.0%	85.0%
College-Ready Graduation Rate	15.0%	15.0%	15.0%
Work-Ready Graduation Rate	15.0%	15.0%	15.0%

This strategy is intended to provide students with self-paced remedial coursework and to help them gain an advanced placement course through the use of a course of study.

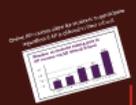
Year	2013	2014
Enrollment	~10	~20



SDC measures work readiness skill and a number of courses to all students in 10 years.

Strategy: Provide students the opportunity to take advanced, rigorous coursework and earn postsecondary credit during their high school careers through Advanced Placement (AP) and Dual Credit (DC) coursework.

Result? Students more likely to go on to postsecondary education, saving time and money once they enter postsecondary.



Year	2013	2014
2013	~10	~15
2014	~15	~20

College Ready

Year	2013	2014
2013	~10	~15
2014	~15	~20

Result: Taking a rigorous high school course increases the likelihood of college readiness.

The Department is including this strategy in the number of students taking the "College Ready" strategy.



Preparing students for success:
Graduation + Work Ready + Academic Skills = Life Ready

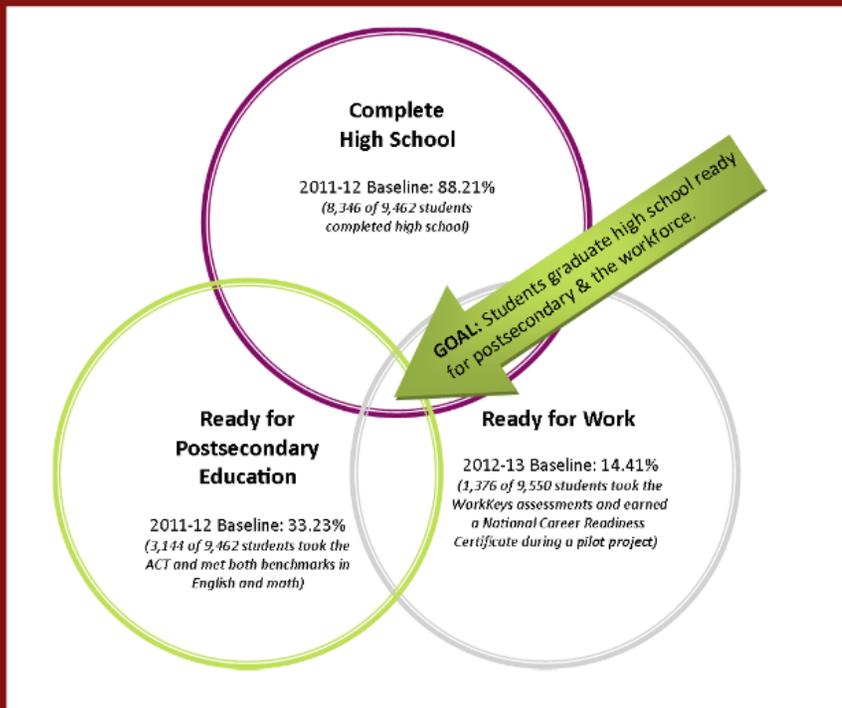
Goal: Students graduate high school ready for postsecondary and the workforce.

RATIONALE
Given the global competition, it is critical that students graduate high school fully prepared for the challenges of college, which includes any type of postsecondary education, and careers in today's knowledge-based economy.

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Preparing students for success

$$\text{Graduation} + \text{Work Ready} + \text{Academic Skills} = \text{Life Ready}$$

Complete High School

2011-12 Baseline: 88.21%
(8,346 of 9,462 students completed high school)

Ready for Postsecondary Education

2011-12 Baseline: 33.23%
(3,144 of 9,462 students took the ACT and met both benchmarks in English and math)

Ready for Work

2012-13 Baseline: 14.41%
(1,376 of 9,550 students took the WorkKeys assessments and earned a National Career Readiness Certificate during a pilot project)

GOAL: Students graduate high school ready for postsecondary & the workforce.

College Ready

Percent of 2013 ACT-tested SD high school graduates in "core or more" vs. "less than core" meeting ACT college readiness benchmarks

	Core or more	Less than core
English	73%	63%
Reading	52%	32%
Mathematics	55%	6%
Science	48%	22%

Result? Taking a rigorous high school curriculum makes a difference in preparing students to be post-secondary ready.

