College, Career & Life READY

2014 graduating class

Of those not proficient in math in 8th grade:

- **85.9%** not proficient in 11th grade
- **74.5%** didn't take the ACT
- **1.4%** met the ACT math benchmark

Goal: Students enter 9th grade proficient in math.

Strategy: Alignment of curriculum, instruction and assessment

Identify & address gaps, weaknesses & trends in student math performance grades K-8, so students will be better prepared for high school and college-level math courses.

Algebra I and Geometry end-of-course exams aligned to the new standards were developed for use in spring 2015.

FY 13 PASS RATE 80.6% — 2151 students taking Algebra in 8th Grade

FY 14 PASS RATE 78.8% — 2224 students taking Algebra in 8th Grade

Strategy: Increased data usage

Increase educators' knowledge and use of data to make instructional decisions.

USD Data Use Courses for teachers and administrators delivered beginning in summer 2013

- Creating quality questions for data analysis
- Types of data
- Interpreting data
- Creating an action plan

Strategy: Increase math content knowledge and pedagogy

Expand opportunities for teachers in elementary and middle school to increase their content knowledge and instructional skills.

Math instructional coaching

Builds capacity of teachers of grades 4-8:

- Design math lessons
- Develop classroom with strong student discourse
- Strengthen use & type of deeper level questioning
- Implement formative assessments
- Engage students in productive struggle & rigorous tasks

4 schools in 2014-15

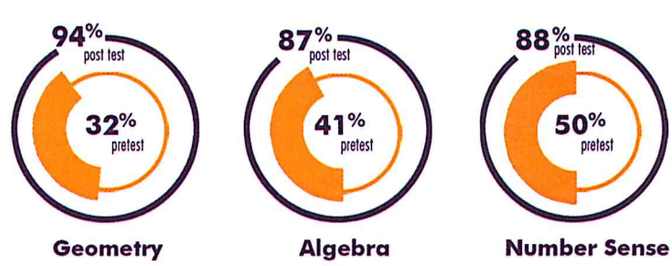
SD Math Counts program builds content knowledge in 3 key areas:

- Number sense
- Algebraic reasoning
- Geometry and measurement

Number of teachers participating in SD Math Counts training

- 2012-13: 216
- 2013-14: 209
- 2014-15: 206

Growth in SD Counts Teacher Knowledge



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2014 South Dakota Graduation Rate

All students:
82.74%

Native American students:
46.98%

Goal: Increase the academic success of Native American students.

Strategy:

Professional development for teachers and principals

Support educators to improve instructional practices and enhance longevity.

"WoLakota" implies balance and coming together. The WoLakota Project is meant to support students in high-need schools by pairing trained mentor-teachers with new teachers and providing Courage to Teach circles to tend to the "hearts" of each.

Strategy:

Student development

Raise student awareness of opportunities for college and careers.

Jobs for America's Graduates (JAG) is a program for students who are at risk of dropping out.

JAG Model Components:

- Classroom instruction
- Adult mentoring
- Summer employment training
- 12-month follow-up services
- Job and postsecondary education placement services
- Competency-based curriculums
- Advisement and support
- Student-led leadership development
- Accountability system

The JAG Model is cost-effective with a cost per participant that can be recovered in taxes paid in only

14 months

of full-time employment.

(Source: 2013 JAG Annual Report)

JAG Participation

School Year	# of schools	# of students	# of 12th grade students	Graduation Rate
2012-13	**3**	**63**	**11**	**100%**
2013-14	**5**	**88**	**16**	**99%**
2014-15	**6**	**134**	**23**	**NA**

Strategy:

Oceti Sakowin standards

Integrate language and culture in the classroom.

The Oceti Sakowin Essential Understandings come to life in powerful videos of elders featured on wolakotaproject.org.

"Grandchildren, today I come and I want to share some stories with you, so that these stories will never die. These stories are going to be yours, your responsibility to carry on for the next generation."

- Duane Hollow Horn Bear

The Department of Education is working on a partnership with the South Dakota Humanities Council to align the Oceti Sakowin Standards with proposed social studies standards to provide an opportunity for students to engage in cultural understanding.

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82.7% (2014 grads)

4-year Graduation Rate

2012 grads	2013 grads
76.6% Students meeting English ACT benchmark	**75.3%** Students meeting English ACT benchmark
68.1% Students meeting math ACT benchmark	**67.0%** Students meeting math ACT benchmark

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

Strategy: **Rigorous standards**
Provide districts support in implementing rigorous standards.

Strategy: **Advanced education opportunities**
Provide students the opportunity to take advanced, rigorous coursework and earn postsecondary credit during their high school careers.