The Opportunities Scholarship has impacted the number of students taking the "core or more"

Percent of 2013 ACT-tested SD high school graduates in “core or more” vs. “less than core” meeting ACT college readiness benchmarks

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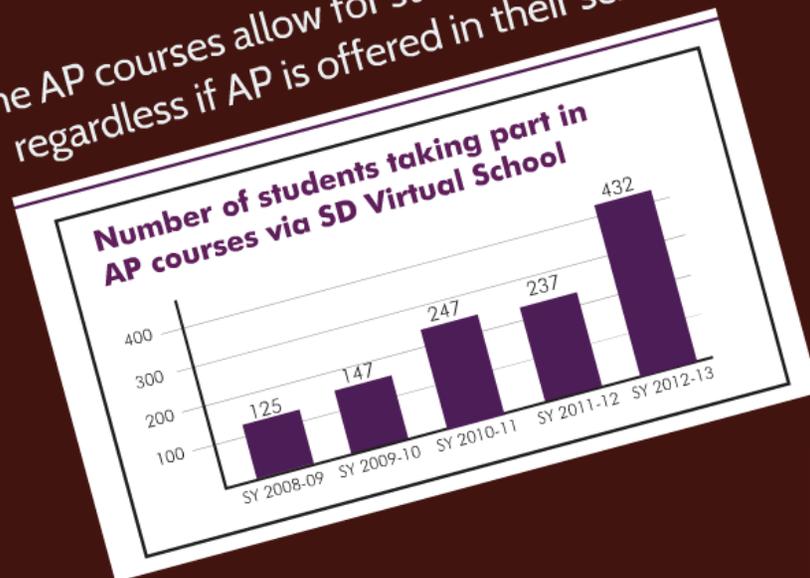
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Online AP courses allow for students to participate regardless if AP is offered in their school.



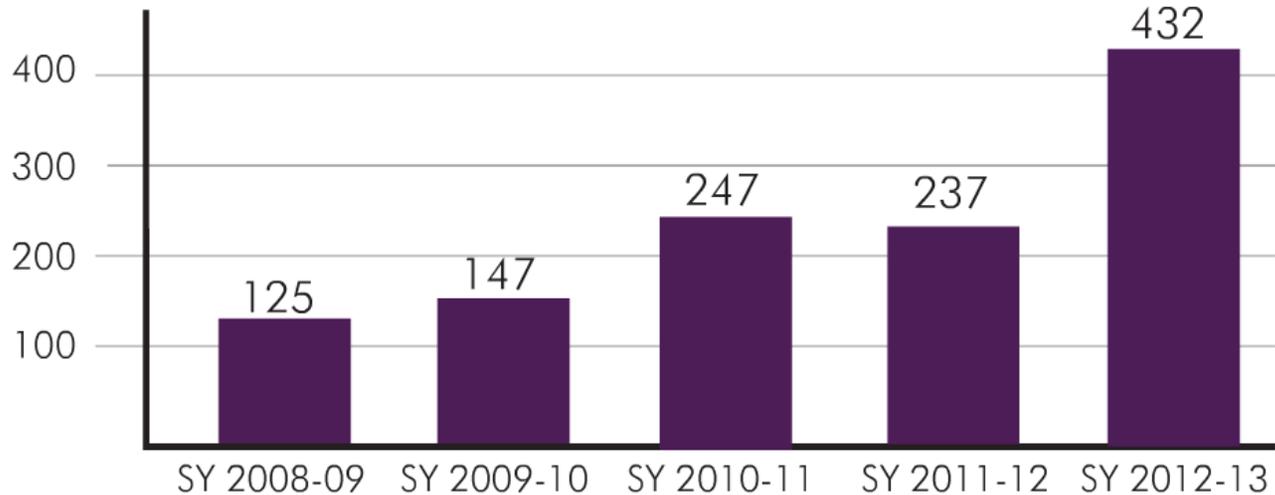
Advanced Placement (AP) in South Dakota: Participation & Pass Rate

Year	Schools	Students	Pass Rate (Exam score of 3 or higher)
2009	92	2,172	64%
2010	96	2,337	64%
2011	103	2,481	68%
2012	100	2,642	66%
2013	114	2,714	65%

Number of students participating in AP has increased by 542 students in only five years.

Online AP courses allow for students to participate regardless if AP is offered in their school.

Number of students taking part in AP courses via SD Virtual School



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Career Ready

This strategy is intended to provide students real-world experience and to help them apply academic coursework toward career development in areas of interest to them.

National Career Readiness Certificate

Year	Students taking assessment	Percent earning certificate
SY 2012-13	1,500	91.73%
SY 2013-14	1,184*	89.85%*

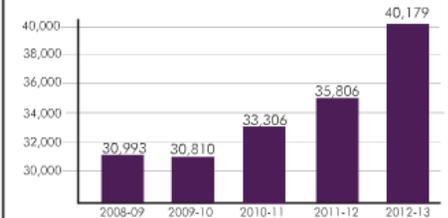
**To date for SY 2013-14*

NCRC measures work readiness skills and is available at no cost to all students this year.

School districts offering work-based learning

Year	Entrepreneurship	Senior Experience	Service Learning	Youth Internship
2009-10	0	26	6	23
2010-11	0	31	10	27
2011-12	1	34	13	26
2012-13	4	43	19	23
2013-14	5	42	23	29

Students enrolled in career and technical education courses



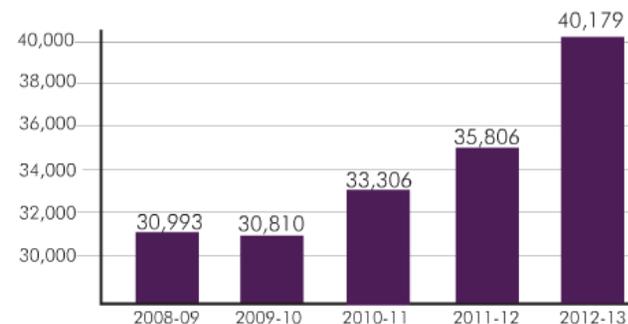
*Duplicated numbers. Students may be enrolled in coursework in more than one career cluster program.