Dual Credit Fall 2014 Participation

105 public school districts, 1 tribal school, 8 private schools and 14 homeschoolers

- **2,654** classes offered
- **4,301** credits earned
- **1,077** students

Strategy: **Career development**
Engage students and help them develop a clear, personal path to graduation and success after graduation.

National Career Readiness Certificate

2012-13: **91.7% Earned NCRC**
1,500 students completed WorkKeys assessments

2013-14: **91.8% Earned NCRC**
2,055 students completed WorkKeys assessments

Completion Rate of CTE Students

2013-14: **97.9%** **This rate includes students of public and BIE/tribal schools*

of students who took two or more credits in a single career and technical education program/cluster

Strategy: **College readiness coursework**
Decrease the number of students who need remedial coursework in college.

85 Number of students completing Accuplacer assessment in My Foundations Lab Program in FY 2014.

58.8%
Accuplacer pass rate for My Foundations Lab Program

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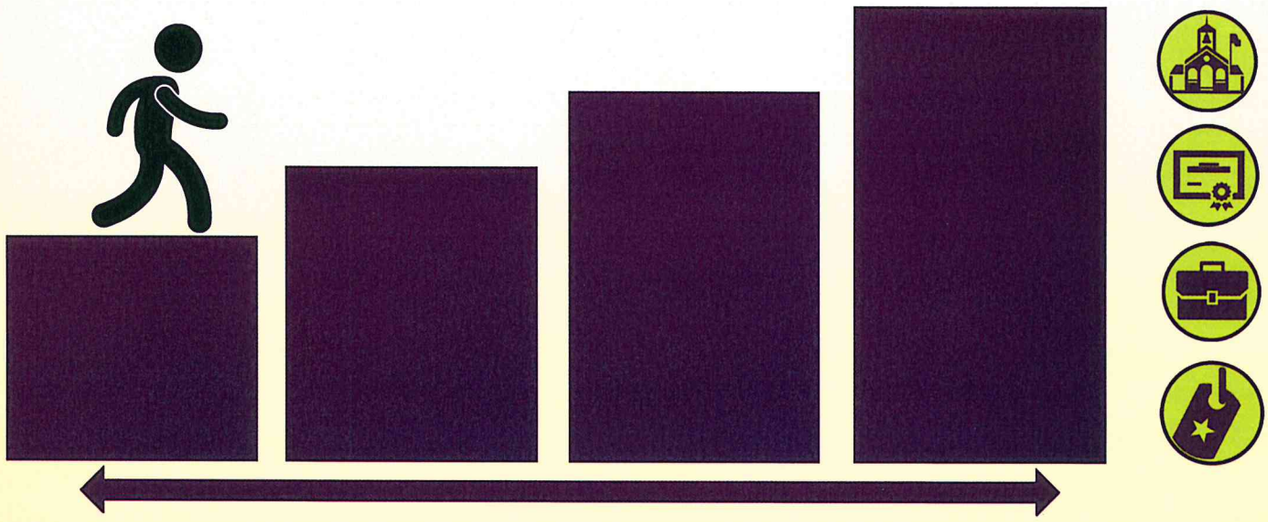

Foundational Supports

#1

Students have access to high quality standards and instruction.

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

The Digital Library is an online collection of resources for educators, aligned to the South Dakota standards in English language arts and math.

Investing in Teachers Training: 2012-2014

25,396 Common Core

1,362 Science Academies

715 School Counselor Workshops

11,474 SLO trainings

TOTAL 38,947 TRAINING DAYS (# of participants x days attended)

The Common Core State Standards will have a positive impact on...

	Teacher practice		Student achievement	
*K-12 Teachers	2013	83%	2013	82%
	2014	83%	2014	81%
Principals	2013	93%	2013	89%
	2014	92%	2014	88%
District Leaders	2013	90%	2013	91%
	2014	91%	2014	89%

*Teachers of Math and Reading

#2

Students are supported by effective teachers and leaders.

Effective teachers and leaders play an essential role in ensuring students are on track to successfully complete their K-12 education experience.

5,828 educators attended SLO training June 30-Aug. 1, 2014

SLO Trainings

South Dakota's teacher and principal effectiveness systems rely on Student Learning Objectives, or SLOs, to measure student growth. An SLO is a teacher-driven goal or set of goals that establish expectations for student academic growth during a specified period of time.

teachscape

122* districts planning to use or currently implementing Teachscape

8,830* teachers and administrators have accessed Teachscape

Most popular Teachscape courses among SD teachers*

- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning

*As of Nov. 2014

#3

Students enter schools that provide an environment conducive to learning.

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students to achieve social, emotional and academic success.