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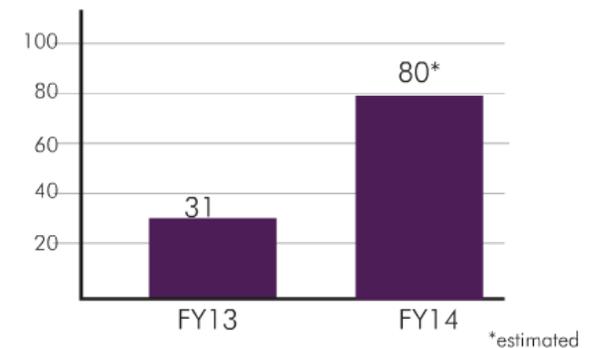
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Remediation Strategy:

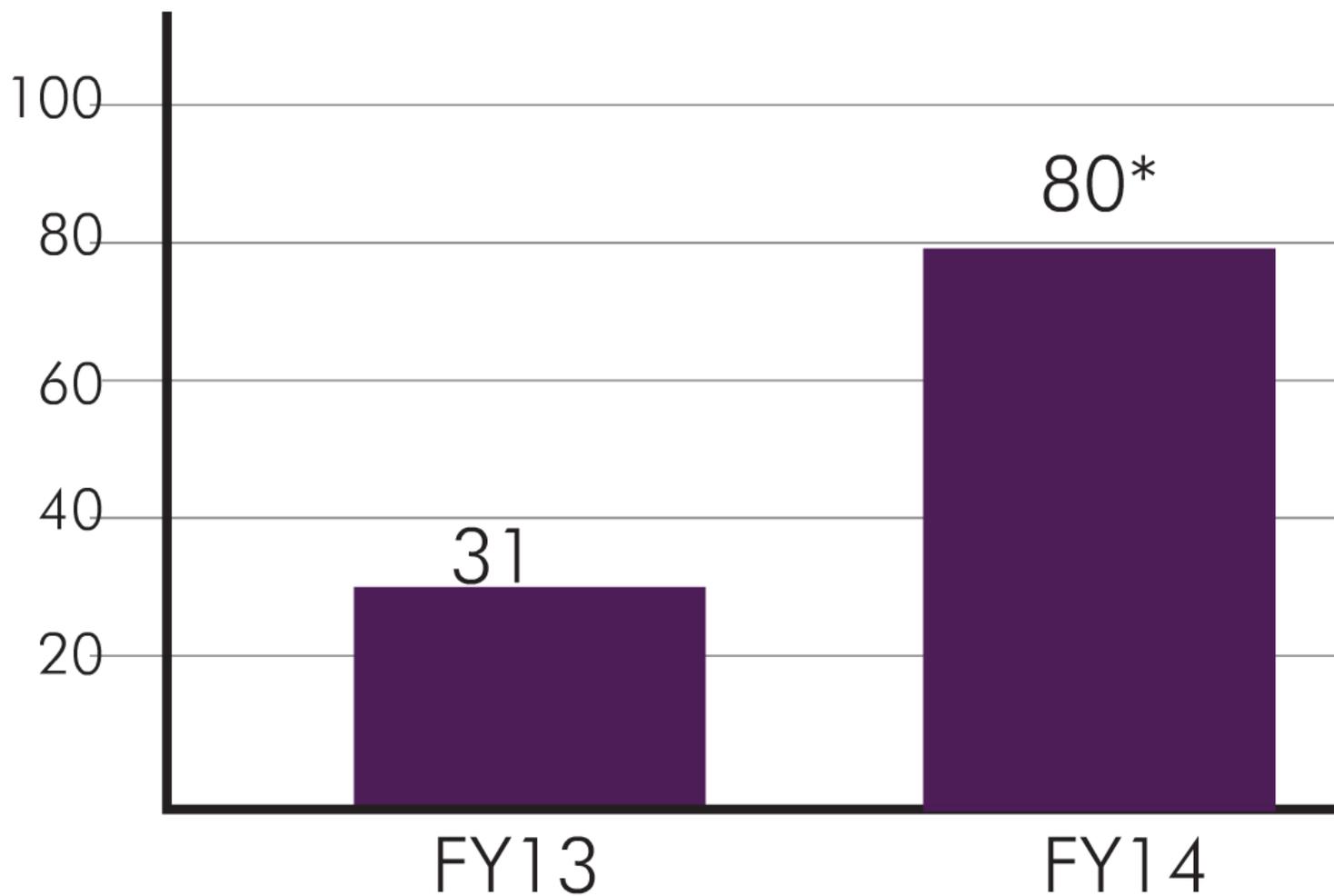
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**Number of students passing
Accuplacer exam**



Number of students passing Accuplacer exam



*estimated

